

Ministry of Pastor HANDBOOK

Assessors



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Introduction

The new Lay Specified Ministry of pastor requires Presbyteries to conduct a number of assessments. One of the most complex ones is assessing the core and general competencies of people applying to be or who are already commissioned Pastors.

Although the process of assessment can be a complex and involved one, it is to be remembered that we are not needing to have a fully government compliant process which is what is expected of Recognised Training Organisations under the Vocational Education and Training sector. Our job is much smaller and specific. We have two core competencies with seven elements of competency for which we need to assess, and although the general competencies contain many more elements and units of competencies than the core competencies, have been developed in the same framework as the core competencies. As such the assessment methods and techniques outlined in this handbook are applicable to both sets of competencies, clearly with some modifications and adjustments as the case may dictate.

This handbook seeks to offer some basic background to competency based training and competency based assessment including some theory. However its main concern is with the practice of assessment and so it is focused on more practical issues.

The Assessor course, to which this handbook is a basis, goes into much more practical detail and can be downloaded from the ministry of pastor website.

We hope that this document is helpful for you as you seek to implement the assessment aspects of the new Lay Specified Ministry of Pastor.

What is Competency Based Training?

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific profession. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. CBT focuses on the development of the skills, knowledge and attitudes required to achieve those competency standards.

One of the primary features of CBT is that each learner's achievement is measured against the competency standards rather than against the achievement of other learners.

Under the CBT approach, each learner is assessed to find the gap between the skills they need (as described in the core and general competencies) and the skills they already have. The difference between the two is called the skills gap. A training program is then developed to help the learner acquire the missing skills.

$$\text{Skills required} - \text{current skills} = \text{skills gap}$$

In many cases the learner has no current skills and the training program is a full curriculum based course. However, the learning outcomes achieved through the curriculum are derived from the competencies described in the competency package.

Competency-based training programs are often comprised of modules broken into segments called learning outcomes, which are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module.

Competency Based Assessment

“Competency based assessment (CBA) is the process of collecting evidence and making judgements against set criteria”¹

Competency Based Assessment (CBA) can also be defined as the process of collecting evidence and making judgements on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the ministry setting, as that is expressed in the relevant competency standard or element of competency. **A person is considered competent when she/he is able to apply their knowledge and skills successfully.**

A key emphasis on competency based assessment is to allow the learner to demonstrate competency in a *variety of different ways* and sometimes over a period of time.

CBA is also used to identify areas in the learner’s knowledge or application of skills which need attention. It helps establish what the learner knows and how this knowledge or skill can be applied and transferred into other situations and contexts.

In respect to the ministry of Pastor competencies, the use of Competency based assessment is crucial given that the emphasis is on assessment of prior knowledge and experience.

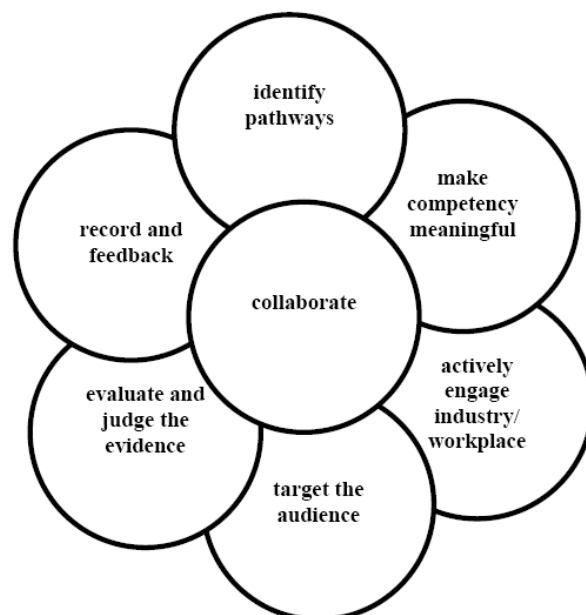
¹ NVSC Handbook 2003

Key Features of Competency Based Assessment

CBA should not be an isolated activity. It is very important that CBA occurs within a context of ministry and learning and that skill and knowledge gaps identified during the process are seen as opportunities for further development and not failure.

The key features of CBA are:

- Providing pathways for the candidate
- Actively seeks to involve the ministry location in the assessment process
- Makes competency meaningful to participants by relating the units or elements of competency to workplace/ministry activities, procedures, requirements etc.
- Involves the candidate, the assessor and the ministry location
- Clearly targets the evidence that the candidate needs to present
- Incorporates clear and efficient methods of evidence collection
- Has clear procedures for making assessment decisions
- Includes efficient record keeping systems
- Ensures that the candidate is given clear and constructive advice and feedback (Ratio, 2001.)



Forms of Assessment

There are different forms of assessment. Although they are here articulated separately, it is not uncommon for most or all of these to be used together in an assessment strategy. In particular in the case of the assessment form referred to in Australia as Recognition of Prior Learning (RPL), it is not uncommon to find all these forms of assessment used in the process of the RPL Assessment.

Although we will be concentrating largely on RPL, a brief definition and explanation of all these types of assessment is valuable in that it helps one with the overall picture of assessment.

These descriptions are largely taken from the National Volunteer Skills Centre's guide to writing Competency Based Training Material. ²

Diagnostic Assessment

Is a type of formative assessment particularly intending to diagnose areas of weakness, or misunderstanding, and strength. It involves collecting evidence to diagnose or identify training needs or performance problems.

When employed it is typically used to identify a learner's gap in knowledge and to ensure that the content of the subsequent training will meet the learner's needs.

Formative Assessment

This type of assessment assists and supports learning by providing feedback about performance and progress towards the achievement of competency. It is also a method for the collection of evidence, and determining a candidate's readiness for her or his final assessment. Formative assessment is more a process than an event. It allows learners the opportunity to gain confidence through practice and application in an environment which is conducive to achievement of competence.

Learners will normally generate a sense of achievement and build confidence throughout a course of study. Evidence collected from formative assessments may be used for the purposes of summative assessment.

² Commonwealth of Australia, 2003. A Guide to Writing Competency Based Training Materials. National Volunteer Skills Centre: Melbourne, VIC.

Summative Assessment

This is a final assessment of competence. It is used when the learner feels confident of their ability to perform and can demonstrate this performance in a workplace or a simulated environment. Summative assessment requires the assessor to make a final judgement as to whether the learner is competent or not yet competent. This type of assessment is used to determine whether the learner has reached competency or achieved the learning outcomes. It is also used for purposes of recognition, classification and certification.

Recognition of Prior Learning (RPL)

This is the type of assessment which will be the most commonly used with respect to the ministry of Pastor regulations. This is once again because the emphasis is on assessment and evaluation of evidence of previous experience and learning provided by the candidate.

This method allows a person to receive recognition and often credit for the knowledge and skills they have, no matter how and where they were attained. This can include skills from previous study as well as work or life experience.

Principles of Assessment

All assessment, no matter which form, needs to be guided by the following established principles:

Fairness

Takes into account the person being assessed and ensures that they are not disadvantaged. A fair assessment is one where the learner:

- Has a clear understanding of what is expected and what form the assessment will take
- Is treated equitably
- Knows the criteria that will be used to judge performance
- Has opportunities for the assessment decision to be reviewed or to appeal the assessment outcome

Validity

A valid assessment assesses what it claims to assess. The evidence collected is relevant to the activity and demonstrates that the performance criteria have been met. This is normally achieved by:

- Focusing on the areas described in the relevant competency standard
- Sampling a sufficient range of evidence
- Gathering evidence in the workplace or from tasks that resemble those in the workplace
- Being clear about the competencies being assessed

Reliability

A reliable assessment is consistent and reproducible. This is normally achieved by making sure that:

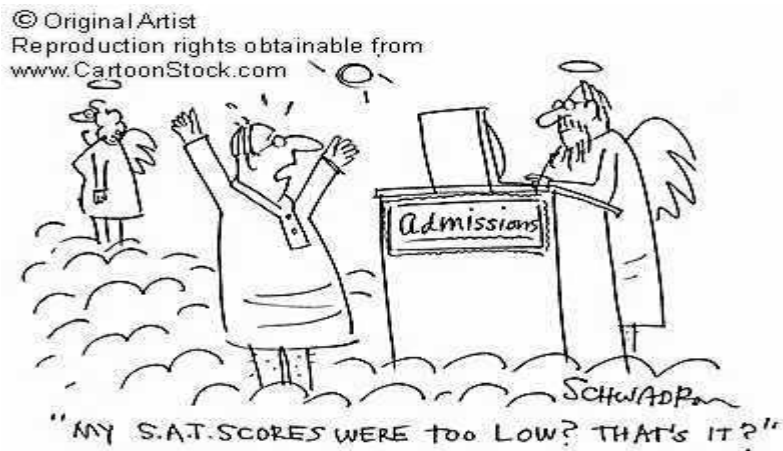
- All parties are conversant with the competency being assessed
- Using several different methods to gather data for the assessment
- Collecting evidence in different situations or at different times
- Using more than one assessor

Flexibility

Flexibility in assessment often involves negotiation of assessment methods.

Flexibility also means:

- Being accessible to the learner
- Providing recognition regardless of how or where the competency was acquired



Principles for Reviewing Evidence for Assessment

When the assessor reviews the evidence she/he needs to make sure that it is relevant to the learning outcomes, represents sufficient depth and quality to the standards to which it applies, that it is the work of the candidate, and that it is contemporary enough to meet the learning outcomes.

These four tasks are understood in terms of the following principles:

Validity: “Does the evidence relate to the learning outcomes the candidate is claiming? Does it match in part or all of the outcomes within a particular unit?”

Sufficiency: “Can the evidence serve as conclusive proof for one or more of the units been assessed? If not, what else is required?”

Currency: “Is the evidence sufficiently recent in light of the expectations of the standards or learning outcomes?”

Authenticity: “Is the direct evidence definitely the work of the candidate? Does the indirect evidence provide a true and accurate picture to support the candidate’s learning claims?”

A combination of these types of evidence will influence the methods by which suitable and sufficient evidence is collected during the assessment process. In most cases a combination of evidence gathering methods will be needed to make sure that the assessment outcome is valid and reliable. It is extremely important to note that the methods selected should as much as possible avoid costly over assessment (costly in terms of time and money). Examples of assessing multiple outcomes are provided in the framework in this handbook.

What are we assessing? Our Framework...

Knowledge Components

In terms of the core competencies for the ministry of pastor, there are two types of competency components; Knowledge and Skills.

Knowledge components are those that require the candidate to show that they **know** or have the appropriate level of knowledge with respect to the element of the competency. In competency based training and assessment, the knowledge components are essential as a person is not normally able to apply knowledge of a subject if they have no knowledge of the subject! For example, in the Core Competencies for Pastor there are a number of knowledge components such as in Element 1 “Articulate the key theological foundations of the Basis of Union”. In this case you would be looking for either a clear knowledge of the theological foundations (such as what the Basis of Union says about God as Trinity or the Person and Work of Christ), by a number of means. We will look at these methods in more detail later, but for now it is important that you recognise that these components are about what the person knows about the subject being assessed. Most people will be able to demonstrate how they can apply such knowledge (e.g. sermons, bible studies etc) and so you could assess them by their application of the knowledge.

The knowledge based components are in Core Competency 1, elements 1 to 3.

Skills Components

The Skills components are those which require the applicant to demonstrate that they are able to **do something** as opposed to just knowing something. The knowledge in these cases is assumed and the candidate needs to show or provide evidence that they can **apply** the knowledge in relevant ministry situations.

Most of these you will find are in Core Competency 2 (all elements) but also element 4 of core competency 1 (Understand the councils and ministries of the Uniting Church in Australia).

Framework for assessing competencies

A framework is essentially a **structure for units of competency** which classifies what skills and knowledge are required for a particular competency. It also deals with the pedagogical benchmarks for courses including assessment and regulatory issues.

In our case we are not here having to deal with government regulatory authorities and so our framework is not as complicated as those one may find on government websites, but it is a structure necessary for (a) understanding what the competencies are (Competencies), (b) understanding what we are meaning to assess (elements of competencies), and (c) what are the minimum benchmarks for the competency development (learning Outcomes/Performance Criteria). A further part of this structure is Assessment.

The structure presented here is divided into four sections:

- Competencies (what overall skill we are assessing)
- Elements of Competencies (what skills & knowledge form the competency)
- Learning Outcomes or Performance Criteria (what to look for when assessing for prior learning and/or what to include when developing course content)
- Evidence Guide for RPL (a guide to what evidence is needed for RPL)

It is a slightly reworked version of the *Assessment Resources for the Ministry of Pastor* released by the Assembly and the MEC but it expresses the varieties of experience and situations in NSW/ACT Synod along with the need to contextualise any such generic document. However, although the competencies have been reworked, the learning outcomes (sometimes also referred to as performance criteria) remain those which have been released by the MEC. You can find it in the resources section of this handbook.

Core Competencies

Summary of Core Competencies

Core Competencies are those areas determined by the UCA Assembly as essential minimum requirements for an appointment for the ministry of Pastor. The Assembly has determined that these Core Competencies address two areas: The Basis of Union and UCA ethos, and the UCA Code of Ethics and Ministry Practice. Competencies include knowledge, skills and other abilities.

In assessing Core Competencies, Presbyteries will be asking applicants for evidence of their understanding and ability in the areas listed. Such evidence may be provided in a range of ways including an interview, written statement, or a record of assessment conducted by and training body. Some assessment tools are provided by the MEC to assist with this task. The Presbytery is responsible for determining whether the evidence is sufficient as entry-level competency.

It is also important to note that these **Core Competencies** are entry-level competencies designed to be applicable to all Pastors, regardless of their role. However some Pastor roles will require higher levels of competency with regard to preaching and teaching. Such responsibilities will be outlined in a Pastor's job description and reflected in the **General Competencies** related to their particular role. A Pastor's suitability for a particular appointment should be assessed in relation to the job responsibilities of the appointment.

UNIT OF COMPETENCY

Work within the doctrine, ethos and polity of the Uniting Church

Elements of Competency

1. Articulate the key theological foundations of the Basis of Union:

identify and explain the key theological themes expressed in the BoU (in particular paras 1 to 4) and the Creeds, in particular

- a. God as Trinity
- b. the person and saving work of Jesus Christ
- c. the nature and mission of the church as a pilgrim people
- d. Christian hope in the coming reconciliation and the renewal of Creation

2. Describe key historical elements contributing to the formation of the Uniting Church

- a. describe key characteristics of the Methodist, Congregational and Presbyterian churches
- b. describe the key documents in the formation of the Uniting Church
- c. describe the key main events in the process of church union

3. Articulate the place and role of key aspects of the Church's life and witness, in particular

- a. Scripture, Christian witness to the Word, including preaching
- b. Creeds and Confessions
- c. the Sacraments
- d. Christian witness to the Word, including preaching
- e. Christian service
- f. commitment to scholarly enquiry and an informed faith
- g. the place of ecumenism within the UCA's history and vision

4. Understand the Councils and Ministries of the UCA
 - a. explain the UCA understandings of church membership, ministry and service
 - b. identify the key documents that describe UCA polity and procedures
 - c. identify the Councils of the church; their functions and interrelationships
 - d. describe the forms of ministry within the UCA and their inter-relationships

5. Articulate and practice key elements of the UCA understanding of gifts, ministry and service
 - a. seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics
 - b. encourage and respect the giftedness and ministry of other people and be willing to learn from them
 - c. teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA
 - d. work effectively in a team setting with appropriate accountability and responsibility
 - e. engage others in respectful dialogue and decision-making and respect the decisions of the councils of the church

UNIT OF COMPETENCY

Work within the Uniting Church Code of Ethics and Ministry Practice

6. Identify the behavioural and boundary issues involved in ministry conduct and accountability in both personal discipleship and professional ministry
 - a. identify the parts of key documents which relate to the ordering of ministries within the UCA
 - b. explain the nature and responsibilities of pastoral ministry and pastoral relationships
 - c. the potential for conflict in responsibility and accountability and appropriate means to resolve this
 - d. explain and give examples of
 - (i) the nature and boundaries of power in ministry relationships
 - (ii) the nature and boundaries of confidentiality
 - (iii) appropriate reasons for referral of pastoral issues

7. Identify and practice appropriate standards of professional conduct at a level appropriate to the ministry in which the Pastor is engaged
 - a. accurately represent one's competencies and commit to developing one's knowledge, skills, and spiritual disciplines
 - b. explain UCA expectations regarding gifts, fees and financial gain
exercise responsible self-care
 - c. explain the purpose of supervision and give evidence of willingness to be subject to supervision
 - d. identify current legal requirements relevant to the particular area of ministry
explain the ethical and organisational responsibilities of ministry in other organisations as appropriate
 - e. explain the responsibilities of persons in ministry regarding breaches of the Code of Ethics

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General Competencies

Summary of General Competencies

Overview

Competencies for the ministry of Pastor consist of the knowledge, skills and other attributes necessary for the specific role to which they are appointed. Appointment and continuing education of Pastors shall include assessment of competency for ministry in relation to their specific role. (Regulation 2.14.13 (a))

MEC Rules for the Ministry of Pastor

This document outlines General Competencies as determined by the Ministerial Education Commission. General Competencies are those competencies that Pastors need to demonstrate within their specific appointments. The competencies relate directly to the Pastor's job description. Hence, not all competencies relate to all Pastors.

Items 4 and 5 of the MEC Rules for the Ministry of Pastor outline the nature and purpose of General Competencies, and the Presbytery's role in oversight of assessment and learning. In summary, the process to be followed is this:

1. A Presbytery designates one or more people to examine the Pastor's job description and to identify which of the General Competencies contained in this document (see summary on following page) relate directly to the Pastor's role and tasks. (The Presbytery may wish to seek guidance from synod bodies at this stage.) [see Rule 4 (a)]
2. Following selection for the appointment, a Pastor will be assessed by the Presbytery against these particular General Competencies [see Rules 4(b) and (c)] (Note: It is possible that part of this assessment can take place within the selection process itself.)
3. If there is a gap between the competencies required and those currently held by the Pastor, the development of the said competencies becomes the primary goal of the Pastor's continuing education, overseen by the Presbytery. [see Rules 4(d) and 5]

The Schedule of Competencies

The General Competencies are grouped under the following headings. Note that the categories are not mutually exclusive, so there are some overlaps of competency in some areas.

1. Community Development
2. Education
3. Evangelism
4. Leadership
5. Pastoral Care
6. Organisation & Administration
7. Worship & Preaching

In order to keep the competencies as succinct as possible, the descriptions are written in generic terms and do not take into account every possible variation of context, culture, age grouping and level of responsibility for particular Pastor roles. Hence, the Presbytery assessor will need to determine the extent to which each particular competency unit needs adaptation for a particular role or task.

It is likely that not all tasks required of Pastors are included in these General Competencies. In such instances, the Presbytery will need to add additional competencies, preferably in consultation with synod the appropriate synod education agency staff. [Note: such competencies should be described in similar competency language.] The Presbytery is asked to notify the Ministerial Education Commission of such additions, so that they might be considered for inclusion in future versions of this Schedule.

It is expected that any assessment of General Competencies will conform to the assessment principles of validity, sufficiency, fairness and currency. [see Rule 4(b)].

Summary of General Competencies

Units of Competency

Community Development

1. Identify community development principles
2. Develop community information and relationships
3. Develop community leadership and networks
4. Develop community programs
5. Support community action

Education

1. Identify foundations and approaches for education
2. Plan learning programs
3. Conduct and evaluate learning programs

Evangelism

1. Identify foundations and approaches for evangelism
2. Articulate an understanding of other faiths and cultures
3. Engage in culturally appropriate conversations about faith and life
4. Plan and conduct an evangelism process
5. Foster new faith communities

Leadership

1. Provide leadership and guidance within a congregation, faith community or agency
2. Provide leadership of a group
3. Mentor others
4. Evaluate effectiveness in ministry

Organisation & Administration

1. Organise ministry priorities
2. Undertake ministry tasks
3. Communicate effectively with people
4. Organise ministry information

Pastoral Care

1. Identify foundations and approaches for pastoral care
2. Identify pastoral care issues or needs
3. Provide pastoral care
4. Review pastoral care
5. Foster a caring community

Worship & Preaching

1. Prepare and lead worship services
2. Prepare and present sermons
3. Preside at sacraments
4. Preside at funerals

COMMUNITY DEVELOPMENT COMPETENCIES

These competencies apply to Pastors whose role includes work beyond the gathered congregation serving the local community. The 'community' referred to here is the wider community, not the congregation, and may focus on a particular geographic, social or other group. Note that there is a separate set of competencies covering evangelism and forming new faith communities.

Units of Competency

1. Identify principles of community work
 2. Develop community information and relationships
 3. Develop community leadership and networks
 4. Develop community programs
 5. Support community action
-
-

Unit of competency – Understand principles of community work

Performance criteria

- a. identify key principles of community work
- b. articulate a theological basis for community development as Christian mission
- c. describe a range of models or approaches to community development
- d. understand basic approaches to social analysis

Unit of Competency – Develop community information and relationships

Elements of Competency

1. Gather community information

Performance criteria

- a. gather relevant information about the characteristics, organisations and services relating to the community
- b. identify key community events, places, stories, groups, networks and cultural factors
- c. record, prioritise and summarise community information

2. Establish relationships with key people

Performance criteria

- a. identify people who are key to the life of the community and to ministry goals

- b. make contact and establish positive relationships using appropriate communication skills
- c. gather relevant information about key persons' roles and their organisations/networks

3. *Identify community hopes and needs*

Performance criteria

- a. use a range of means to gather information about community issues through interpersonal, group, network and data gathering skills
- b. work collaboratively to assess and summarise community information
- c. work collaboratively to prioritise and present community information
- d. identify links between community issues and ministry goals
- e. work collaboratively with key people on the above tasks

Unit of competency - Develop community leadership and networks

Elements of competency

1. Develop community networks

Performance criteria

- a. facilitate communication and meetings between key people
- b. identify obstacles to networking and devise strategies to reduce these
- c. support ongoing communication networks

2. Develop community leadership

Performance criteria

- a. identify sources of leadership support, including people, programs, services and resources
- b. assist groups to design or access leadership development pathways
- c. promote leadership development opportunities
- d. provide individuals with leadership development support

Unit of competency - Develop community programs

Elements of competency

1. Assist groups to set goals

Performance criteria

- a. use a range of approaches to assist groups to assess needs and determine goals
- b. exercise facilitation and negotiation skills in seeking group consensus
- c. consult with people and groups to assess support and resource needs

2. Support key people in developing programs

Performance criteria

- a. support key people in designing program plans
- b. support key people in seeking program assistance from individuals, groups and agencies
- c. assist in identifying and accessing program resources
- d. assist in developing and conducting program evaluation

Unit of competency – Support community action

Elements of competency

1. Assist groups to develop action strategies

Performance criteria

- a. identify avenues and processes for advocacy in a particular community
- b. use a range of approaches to assist groups to identify issues requiring action
- c. use a range of approaches to assist groups to develop strategies to address needs

2. Assist key people to implement community action

Performance criteria

- a. assist groups in planning and implementing community action
- b. assist in managing information and communication
- c. assist in evaluating and adapting community action plan

EDUCATION COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for “teaching the beliefs and practices of the Uniting Church” [Regulation 2.14.2]

These competencies shall be applied to the particular role and responsibilities of a given Pastor’s appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises an educational role, taking into account the people’s age, maturity, cultural background, and other capacities.

Units of Competency

1. Identify foundations and approaches for education
 2. Plan learning programs
 3. Conduct and evaluate learning programs
-

Unit of competency: Identify foundations and approaches for education

Performance criteria

(Note: Depending on the setting, the education provided may be Christian education, religious education or more generalised education as ministry)

- a. articulate biblical and theological foundations for education
- b. demonstrate an understanding of relevant human development and faith development and other related theories
- c. explain the place of education within the life of a congregation, faith community or agency
- d. identify a range of appropriate teaching and learning approaches and reasons for utilising them

Unit of Competency: Plan Learning Programs

Elements of Competency

1. *Assess learning needs*

Performance criteria

- e. demonstrate a variety of means to evaluate and assess learners needs and interests
- f. develop clear and achievable learning goals
- g. include learners in determining learning goals and learning processes

2. *Plan an educational program or process*

Performance criteria

- a. develop a learning program to match congregational or agency goals with learners' needs and capacities
- b. develop plans for individual sessions or lessons
- c. assess resource needs and match needs with available resources
- d. arrange resource provision or negotiate suitable alternatives
- e. communicate evidence of planning to other leaders

Unit of Competency: Conduct and Evaluate Learning Programs

Elements of Competency

1. **Teach Uniting Church beliefs and practices** in a manner and at a level appropriate to the particular learners with whom the Pastor is engaged

Performance criteria

- a. identify and discuss key themes and concepts in Scripture
- b. identify and discuss the contents of key biblical texts and their relationship to one another and to human experience
- c. describe contemporary approaches to biblical study and interpretation
- d. articulate key theological themes in the Christian faith, including Uniting Church doctrines as expressed in the Basis of Union and Assembly documents
- e. lead discussion of biblical texts in relation to contemporary human experience
- f. describe and explore practices of Christian faith and discipleship with groups and individuals

2. **Facilitate an educational program or process** appropriate to the particular learners with whom the Pastor is engaged

Performance criteria

- a. establish a safe, positive learning climate in terms of space, resources and relationships
- b. articulate the purposes and processes of a program to participants
- c. adapt a learning plan to allow for participants' immediate learning needs, capacities or concerns
- d. lead a range of group learning processes
- e. manage group dynamics appropriately within the learning environment
- f. set up and use the necessary resources and equipment

3. **Evaluate learning programs**

Performance criteria

- a. plan assessment or evaluation in relation to teaching and learning goals
- b. seek and receive appropriate feedback on learners' progress and satisfaction
- c. modify both teaching goals and teaching practices in response to evaluation
- d. provides appropriate feedback and reporting to learners, to other leaders and to supervisors or councils

EVANGELISM COMPETENCIES

1. Identify foundations and approaches for evangelism
 2. Articulate an understanding of other faiths and cultures
 3. Engage in culturally appropriate conversations about faith and life
 4. Plan and conduct an evangelism process
 5. Foster new faith communities
-

Unit of competency – Identify foundations and approaches for evangelism

Performance criteria

- a. articulate a theology of evangelism consistent with the biblical witness, with special reference to the reign of God inaugurated in Jesus Christ
- b. outline the nature of apologetics, personal faith sharing, and church planting as distinct but complementary aspects of evangelism
- c. describe the complementary nature of word and deed in living and sharing the good news of Jesus Christ

Unit of competency – Articulate an understanding of other faiths and cultures

Performance criteria

- a. demonstrate an awareness of the local cultural context(s) as a formative factor in a theology of evangelism
- b. articulate an understanding of cultural differences, including world-views, values and customs
- c. articulate an understanding of the faiths and cultures present in the cultural context(s) in which the Pastor's appointment is based

Unit of competency – Engage in culturally appropriate conversations about faith and life

Performance criteria

- a. identify characteristics of good cross-cultural communication and barriers to good communication
- b. establish and maintain genuine, trusting, open relationships with people in the community
- c. engage in culturally appropriate dialogue about faith and life
- d. articulate Christian beliefs and practices in a culturally appropriate manner

Unit of competency – Plan and conduct an evangelism process

Performance criteria

- a. demonstrate awareness of several processes of evangelism, including processes promoted by the UCA
- b. identify the advantages and disadvantages of particular processes of evangelism

- c. develop an evangelism process for a congregation or faith community in collaboration with others
- d. articulate the appropriateness of the chosen approach to evangelism for the particular generation or cultural group
- e. encourage and equip individuals for participation in the evangelism process
- f. adapt the evangelism process to account for community and congregational factors
- g. assess the evangelism process and provide constructive feedback

Unit of competency – Foster new faith communities

Performance criteria

- a. provide oversight to the discipling of new Christians
- b. identify and equip potential leaders within the new faith community
- c. work with the community to establish culturally-appropriate patterns for Christian community life
- d. identify resource needs and assist the community to find ways to address these
- e. maintain good communication links with supervisor/s and sponsoring bodies
- f. engage in ongoing theological reflection on the relationship between 'gospel and culture' in the new faith community

LEADERSHIP COMPETENCIES

These competencies are applicable to Pastors where their role includes responsibility for “pastoral oversight of members and / or groups operating under the auspices of the Uniting Church; and / or leadership of worship in congregations or faith communities of the Church” [Regulation 2.14.2]

These competencies assumed that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, in particular the Unit of Competency – “Work within the Code of Ethics and Ministry Practice of the Uniting Church,” which includes:

Articulate and practice key elements of the UCA understanding of gifts, ministry and service

- f. seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics*
- g. encourage and respect the giftedness and ministry of other people and be willing to learn from them*
- h. teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*
- i. work effectively in a team setting with appropriate accountability and responsibility*
- j. engage others in respectful dialogue and decision-making and respect the decisions of the councils of the church*

Units of Competency

1. Provide leadership and guidance within a congregation, faith community or agency
2. Provide leadership of a group
3. Mentor others
4. Evaluate effectiveness in ministry

Unit of Competency - Provide leadership and guidance within a congregation, faith community or agency

Elements of competency

1. Facilitate shared vision and forward planning

Performance criteria

- a. lead processes to foster shared vision for serving Christ’s mission in a particular context
- b. identify key elements of strategic planning processes
- c. demonstrate characteristics of effective leadership in a context of change
- d. communicate goals and plans effectively to leaders and members

2. Facilitate group life and decision-making

Performance criteria

- a. identify the four levels of decision making as outlined in the UCA Manual for Meetings
- b. chair or conduct a meeting according to procedures in the UCA Manual for Meetings
- c. provide spiritual guidance and encouragement for group meetings

3. Manage conflict and work collaboratively

Performance criteria

- a. identify common causes of conflict and conflict behaviours, taking account of social contexts
- b. manage communication so that issues are identified, clarified and confirmed appropriately
- c. identify resolutions options including negotiation and mediation, and refers where necessary
- d. involve parties in a conflict in taking ownership and seeking solutions

4. Use appropriate leadership styles

Performance criteria

- a. identify a range of approaches to ministry leadership
- b. identify one's own preferred and primary leadership style
- c. lead at least three different facilitation processes suitable for different contexts
- d. adjust leadership style and method according to cultural factors

Unit of Competency - Provide leadership of a group

Elements of competency

1. Communicate effectively with group members

Performance criteria

- a. communicate clearly by verbal, non-verbal and written means, as is culturally appropriate
- b. articulate and encourage group's agreed purposes, direction, plans and expectations
- c. establish a 'safe' environment for participation and growth
- d. receive feedback from group members and revise plans accordingly

2. Provide leadership of programs and activities

Performance criteria

- a. understand organisational requirements regarding duty of care, use of property and resources, and reporting
- b. lead or guide program planning
- c. delegate and involve others in program leadership according to their maturity and gifts
- d. conduct evaluation, summarise learnings and implement improvements

3. Facilitate group growth

Performance criteria

- a. assist the group to establish and adhere to agreed norms and rules
- b. manage group dynamics/behaviour
- c. demonstrate processes for fostering participative decision-making, collaborative learning, and mutual accountability
- d. encourage, enthuse and inspire others in an appropriate manner

Unit of Competency - Mentor others

Performance criteria

- a. understand the nature and stages of mentoring
- b. able to establish a mentoring relationship through building trust and rapport
- c. assist the mentoree to clarify expectations, develop goals and means of progress
- d. share appropriate knowledge, experience and skills with the mentoree
- e. monitor the mentoring relationship and manage transition and closure

Unit of Competency - Evaluate effectiveness in ministry

Performance criteria

- a. articulate a theology of ministry appropriate to the particular role of the Pastor
- b. identify suitable criteria for evaluating one's ministry effectiveness in a particular context
- c. identify the strengths and weaknesses in one's current approach to ministry
- d. seek and receive feedback from other team members and supervisor/s
- e. in consultation with supervisor/s, devise and implement strategies to improve one's ministry effectiveness

ORGANISATION AND ADMINISTRATION COMPETENCIES

Units of Competency

1. Organise ministry priorities
 2. Undertake ministry tasks
 3. Communicate effectively with people
 4. Organise ministry information
-

Unit of Competency - Organise ministry priorities

Elements of Competency

1. Determine ministry priorities

Performance criteria

- a. explain the relationship between current ministry role, ministry tasks and organisational goals
- b. develop and prioritise clear and achievable ministry goals
- c. define strategies to fulfil ministry goals
- d. adjust priorities according to limits of resources, time, contextual and external factors

2. Organise ministry tasks

Performance criteria

- a. develop programs and processes to match ministry goals
- b. identify key tasks to fulfil ministry programs and processes
- c. arrange ministry tasks to match planned programs and processes
- d. identify people, resource, context and time factors related to ministry program
- e. prioritise ministry tasks according to ministry schedule, team and contextual requirements

3. Evaluate ministry progress

Performance criteria

- a. understand and use a range of relevant evaluation methods
- b. assess progress in ministry tasks in relation to organisational strategies
- c. seek and receive feedback from people involved
- d. identify and implement changes to ministry tasks

Unit of Competency – Undertake ministry tasks

Elements of Competency

1. Work according to organisational policies and procedures

Performance criteria

- a. understand and apply church or agency work policies and procedures
- b. understand and apply legal requirements related to ministry role
- c. understand and apply occupational health and safety requirements related to ministry role
- d. understand and apply duty of care requirements related to ministry role

2. Maintain appropriate records

Performance criteria

- a. understand and apply church or agency policies regarding privacy and confidentiality
- b. understand and comply with record-keeping requirements of ministry role
- c. maintain financial records as required

3. Report to ministry (workplace) supervisor/s

Note: this competency relates to the 'workplace' or local supervisor (eg. minister, agency director, school principal) rather than the person providing professional supervision, who may be at a distance.

Performance criteria

- a. understand ministry supervision relationships and requirements
- b. regularly report honestly and accurately to supervisor/s as required
- c. receive and act upon guidance and direction from supervisor/s
- d. understand avenue/s for expressing concern or complaint regarding supervision

Unit of Competency - Communicate effectively with people

Elements of Competency

1. Recognise ministry communication channels

Performance criteria

- a. understand communication requirements of congregation/agency and ministry role
- b. identify communication channels used with supervisor/s, colleagues, members and clients

2. Communicate effectively with people

Performance criteria

- a. use effective questioning, active listening and feedback skills to build rapport and gather information
- b. speak clearly and respectfully with people
- c. use effective speaking skills to convey information to groups
- d. demonstrate appropriate non-verbal communication
- e. recognise and respond appropriately to non-verbal communication from others
- f. adapt communication to respond to differences in culture, language and abilities.

3. Prepare written information

Performance criteria

- a. understand congregation/agency requirements regarding reports and other written information
- b. present written information clearly with appropriate style and format

Unit of Competency – Organise ministry information

Elements of competency

1. Use communication systems

Performance criteria

- a. identify communication systems in the workplace
- b. use email, telephone, facsimile machine and internet as required
- c. organise, backup and retrieve electronic files related to ministry role

2. Use information systems

Performance criteria

- a. create, format, and edit documents in a word processing program
- b. create, format, and edit documents in a spreadsheet program
- c. create, format, and edit documents in a presentation program
- d. search, sort and print information from a database

PASTORAL CARE COMPETENCIES

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a pastoral care role, taking into account people's ages, maturity, cultural backgrounds, and other capacities.

Units of Competency

1. Identify foundations and approaches for pastoral care
 2. Identify pastoral care issues or needs
 3. Provide pastoral care
 4. Review pastoral care
 5. Foster a caring community
-
-

Unit of Competency – Identify foundations and approaches for pastoral care

Performance criteria

- a. articulate biblical and theological foundations for Christian pastoral care
- b. identify characteristics of human development and well-being through the life cycle
- c. identify social, environmental, cultural and other factors that relate to well-being and pastoral care needs
- d. articulate the role of the carer and the dynamics of the caring relationship
- e. identify a range of approaches to Christian pastoral care

Unit of Competency – Identify pastoral care issues or needs

Performance criteria

- a. establish relationship of respect, trust and confidentiality
- b. interpret verbal and non-verbal communication
- c. assess person's well being and care needs
- d. clarify information about relevant circumstances affecting the person
- e. identify avenues for provision of pastoral care
- f. recognise referral needs and offer appropriate referral support

Unit of Competency – Provide pastoral care

Performance criteria

- a. assist the person to identify and clarify needs or issues using verbal and non-verbal communication skills, active listening, questioning and feedback
- b. determine appropriate pastoral care approach(es) in consultation with person
- c. identify issues relating to boundaries, confidentiality and carer competency
- d. offer pastoral care and support as agreed with person
- e. arrange for additional support or referral as required
- f. provide appropriate support to family or others involved as required

Unit of Competency – Review pastoral care

Performance criteria

- a. keep records of pastoral care in accordance with organisational policies procedures
- b. consult with person regarding effectiveness of pastoral care
- c. assess need for ongoing pastoral care with person
- d. review pastoral care performance with supervisor and identify areas for further learning

Unit of Competency – Foster caring networks and community

Performance criteria

- a. identify pastoral care issues in the life of the community or network
- b. incorporate care and community-building into group communication and activities
- c. identify people in network or community with pastoral care training and skills
- d. identify or establish channels and protocols for pastoral referral, support and education
- e. identify people with caring roles or gifts in community
- f. foster development or pastoral care skills for individuals and groups

WORSHIP & PREACHING COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for leading or facilitating worship and / or preaching or proclaiming the gospel. These competencies assumed that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, which include:

3. Articulate the place and role of key aspects of the Church's life and witness, in particular

- a. Scripture*
- b. Creeds and Confessions*
- c. the Sacraments*
- d. Christian witness to the Word, including preaching*

5. Articulate and practice key elements of the UCA understanding of gifts, ministry and service

- c. teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*

NOTE: It is intended that Pastors with responsibility for preaching will have competency in worship and preaching equivalent to that of a Lay Preacher, currently designated as the equivalent of a Certificate IV level. In the forthcoming review by the MEC of Rules for Lay Preachers, it is proposed that the two sets of competencies be identical in the future.

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a worship leadership or preaching role, taking into account the people's age, maturity, cultural background, and other capacities.

Units of Competency

1. Prepare and lead worship services
2. Prepare and present sermons
3. Preside at Sacraments
4. Preside at Funerals

Unit of Competency – Prepare and lead worship services

Elements of competency

1. Prepare material for worship service

Performance criteria

- a. articulate a biblical and theological basis for Christian worship in the UCA tradition

- b. explain the elements of the 'Service of the Lord's Day' in *Uniting in Worship 2*
- c. access print and electronic resources from *Uniting in Worship 2*
- d. identify the seasons and main liturgical celebrations of the church year
- e. explain the nature and role of the Revised Common Lectionary
- f. identify a range of other appropriate print and electronic worship resources
- g. prepare orders of service consistent with Uniting Church understandings of worship
- h. prepare orders of service appropriate to the congregation/s and group/s with whom the Pastor is working (in terms of style, culture and language)

2. Facilitate shared planning of worship services

Performance criteria

- a. identify, affirm and encourage the use of others' skills and gifts in leading worship
- b. facilitate group planning processes which foster collaboration, consensus and shared responsibility
- c. contribute to the choice of music, visual and other creative elements of worship
- d. facilitate shared evaluation of worship services

3. Set-up and utilise worship space

Performance criteria

- a. demonstrate awareness of the spatial characteristics of a worship space, including seating, symbols, visibility, lighting and sound aspects
- b. demonstrate appropriate ways to use and adapt a worship space for particular worship services
- c. liaise effectively with people responsible for music, sound, lighting, projection, decoration and other elements

4. Speak and lead in a worship setting

Performance criteria

- a. read aloud and speak with sufficient clarity and articulation and appropriate timing and mood
- b. demonstrate effective use of microphones and presentation aids (if required)
- c. provide clear introductions, directions and explanations to facilitate participation in worship
- d. use appropriate gestures and movement to accompany speaking
- e. lead extemporaneous prayer in an appropriate manner

- f. demonstrate sensitivity and responsiveness to the work of the Spirit during worship

Unit of Competency – Prepare and present sermons

Elements of competency

1. Undertake exegesis of biblical texts

Performance criteria

- a. understand the history and main theological themes of the books of the New Testament
- b. understand the history and main theological themes of the books of the Old Testament (Hebrew Scriptures)
- c. understand the main literary forms and styles of the Old and New Testaments
- d. understand and apply exegetical approaches and skills in studying biblical texts
- e. identify and access appropriate reference materials including recent and relevant commentaries and dictionaries

2. Develop sermon appropriate to congregational or group context

Performance criteria

- a. understand a range of preaching styles and how they might be appropriate to different communities, contexts and times
- b. address the pastoral, educational and missional characteristics of the congregation or faith community being addressed
- c. express key doctrines of the Christian faith within preaching
- d. draw upon theological and historical insights, cultural and contemporary references, and personal experience in crafting appropriate sermons

3. Present sermons

Performance criteria - as for 'Speak and lead in a worship setting' above in terms of sermon delivery, taking into account a range of sermon approaches or styles as appropriate

Unit of Competency – Preside at sacraments

Note: While a Pastor may be assessed as competent in presiding at the sacraments, it should be noted that authorization to preside remains the responsibility of the Presbytery where the Sacrament is to be conducted. It is recommended that competencies in this area (knowledge and skills) are at the equivalent of a Certificate IV.

Performance criteria

- a. explain the foundations of UCA theology of the sacraments as expressed in the Basis of Union
- b. explain the place of Holy Communion and Baptism within life of a congregation or faith community
- c. articulate the role of the presider in worship
- d. demonstrate steps involved in preparing to celebrate the sacraments, including baptismal preparation
- e. identify issues related to celebrating sacraments in varying contexts, including ecumenical, cultural and interfaith issues
- f. identify resources to assist in the preparation of youth and adults to participate the sacraments, and in confirmation

Unit of Competency – Preside at funerals

Performance criteria

Note: These elements assume competency in leading worship and preaching, and in providing pastoral care.

- a. articulate Christian hope and comfort in the face of dying and death
- b. provide pastoral care through bereavement visits
- c. work with a bereaved family (or next of kin) to create a funeral service
- d. work with funeral directors to complete funeral arrangements
- e. prepare the following Services, using *Uniting in Worship II* and other resources, as appropriate:
 - Funeral at a Church (with or without Committal)
 - Funeral at a Cemetery or Crematorium Chapel
 - Graveside Committal
 - Memorial Service (after a Funeral)
 - Funeral for multiple deaths
 - Dedication of Plaque or Internment/Scattering of Ashes
- f. write and deliver a tribute or eulogy

How do We Assess it?

Assessment and Recognition of Prior Learning

The method which we use for assessing core competencies is primarily Recognition of Prior Learning and Experience. This places the onus on the applicant to supply as much evidence as possible which can be used in the assessment process.

Some argue that there is no clear agreement regarding what RPL is, does or encompasses³. However much of the confusion is due to the concept of credit transfer which is an administrative process “whereby, based on previous successful studies and qualifications, credit is allocated towards a new qualification”⁴.

RPL involves the working out of what “formal” credit or accreditation to give through an assessment process of the individual’s previously unrecognised skills and knowledge, regardless of how or where they were acquired. The Australian National Training Association’s (ANTA) definition of RPL is very helpful (2001):

“Recognition of prior learning means recognition of competencies held, regardless of how, when or where the learning occurred, so that they may be counted towards the achievement of a qualification.” (pg.9)⁵

We could then say that Recognition of Prior Learning (RPL) is a process whereby people are provided with an opportunity to have the skills and knowledge they have developed within and outside of the formal education system, regardless of how, when or where the learning occurred, assessed

³ Smith, L 2004, Valuing recognition of prior learning: selected case studies of Australian private providers of training, NCVER, Adelaide.

⁴ Hargraves, J, 2006, Recognition of prior learning: at a glance, NCVER, Adelaide.

⁵ ANTA (Australian National Training Authority) 2001, Evidence Guide for registered training organisations and auditors, ANTA, Brisbane

and valued against qualifications frameworks. **And our role as assessors is to assess the evidence provided by the applicant.**

This is the type of assessment which will be the most commonly used with respect to the ministry of Pastor regulations. This is once again because the emphasis is on assessment and evaluation of evidence of previous experience and learning provided by the candidate.

This section of the handbook seeks to explain the main principles of RPL, and how RPL principles apply to the assessment of Prior Learning with respect to the ministry of Pastor core and general competencies. Further it seeks to briefly present a qualifications framework under which the assessment of prior learning will function with respect to the ministry of Pastor regulations.

Assessing Evidence for RPL

One of the main tasks of the assessor will be to review and assess the evidence which is provided by the applicant. This section is provided as a guide and introduction to the assessing of evidence.

Evidence

Evidence is information gathered which, when matched against the unit of competency, provides proof of competency.

Evidence may include:

- reports
- models and other items which have been made
- observed processes
- answers to questions

If you as the assessor cannot gather the evidence, other people such as supervisors, trainers or the candidate can report what they see and or hear.

There are generally three types of Assessment Evidence: Direct, Indirect, and supplementary.

Direct Evidence.

This is the most desirable form of evidence. It can be obtained by making observations in the context of a person's work or in simulations. It may also involve a walk through of what one does in the workplace. This is often a preferred option but it should not exclude other effective methods of evidence.

Indirect Evidence.

This evidence is used when competence cannot be directly observed, and is used to infer competence. Examples of this type of evidence include samples of a person's work, work place documents, portfolios etc.

Supplementary Evidence.

This is evidence that is gathered from a third party source and is frequently obtained via interviews and testimonies and references.

Rules of Evidence

Regardless of the form of evidence or how it is collected, you must be confident that the assessment decisions are based on quality evidence. Quality evidence is evidence which is Valid, Sufficient, consistent and authentic.

Validity:

- Does the evidence relate to the unit of competency?

Sufficiency:

- Does the evidence cover the full range of elements or performance criteria identified in the unit of competency?
- Does the evidence show competency over a period of time?
- Does the evidence show competency in different contexts?

Current:

- Does the evidence show that the candidate can apply the competency in current work or ministry setting?

Authentic:

- Is the evidence the candidate's own work?
- Are the qualifications, references etc, presented by the candidate authentic documents?

As traditional assessment techniques are often based on written tests and essays, there is a temptation to choose written evidence gathering techniques when planning assessment. However writing down answers to questions as evidence is either not required or is a minimal requirement.

Target Evidence

There is no hierarchy of evidence. However, you should target quality evidence that illustrates the candidate's capacity to meet the requirements of the relevant unit of competency.

The key steps involved in targeting quality evidence are:

- Develop a picture of competence based on the unit of competence (and elements)
- Identify the evidence required to demonstrate competence, including any relevant underpinning skills and knowledge
- Identify where the evidence will come from (place of work, off the job, documents, references, sermons etc)
- Identify the evidence required to demonstrate competence
- Map the proposed evidence against the relevant unit or units of competency (also called elements of competency)
- Ensure that the evidence complies with the rules of evidence

Gathering Evidence

There are four broad categories of evidence gathering materials:

- real work/real time activities (includes direct observation and third party reports)
- structured activities, including simulation, demonstration and activity sheets
- questioning, including oral and written questions
- portfolios that include collections of evidence compiled by candidates.

Real work/real time activities

You will probably use this category when assessing General Competencies. These are situations where the person is involved in real work and must apply the skills which are required in the competency, taking into account all the demands of the workplace.

Evidence of this sort may be collected by the assessor but can also be collected by the candidate and any other third party.

The following are two forms of evidence gathering which can be used in this category.

Observation

This is a key form of evidence gathering. When planning and conducting an observation, you should:

- use observation as an opportunity to observe practical skills as well as attitudes, knowledge etc
- supplement observation with questioning or an interview
- consider other sorts of supporting evidence
- consider other people in the work environment who can give feedback (supervisors etc)
- share assessment criteria with the candidate and others
- remember that the candidate might feel nervous!
- Use a check list to focus on the key aspects of the work activity and to record progress.

Third Party Reporting

There may be some situations where the candidate cannot be assessed on the job by the assessor. The ministry location may be in a remote place or there may be privacy issues involved (consider some ministry situations where this could be the case)

In these cases one may use third party reporting as an option in gathering evidence.

You should select the best person to observe the candidate and prepare materials which help the observer provide relevant feedback. Please note that the assessment decision is made by you, the assessor, and not the third party observer.

Structured activities

There are many situations in which it is not possible to get real work/real time evidence. In these cases, assessors may have to structure evidence gathering activities that can be undertaken in off-the-job settings. Such activities include:

- demonstrations
- simulations
- activity sheets
- projects.

Demonstration

It is not always possible for assessors to observe a process during real work time. Therefore, it may be necessary for the candidate to demonstrate the process at another time or location.

Demonstrations can be used in a wide range of situations, such as:

- showing how competent one is at preaching or running Bible Studies
- giving a verbal presentation to a group
- presiding over worship

In planning and implementing a demonstration the assessor should:

- check that the demonstration complies with the information in the competency and elements of competency
- conduct the demonstration at a site which reflects conditions in the workplace
- set realistic expectations, for example, time limits and quality specifications
- use materials and applications that are relevant to the workplace and the unit of competency
- set various activities that assess a range of applications
- ask the candidate questions to check underpinning knowledge, as well as contingency management, task management and job/role environment skills
- ensure that all required materials are available to the candidate.

The materials required to support a demonstration activity are:

- instructions for the candidate and the assessor
- an observation checklist
- a set of questions based on the underpinning knowledge and dimensions of competency.

Simulations

Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context.

Simulations could be things like the creation of role-plays based on ministry scenarios.

In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which the candidate can demonstrate:

- technical skills
- underpinning knowledge
- generic skills such as decision making and problem solving
- workplace practices such as effective communication

Examples of simulation include:

- demonstrating interaction with children at a college crèche for holistic assessment
- activities in worship services (celebrating the Sacraments, prayers etc)
- demonstrating practical techniques required of the position

Materials that support a simulation

The materials required to support a simulation may include:

- a scenario describing the situation
- role cards
- instructions for the assessor, including:
 - the steps involved in preparing the activity
 - the procedure for conducting the activity
 - the materials required to conduct the activity
 - a strategy for debriefing the candidate
- instructions for the candidate
- an observation checklist to use in assessing the candidate's performance during the simulation.

Activity sheets

Activity sheets are structured exercises that usually involve the candidate completing tasks based on a specific piece or collection of pieces of information. For example, an activity sheet may comprise:

- a case study with associated questions
- a technical diagram, chart or sketch which is used in solving a number of specified problems
- a scenario with a series of related questions to be answered or activities to be conducted.

Activity sheets may be used to assess underpinning skills and knowledge, problem solving and decision making skills, or the candidate's capacity to transfer skills to different situations.

Activity sheets need to be realistic, reflect workplace situations and cover the requirements of the relevant unit of competency.

How to design activity sheets

In designing activity sheets assessors should:

- identify the required evidence
- select a case study/scenario or set of information that reflects the required evidence
- design questions or activities based on the case study, scenario or other information that requires the candidate to demonstrate the required skills and knowledge
- ensure that the case study, scenario or other information and the associated tasks are relevant to the candidate's work
- incorporate questions and activities that provide evidence of the candidate applying the key competencies and dimensions of competency
- ensure that the questions and activities do not require higher basic skills than the unit of competency
- consider the other types of evidence that could be gathered
- consider how the activity might be debriefed and related to real workplace activities.

Questioning

Questioning is an evidence gathering technique that is widely used in competency based assessment. Questions may be asked orally or in a written format. Answers to questions provide evidence of underpinning knowledge, application of skills and the capacity of the candidate to transfer knowledge and skill to different contexts.

Questioning may be used to determine:

- why the candidate does particular activities or tasks at work
- the candidate's responsibilities at work
- the candidate's understanding of legislative and safety requirements that impact on activities or tasks at work
- the candidate's understanding of workplace procedures
- whether the candidate is able to transfer skills to other contexts and situations
- what the candidate would do if something different or unusual happened or if something went wrong.

Oral questioning

Oral questioning involves the assessor asking the candidate a number of questions about real, simulated or hypothetical situations.

Oral questioning:

- is a valuable tool for collecting evidence of underpinning knowledge and its application across a wide range of contexts
- can be used where written questioning might not be appropriate due to literacy and language problems (in particular, to confirm the candidate's understanding of the question and to probe for further information if the candidate's response is not sufficient)
- can be standardised to enhance validity and reliability
- provides immediate information about the candidate's knowledge and understanding to assist in determining what other evidence may need to be collected.

Question types

There are two basic types of questions that an assessor can ask. These are:

- closed questions
- Open-ended questions.

Closed questions

Closed questions require a specific response such as the name of an item, a yes/no answer, a date or title. For example:

- What colour is used to signify a particular season of the Church year?
- Who would you ask first if you needed further information about...?
- How long should a service of Word and Sacrament go for?

Closed questions are used to find out if the candidate has specific factual information that is required in the unit(s) of competency. They are used in situations **where only one answer is correct**. When used on their own, closed questions have limited application as they do not easily provide information on all of the dimensions of competency or the application of underpinning knowledge.

Closed questions need to be asked in conjunction with open ended questions to obtain sufficient information for the assessor to determine the candidate's competence.

Open-ended questions

Open-ended questions are used when a more **detailed response** from the candidate is required. They often involve problem solving, interpretation and the application of knowledge and skill to new situations. Open-ended questions can be used to:

- extend on what has been observed
- probe the candidate's underpinning knowledge and understanding - that is, the what, when, where, why and how of what the candidate is doing
- explore contingency situations such as emergencies and unusual situations that are not likely to occur during a period of observation
- check on critical safety knowledge

- check how the candidate would respond in situations that occur rarely such as an emergency
- probe knowledge and understanding of relevant regulations and procedures.
- Some examples of these types of questions are provided below.

Extension questions

- What would you do if ... ? (a similar but different situation)
- What if you were using ... instead of ... ?

Contingency questions

- What would you do in the event of ...? (accident or emergency)
- What would you do if ... ?
- What would you do if ... (complaint was made or conflict occurred)
- How do you avoid ... ? (preventative safety measure)

Safety questions

- What precautions must you take when ... ?
- Why shouldn't you ... ? (procedure or activity that is not permitted)
- What would you do if ... ? (dangerous situation)

Questions on infrequent activities

- What would you do if ...? (rarely occurring but critical situation)
- If ... happened, what action would you take?

Questions on regulations and procedures

- What are the regulations in respect of ... ?
- What are the specified procedures or steps to ... ?
- What is the regulation that covers ... ? (situation or activity)

Although questioning is a valuable tool for collecting evidence, assessors need to be aware that the correct questioning techniques need to be used to avoid asking leading questions, mistakenly answering questions or giving clues to the required responses. Assessors also need to be aware that some

candidates may not be able to visualise or conceptualise hypothetical situations and that questioning may favour those with good communication skills. To ensure that oral questioning is effective, the questions need to be well planned and structured.

The following tips will provide assessors with guidelines for structuring an asking questions.

Hints for effective questioning

The assessor should:

- keep questions short and focused on one key concept
- ensure that questions are formal and structured
- test the questions to check that they are not ambiguous
- use open-ended questions such as ‘what if...?’ and ‘why...?’, rather than closed questions
- keep questions clear and straightforward and ask one at a time
- link the questions to the ministry situation
- use words that the candidate will understand
- look at the candidate when asking questions
- ensure that the candidate understands the questions
- ask the candidate to clarify an answer if the assessor does not understand the response
- confirm the response by saying the answer back in the candidate’s own words
- document responses on a checklist or recording sheet
- encourage a conversational approach when appropriate, to put the candidate at ease and also to make the questioning flow with the task
- use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- keep questions flexible and adjust language to a suitable level
- listen carefully to the answers for opportunities to find unexpected evidence
- follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas

- make up a list of acceptable responses to ensure reliability of assessments.

Assessors should avoid:

- asking two questions in one
- asking leading questions in which the expected answer is implied
- asking long-winded, complicated questions
- asking double negative questions, for example: 'It wouldn't be incorrect to follow that process, would it?' Instead ask:
 - 'What is the correct process to follow in this situation?'
- asking trick questions
- Inadvertently help the candidate to give a correct answer by prompting, giving the candidate the answers, or by giving cues through the use of body language such as a smile, a nod or a wink.

Written questions

Written questions can be useful for assessing underpinning knowledge and for supplementing evidence gathered through real time/real work and structured activities.

Written questions can be asked under test situations or as part of a structured activity.

Assessors need to be aware of the benefits and limitations of using written questions.

Written questions:

- are a valuable tool where knowledge forms a key element of competent performance
- must be well structured to elicit key areas of knowledge and understanding
- can be cost and time effective, particularly when:
 - used with large groups
 - completed in remote locations or away from the workplace
 - used to standardise the assessment process.
- However, there are challenges the assessor needs to consider when deciding to use written questions. The use of written questions may:

- be unfair as it relies on a level of literacy and comprehension which may be beyond the level of the unit of competency (such as writing and language skills necessary to construct coherent responses)
- measure knowledge but cannot confirm the ability to apply that knowledge
- be selected because of administrative convenience or economic efficiency rather than usefulness as a valid source of evidence
- be poorly structured or allow the margin of error/guessing (through multiple choice/true-false questions) so high that it distorts results and the validity of the outcomes.

Portfolios

A portfolio contains individual pieces of evidence demonstrating ministry outputs that have been collected by the candidate. The items are usually produced over a period of time and come from different sources. A well constructed portfolio incorporates a selection of evidence that is clearly benchmarked against the relevant unit(s) of competency and indicates consistent performance of activities.

Advantages of using portfolios

- It gives candidates more direct control over the assessment process.
- It can provide a broader and more in-depth coverage of candidate strengths.
- It offers the opportunity to gather evidence on underpinning skills and knowledge and generic skills.
- It allows for competence to be recognised over a period of time.
- It allows for co-assessing of a number of units.
- It is cost-effective.

Disadvantages of portfolios

- Evidence can be time consuming to collect.
- Candidates may feel overwhelmed and unsure unless there are clear guidelines on why, what and how to collect evidence.

- Unless the evidence is clearly cross-referenced to the performance criteria, it can be time consuming for the assessor to go through the materials in the portfolio.
- If evidence is old, there may be a question of currency of knowledge and skills.
- There may be a need to confirm authenticity of materials included.

Portfolio evidence

Portfolios can include a wide variety of evidence. In many cases evidence may come from the candidate's day to day work. However, the portfolio can also include evidence from other work situations, previously certificated learning and other activities. This evidence may derive from either current performance or past achievements. The evidence presented in a portfolio must be **valid**, i.e. must relate to the elements, performance criteria, range statement and evidence guide of the relevant unit(s) of competency. It must be **sufficient** and **current**, demonstrating that the candidate is competent across the full range of activities described in the relevant unit(s) of competency.

It must also be **authentic**, i.e. the candidate's own work. Oral evidence from the candidate (that is likely to contribute to the assessment process) and the assessor's records of assessment results from tests, observations and interviews may also be included in the portfolio. The following chart provides a breakdown of the different forms of evidence that might be included in a portfolio.

Portfolio materials

Different forms of evidence for inclusion in a portfolio

Form of evidence	Application
Self-assessment schedule	Allows candidates to rate their performance against the requirements of the relevant unit(s) of competency.
Official transcripts, qualifications, Statements of Attainment, certificates	Provides evidence of prior education or training completed on- or off-the-job.
Assessment feedback or completed checklists	Provides evidence of on-the-job performance, observers' comments and future action as a result of assessment.
Written statements or references	Provides evidence of the candidate's job performance, responsibilities, achievements and skills levels.
Job descriptions	Provides evidence of prior work experience.
Work journals	Provides evidence of tasks, activities or other achievements accomplished by the candidate in the course of days or weeks on-the-job or in a community/volunteer role.
Work samples, for example reports, letters, designs	Provides evidence of the candidate's ability to do part or the whole of work tasks or processes.
Finished products, for example tools completed	Provides evidence of the candidate's ability to produce a product or service.
Product descriptions or specifications	Provides evidence that the candidate is aware of the inputs, outputs or standards required to produce a product or service.
Statutory declarations	Provides evidence that work samples are the candidate's own work.

Portfolios may contain both direct and indirect evidence. A portfolio may include work samples produced by the candidate, performance evidence such as photographs and video tapes, reports describing what the candidate has been observed doing in the past and written evidence, supplied by the candidate, describing responses to emergencies or other unexpected situations.

There are no set rules about the proportion of direct evidence to indirect evidence in a portfolio. The importance attached to any given item of evidence varies according to its context, age and whether or not it is supported by other evidence.

Format of the portfolio

There is no set format for portfolios. However, while portfolios are different in content, all include information about the candidate, the candidate's ministry location and the evidence presented for assessment. One approach for structuring portfolios is outlined below.

The portfolio could be organised under the following headings:

- cover sheet
- candidate information
- information about those who contributed or can verify evidence
- the referencing system used in the portfolio
- the glossary of terms and abbreviations
- the candidate's statement
- the index of evidence
- evidence.

How to check the authenticity of portfolio evidence

The assessor must check that the materials presented in a portfolio are the candidate's own work or contribution.

Assessors need to beware of:

- falsified evidence
- falsified qualifications
- work samples completed by a team rather than the candidate
- work samples that have lost currency.

To ensure that evidence is authentic the assessor should:

- sight original certification rather than photocopied documents, check security features like watermarks and stamps, and make sure that documentation has not been tampered with
- compare certification from organisations for any obvious omissions, such as signature, date or security features
- contact individuals who have provided third party reports or other supporting evidence to confirm the validity of the writer and the authenticity of the documents

- question the candidates about the evidence and ask them to explain their involvement.

Evaluating a portfolio

The provision of workplace documents, work samples and other records in a portfolio does not mean that the candidate is competent. This decision is the responsibility of the assessor.

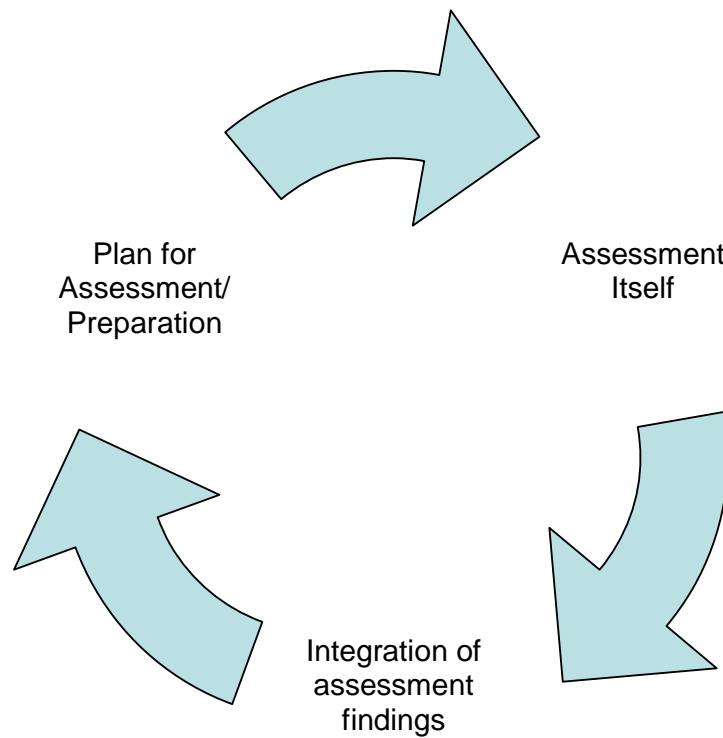
In evaluating a portfolio the assessor should:

- seek verification of the candidates' roles from others who have witnessed the events documented
- interpret the currency of the material and the way that candidates apply the skills in the present context
- obtain an explanation of the material to clarify the context and relevance to the unit(s) of competency involved (this may be achieved by interviewing the candidate)
- evaluate the content using a **holistic** approach. **Rather than taking an atomistic approach by checking each item in the portfolio against the unit requirements, assessors should consider evidence as a whole or in large integrated pieces. The benefits of this approach are that it is less time-consuming and allows assessors to concentrate on areas where there are perceived gaps in the evidence.**

RPL Assessment Cycle

As with all assessment, in RPL there is a cycle which would normally be followed. This cycle, here referred to as the RPL Cycle, seeks to ensure that the practitioner is engaging in all the stages of an RPL assessment. The cycle consists of 3 main stages, *preparation or planning for assessment*, the *assessment itself*, and *Integration and reporting*.

Figure 1 RPL Cycle



Planning for Assessment/ Preparation

This is where everything begins!

The assessor needs to plan for *what* is to be assessed. There is no point in going into an assessment of prior learning without preparing and planning for the assessment.

Part of this planning is producing an Assessment Plan (a template for the Core Competencies is provided for you in the resources section of this handbook).

You will also have to have certain information which you will need to send to the candidate at least 2 weeks prior to the assessment time. An example of the materials is provided for you in the resource section of this handbook. It has been developed by the consultant and can be used without any modifications if you wish, but given the different contexts in which we operate, you may find that adapting the templates will be something you will need to do also.

The planning includes:

- looking at what is to be assessed,
- what types of evidence will be needed etc.
- Where you will conduct the assessment

It is common practice to speak or contact the candidate at this stage and alert them to the types of evidence required. This can easily be done via email using a standard template (see resources section)

A checklist for Planning for Assessment.

- Have you looked at what you are assessing?
- Do you understand what it is that you are to assess?
- Do you have list of the types of **evidence** which will be acceptable for this assessment?
- Have you targeted quality evidence?
- Do you have a reference list of questions you will ask?
- Do you have ready the assessment working record or other recording template?
- Have you sent the candidate all the required information for the assessment?

An example process for planning for Assessment

- Read through the core competencies again
- Make sure you have a picture in your own mind of what would make a person competent (what would you expect that person to know and/or do in order for you to be satisfied that they are competent)
- Go through the Evidence Guide document and highlight the sorts of evidence you are expecting to find
- Prepare some questions, with adequate context, to ask (open and closed ones should be used) (see example questions in the resources section).
- Send the applicant(s) the required information and give them a chance to talk with you for more details and clarification
- Check (once received) that any certifications are genuine or as close to genuine as you can assess them to be

Assessment

Conduct the assessment you have planned for. Make sure that the principles of assessment are followed and that you keep careful notes. You may also want to use recording media during this stage (e.g. voice recorder, video recorder etc)

This is where the Assessment Working Record (see resources section) may be used.

Example process for conducting an Assessment

- Make sure you are on time
- Make sure that the place where you will conduct the assessment is suitable
 - There is a desk
 - It is quiet
 - There is enough light etc.
- Try to relax the candidate as much as possible by reassuring them that this assessment is not part of the employment interview but instead is part of the process for recognition as a pastor
- If appropriate, begin with prayer
- Start by explaining the process you will use in clear statements
 - “We will be assessing Today
 - “We will be looking at what you know of...”
 - We will do ... first, then take a short break and come back and do ...”
 - “I will be recording the entire session. Are you OK with that?”
 - “It is open book”
 - “You may ask questions at any time”
 - “I will need some time after the assessment session to complete the assessment. I will send you a copy of the recommendations so that you can see them and make any comments”
 - “Is that clear? Do you have any questions?”
- Proceed to outline which parts you will not be assessing (this will be the case when you have received information from them before the

assessment and you have already assessed certain parts of the competencies)

- Start asking the questions:
 - Make sure that you give **appropriate context** for each question
 - E.g. “the Uniting Church was formed from a joining of a number of other churches, can you tell me which ones they are?”
 - E.g. “The Uniting Church uses the term ‘inter-conciliar’ to describe the way in which its councils work together, can you explain this to me with some examples?”
 - E.g. “Sometimes things go wrong and you may observe a colleague breaching the Code of Ethics. If this happens, what do you do?”
 - E.g. “In some cases you may observe a serious breach of the code of ethics like sexual misconduct, what are the steps you need to take when this happens?”
- Make as many notes as you can on your recording sheet:
 - Make sure you note anything you need more information about and ask an appropriate questions
 - Seek to ask clarifying questions whenever appropriate
 - Make sure the candidate can't see what you are writing.
 - This is when a recording device is extremely useful as you can go back later and listen to the assessment without the pressure of time
- Don't give any indications as to whether the answer is correct or not (restrict nodding, smiling, winking etc)
- If necessary remind the candidate (as appropriate) that you are looking for their ability to understand and apply knowledge and not their ability to recollect chapter and verse from the regulations!
- Be clear when the assessment has concluded
- End with prayer

Integration of Assessment Findings and Reporting

This part of the cycle is about integrating the gaps in knowledge and/or skills which were found during the Assessment stage into a new stage of planning. The assessor will need to instruct the candidate as to what things will be required for them to achieve competency in the areas identified in which she/he has not yet achieved competence. This instruction is to be based on the recommendations made to the Presbytery. Remember that it is the Presbytery that makes the final decisions on assessment.

You will need to be aware of the possible courses available for people to satisfy the core and general competencies. Contact the ministry of pastor consultant and/or ELM for more information. However, in some cases (particularly those in which a candidate has been part of the UCA for some time) it will be a matter of doing some reading and have a conversation about the candidate's understanding of what has been read. It is important that you are satisfied as the assessor that the candidate has adequately understood and/or is able to apply the knowledge.

You should report your findings and recommendations at this stage to the Presbytery. See the templates provided for this in the resources section of this handbook.

Resources and Templates

For participants

Competency Based Assessments

**This assessment Covers Core
Competency 1: Elements 4a, 4b, 4c, 4d,
6a**

“Using the Basis of Union (BoU), Regulations and any other UCA resources, describe the characteristics and relationship between the councils and ministries of the Church. You should include what resources you use and where you found them.”

You can use any or all of the following to show competency:

- A graphic representation: schematic or flowchart etc or some appropriate diagramme with explanatory notes
- A class presentation
- A written piece of work
- A verbal presentation (particularly for CALD participants)
- A creative project (eg. models, painting, drawing etc. with some explanatory notes)

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- Church membership, ministry and service in the UCA
- Documents describing UCA Polity and procedures (BoU, constitution etc)
- Councils of the Church, their functions and relationships
- The forms of ministry within the UCA (including inter-relationships)
- Documents of parts thereof which relate to the ordering of ministries within the UCA

***This assessment covers Core
Competency 1: Elements 1 and 3***

“Identify what the Basis of Union says about the following:

- (a) God as Trinity**
- (b) Person and work of Christ**
- (c) Nature of mission in the Church**
- (d) Our hope as Christians for what is to come**
- (e) Scripture**
- (f) Creeds and confessions**
- (g) Sacraments**
- (h) Christian witness to the Word (inc. preaching)**
- (i) Christian service**
- (j) Commitment to scholarly enquiry and informed faith**
- (k) The place of ecumenism with the UCA history and vision.”**

You can use any or all of the following to show competency:

- A set of short sermons or children’s talks. Here it would also be possible (and desirable) for a number of the areas to be covered in each sermon or talk).
- A series of short essay-type papers
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- A group presentation (e.g. Mock up interviews; a debate etc)

What we are looking for:

We are seeking to observe that you are able to *apply* understanding (in relation to the BoU) of:

- God as Trinity
- Person and work of Christ
- Nature of mission in the Church
- Our hope as Christians for what is to come
- Scripture
- Creeds and confessions
- Sacraments
- Christian witness to the Word (inc. preaching)
- Christian service
- Commitment to scholarly enquiry and informed faith
- The place of ecumenism with the UCA history and vision.

This assessment covers Core

Competency 1: Element 2

“Identify the historical elements contributing to the formation of the Uniting Church”

You can use any or all of the following to show competency:

- A short sermon or children’s talk.
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- An essay
- A group presentation (e.g. Mock up interviews; a debate etc)

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- the key characteristics of the Methodist, Presbyterian and Congregational churches
- the key documents in the formation of the Uniting Church
- the key main events in the process of church union

***This assessment covers Core
Competency 2: Elements 6a, 6b, 6c, 6d,
7a, 7b***

“Read case study A.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

You can use any or all of the following to show competency:

- A graphic representation: schematic or flowchart etc or some appropriate diagramme with explanatory notes
- A class presentation [could be done as a group task also]
- A written piece of work
- A verbal presentation (particularly for CALD participants)
- A creative project (eg. models, painting, drawing etc. with some explanatory notes)
- Interview

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- Parts of the key documents relating to the ordering of ministries in the UCA
- The nature and responsibilities of pastoral ministry & pastoral relationships
- The potential for conflict in responsibility & accountability
- Appropriate means to resolve the conflict
- The nature and boundaries of power in ministry relationships
- The nature and boundaries of confidentiality
- Appropriate reasons for referral
- The need to represent one’s competencies and commit to developing one’s knowledge, skills and spiritual disciplines
- The UCA expectations regarding gifts, fees and financial gain

This assessment covers Core Competency 2:

Elements 5a, 5b, 5d, 5e

“Read case study B.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

You can use any or all of the following to show competency:

- A written piece of work
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- A group presentation (e.g. Mock up interviews; a debate etc)
- Interview

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- The need to seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics
- Encouraging and respecting the gifts and ministry of other people and be willing to learn from them
- Working effectively in a team setting with appropriate accountability and responsibility
- Respectful dialogue and decision making
- Respecting the decisions of the church

This assessment covers Core Competency 2:

Element 7d, 6d

“Read case study E.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

You can use any or all of the following to show competency:

- A verbal and/or graphical presentation [could be done in a group]
- An essay
- A group presentation (e.g. Mock up interviews; a debate etc)
- Interview

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- The nature and boundaries of power in ministry relationships
- The nature and boundaries of confidentiality
- The reasons for referral
- The purpose of supervision and need to be under supervision

This assessment covers Core Competency 2:

Element 7c

“Read case study C:

Jamie has been in ministry for the past 5 years. He is a Pastor in a vibrant and very busy congregation of 150+ people. He is the only person there who is in fulltime ministry but the elders take on some of the pastoral care responsibilities. However, Jamie’s wife and children often express dissatisfaction at the fact that Jamie is often working 50 or 60 hours a week and finds it hard to find quality amounts of time to spend with his young family. This appears to have been happening for some time.

The Presbytery has also noticed that Jamie has missed a number of minister support groups and is looking very tired and run down.

“Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

You can use any or all of the following to show competency:

- A verbal and/or graphical presentation [could be done in a group]
- A piece of written work
- A group presentation (e.g. Mock up interviews; a debate etc)

What we are looking for:

We are seeking to observe that you are able to *apply* understanding of:

- The exercise of responsible self care

Grading Scale:

Competent or Not Yet Competent.

Assessment: Case Studies

CASE STUDY A

You counselled someone who has been going through a difficult time. You listened carefully, showed empathy and instigated a conversation about the person's options, which they felt was particularly helpful to them. A card with a book voucher came to you to say "thank you". The person continues to come and confide in you and after the session sends another note of thanks. After several sessions you have suspicions that this person is suffering from some sort of delusions. They hear voices and seem to have an irrational fear of all sorts of things. You are aware that they have very little support. Then, one day, to your total surprise, the person declares they are in love with you, that you are the only one who understands them and in their prayer time God has shown them that the two of you have something special.

CASE STUDY B

For several months a small committee, appointed by the Church Council, and which you have been part of, has been working on a strategic plan for the congregation. On the night that is being presented to the Church Council, you feel excited and full of anticipatory hope. But things don't go as you expected. There are strong voices speaking against what is being proposed. You feel like the life of the while congregation is being squashed by the loud "nay sayers". It looks like if a vote is taken the proposal will be defeated. What will you do? How hard will you push?

CASE STUDY C

Jamie has been in ministry for the past 5 years. He is a Pastor in a vibrant and very busy congregation of 150+ people. He is the only person there who is in fulltime ministry but the elders take on some of the pastoral care responsibilities. However, Jamie's wife and children often express dissatisfaction at the fact that Jamie is often working 50 or 60 hours a week and finds it hard to find quality amounts of time to spend with his young family. This appears to have been happening for some time. The Presbytery has also noticed that Jamie has missed a number of minister support groups and is looking very tired and run down.

CASE STUDY D

You are in a ministry team of three. You feel that the other two exclude you. Several times now they have met and planned things and then tell you about it later. Since the two of them are in accord you can hardly disagree. You are a different gender to the two of them and when you are together they are always referring to this and making jokes about how you wouldn't understand. It would be easier just to get on and do your thing and leave them to it. That of course means that you will have to go along with what they decide without having been able to participate in the decision making process.

CASE STUDY E

As a single person you have always hoped that one day that "special someone" will come into your life. However you did not expect her/him to be someone who would see you as their Pastor. While it is much too soon to know how the future will turn out, you know that you are very attracted to him/her and that you get lots of signals from him/her that suggests that he/she is interested in exploring a romantic relationship with you. The two of you need to be able to get to know each other better before the whole world (or at least the congregation) know that you are an "item" – which at present you are not. You don't even know for sure how the other person feels about you, or if the two of you would get along well together. How does the Code of Ethics suggest that you might be able to ethically and justly allow this relationship to develop?

CASE STUDY F

There is another letter from the President with a request that it be read to the congregation this coming Sunday. If only it wasn't so long ... it will ruin the flow of worship to take all that time to read it. And you know that there are many in the congregation for whom this letter opens up an old wound. What will you do?

For Assessors

Competency Based Assessments

**This assessment Covers Core
Competency 1: Elements 4a, 4b, 4c, 4d,
6a**

“Using the Basis of Union (BoU), Regulations and any other UCA resources, describe the characteristics and relationship between the councils and ministries of the Church. You should include what resources you use and where you found them.”

Assessment Ideas:

- A graphic representation: schematic or flowchart etc or some appropriate diagramme with explanatory notes
- A class presentation using some or all of the options mentioned in (i) [could be done as a group task also]
- A written piece of work
- A verbal presentation (particularly for CALD participants)
- A creative project (eg. models, painting, drawing etc. with some explanatory notes)

What to look for:

You are seeking to observe that the participant is able to *apply* understanding of:

- Church membership, ministry and service in the UCA
- Documents describing UCA Polity and procedures (BoU, constitution etc)
- Councils of the Church, their functions and relationships
- The forms of ministry within the UCA (including inter-relationships)
- Documents of parts thereof which relate to the ordering of ministries within the UCA

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

***This assessment covers Core
Competency 1: Elements 1 and 3***

“Identify what the Basis of Union says about the following:

- (l) God as Trinity
- (m) Person and work of Christ
- (n) Nature of mission in the Church
- (o) Our hope as Christians for what is to come
- (p) Scripture
- (q) Creeds and confessions
- (r) Sacraments
- (s) Christian witness to the Word (inc. preaching)
- (t) Christian service
- (u) Commitment to scholarly enquiry and informed faith
- (v) The place of ecumenism with the UCA history and vision.

Assessment Ideas:

- A set of short sermons or children's talks. Here it would also be possible (and desirable) for a number of the areas to be covered in each sermon or talk).
- A series of short essay-type papers
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- A group presentation (e.g. Mock up interviews; a debate etc)

What to look for:

You are seeking to observe that the participant is able to *express* understanding (in relation to the BoU) of:

- God as Trinity
- Person and work of Christ
- Nature of mission in the Church
- Our hope as Christians for what is to come
- Scripture
- Creeds and confessions
- Sacraments
- Christian witness to the Word (inc. preaching)
- Christian service
- Commitment to scholarly enquiry and informed faith
- The place of ecumenism with the UCA history and vision.

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

**“Identify the historical elements contributing to the formation of the
Uniting Church”**

Assessment Ideas:

- A short sermon or children’s talk.
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- An essay
- A group presentation (e.g. Mock up interviews; a debate etc)

What to look for:

You are seeking to observe that the participant is able to *express* understanding of:

- the key characteristics of the Methodist, Presbyterian and Congregational churches
- the key documents in the formation of the Uniting Church
- the key main events in the process of church union

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

**This assessment covers Core
Competency 2: Elements 6a, 6b, 6c, 6d,
7a, 7b**

“Read case study A.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

Assessment Ideas:

- A graphic representation: schematic or flowchart etc or some appropriate diagramme with explanatory notes
- A class presentation [could be done as a group task also]
- A written piece of work
- A verbal presentation (particularly for CALD participants)
- A creative project (eg. models, painting, drawing etc. with some explanatory notes)

What to look for:

You are seeking to observe that the participant is able to *apply* understanding of:

- Parts of the key documents relating to the ordering of ministries in the UCA
- The nature and responsibilities of pastoral ministry & pastoral relationships
- The potential for conflict in responsibility & accountability
- Appropriate means to resolve the conflict
- The nature and boundaries of power in ministry relationships
- The nature and boundaries of confidentiality
- Appropriate reasons for referral
- The need to represent one’s competencies and commit to developing one’s knowledge, skills and spiritual disciplines
- The UCA expectations regarding gifts, fees and financial gain

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

This assessment covers Core Competency 2:

Elements 5a, 5b, 5d, 5e

“Read case study B.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

Assessment Ideas:

- A written piece of work
- A verbal and/or graphical presentation [could be done in a group]
- A creative project (e.g. models, painting, drawing etc. with some explanatory notes)
- A group presentation (e.g. Mock up interviews; a debate etc)

What to look for:

You are seeking to observe that the participant is able to *apply* understanding of:

- The need to seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics
- Encouraging and respecting the gifts and ministry of other people and be willing to learn from them
- Working effectively in a team setting with appropriate accountability and responsibility
- Respectful dialogue and decision making
- Respecting the decisions of the church

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

This assessment covers Core Competency 2:

Element 7d, 6d

“Read case study E.

Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

Assessment Ideas:

- A verbal and/or graphical presentation [could be done in a group]
- An essay
- A group presentation (e.g. Mock up interviews; a debate etc)

What to look for:

You are seeking to observe that the participant is able to *apply* understanding of:

- The nature and boundaries of power in ministry relationships
- The nature and boundaries of confidentiality
- The reasons for referral
- The purpose of supervision and need to be under supervision

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

This assessment covers Core Competency 2:

Element 7c

“Read case study C:

Jamie has been in ministry for the past 5 years. He is a Pastor in a vibrant and very busy congregation of 150+ people. He is the only person there who is in fulltime ministry but the elders take on some of the pastoral care responsibilities. However, Jamie’s wife and children often express dissatisfaction at the fact that Jamie is often working 50 or 60 hours a week and finds it hard to find quality amounts of time to spend with his young family. This appears to have been happening for some time.

The Presbytery has also noticed that Jamie has missed a number of minister support groups and is looking very tired and run down.

“Identify the ethical and ministry practice issues in this situation and their relationship to the Code of Ethics”

Assessment Ideas: [these are some suggested ways in which these elements of competency could be assessed]

- A verbal and/or graphical presentation [could be done in a group]
- A piece of written work
- A group presentation (e.g. Mock up interviews; a debate etc)

What to look for:

You are seeking to observe that the participant is able to *apply* understanding of:

- The exercise of responsible self care

Grading Scale:

Competent or Not Yet Competent.

If you find the participant Not Yet Competent, you also need to outline in which sections competency has been achieved and in which sections competency has not been achieved.

Assessment: Case Studies

CASE STUDY A *(Covers Core Competency 2: Elements 6a, 6b, 6c, 6d, 6e, 7a, 7b)*

You counselled someone who has been going through a difficult time. You listened carefully, showed empathy and instigated a conversation about the person's options, which they felt was particularly helpful to them. A card with a book voucher came to you to say "thank you". The person continues to come and confide in you and after the session sends another note of thanks. After several sessions you have suspicions that this person is suffering from some sort of delusions. They hear voices and seem to have an irrational fear of all sorts of things. You are aware that they have very little support. Then, one day, to your total surprise, the person declares they are in love with you, that you are the only one who understands them and in their prayer time God has shown them that the two of you have something special.

CASE STUDY B *(Covers Core Competency 2: Elements 5a, 5b, 5d, 5e)*

For several months a small committee, appointed by the Church Council, and which you have been part of, has been working on a strategic plan for the congregation. On the night that is being presented to the Church Council, you feel excited and full of anticipatory hope. But things don't go as you expected. There are strong voices speaking against what is being proposed. You feel like the life of the while congregation is being squashed by the loud "nay sayers". It looks like if a vote is taken the proposal will be defeated. What will you do? How hard will you push?

CASE STUDY C *(Covers Core Competency 2: Element 7c)*

Jamie has been in ministry for the past 5 years. He is a Pastor in a vibrant and very busy congregation of 150+ people. He is the only person there who is in fulltime ministry but the elders take on some of the pastoral care responsibilities. However, Jamie's wife and children often express dissatisfaction at the fact that Jamie is often working 50 or 60 hours a week and finds it hard to find quality amounts of time to spend with his young family. This appears to have been happening for some time. The Presbytery has also noticed that Jamie has missed a number of minister support groups and is looking very tired and run down.

CASE STUDY D *(Covers Core Competency 2: Elements 5b, 5d)*

You are in a ministry team of three. You feel that the other two exclude you. Several times now they have met and planned things and then tell you about it later. Since the two of them are in accord you can hardly disagree. You are a different gender to the two of them and when you are together they are always referring to this and making jokes about how you wouldn't understand. It would be easier just to get on and do your thing and leave them to it. That of course means that you will have to go along with what they decide without having been able to participate in the decision making process.

CASE STUDY E *(Covers Core Competency 2: Element 7d, 6d)*

As a single person you have always hoped that one day that "special someone" will come into your life. However you did not expect her/him to be someone who would see you as their Pastor. While it is much too soon to know how the future will turn out, you know that you are very attracted to him/her and that you get lots of signals from him/her that suggests that he/she is interested in exploring a romantic relationship with you. The two of you need to be able to get to know each other better before the whole world (or at least the congregation) know that you are an "item" – which at present you are not. You don't even know for sure how the other person feels about you, or if the two of you would get along well together. How does the Code of Ethics suggest that you might be able to ethically and justly allow this relationship to develop?

CASE STUDY F *(Covers Core Competency 2: Elements 5e, 6c)*

There is another letter from the President with a request that it be read to the congregation this coming Sunday. If only it wasn't so long ... it will ruin the flow of worship to take all that time to read it. And you know that there are many in the congregation for whom this letter opens up an old wound. What will you do?

Competency	Unit or Element of Competency	Learning Outcome / Element	Evidence Guide for RPL
Work within the doctrine, ethos and polity of the Uniting Church	1. Articulate the key theological foundations of the Basis of Union (BoU)	Is able to apply understanding of: <ol style="list-style-type: none"> a. God as Trinity b. Person & work of Christ c. Nature & mission of the church as a pilgrim people d. Christian hope in the coming reconciliation & the renewal of Creation 	Direct: <ul style="list-style-type: none"> • A presentation • Interview • Current qualifications Indirect: <ul style="list-style-type: none"> • CV • Portfolio of work • Presentations which have been prepared &/or given • Work place documents • Handbooks written etc • Sermons / Studies • Short essays Supplementary: <ul style="list-style-type: none"> • Current letters of support • References from current & credible referees • Testimonials
	2. Describe key historical elements contributing to the formation of the Uniting Church	Able to apply understanding of: <ol style="list-style-type: none"> a. Key characteristics of the Methodist, Congregational & Presbyterian churches b. Key documents in the formation of the Uniting Church c. Key events in the process of church union 	
	3. Articulate the place and role of key aspects of the Church's life and witness	Able to apply understanding of: <ol style="list-style-type: none"> a. Scripture, Christian witness to the Word, including preaching b. Creeds c. The Sacraments d. Christian witness to the Word inc. preaching e. Christian Service f. The Church's commitment to scholarly enquiry & an informed faith g. The place of ecumenism within the UCA's history & vision 	

Competency	Unit or Element of Competency	Learning Outcome / Element	Evidence Guide for RPL
Work within the doctrine, ethos and polity of the Uniting Church	4. Understand the councils and ministries of the Uniting Church in Australia (UCA)	<p>Able to apply understanding of:</p> <ul style="list-style-type: none"> a. The UCA understanding of church membership, ministry & service b. Key documents describing UCA polity & procedures c. The functions, interrelations of the Councils of the Church d. The forms of the ministry within the UCA & their inter-relationships 	<p><u>Direct:</u></p> <ul style="list-style-type: none"> • A presentation • Interview • Current qualifications <p><u>Indirect:</u></p> <ul style="list-style-type: none"> • CV • Portfolio of work • Presentations which have been prepared &/or given • Work place documents • Handbooks written etc <p><u>Supplementary:</u></p> <ul style="list-style-type: none"> • Current letters of support • References from current & credible referees • Testimonials

Competency	Unit or Element of Competency	Learning Outcome / Element	Evidence Guide for RPL
<p><i>Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>5. Articulate and practice key elements of the UCA understanding of gifts, ministry and service</p>	<p>Is able to:</p> <ol style="list-style-type: none"> a. Care for all people regardless of age, gender, ethnicity or other personal characteristics b. Encourage & respect the giftedness & ministry of other people and be willing to learn from them c. Teach in a manner that seeks to represent faithfully the Scriptures & the teachings & practices of the UCA d. Work effectively in a team setting with appropriate accountability & responsibility e. Engage others in respectful dialogue & decision making & respect the decisions of the councils of the Church 	<p><u>Direct:</u></p> <ul style="list-style-type: none"> • A presentation • Interview • Current qualifications <p><u>Indirect:</u></p> <ul style="list-style-type: none"> • CV • Portfolio of work • Presentations which has been prepared &/or given • Work place documents • Handbooks written etc <p><u>Supplementary:</u></p> <ul style="list-style-type: none"> • Current letters of support • References from current & credible referees • Testimonials • UCA Ministry of Pastor Referee form (<u>essential</u>)

Competency	Unit or Element of Competency	Learning Outcome / Element	Evidence Guide for RPL
<p><i>Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>6. Identify the behavioural and boundary issues involved in ministry conduct and accountability</p>	<p>Able to apply understanding of:</p> <ol style="list-style-type: none"> Relevant parts of key documents relating to the ordering of ministries within the UCA The nature & responsibilities of pastoral ministry and relationships The potential for conflict in responsibility & accountability & appropriate means to resolve this The nature & boundaries of power in ministry The nature & boundaries of confidentiality Appropriate reasons for referral of pastoral issues 	<p><u>Direct:</u></p> <ul style="list-style-type: none"> A presentation Interview Current qualifications <p><u>Indirect:</u></p> <ul style="list-style-type: none"> CV Portfolio of work Presentations which has been prepared &/or given Work place documents Handbooks written etc <p><u>Supplementary:</u></p> <ul style="list-style-type: none"> Current letters of support References from current & credible referees Testimonials UCA Ministry of Pastor Referee form (<u>essential</u>)

Competency	Unit or Element of Competency	Learning Outcome / Element	Evidence Guide for RPL
<p><i>Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>7. Identify and practice appropriate standards of professional conduct</p>	<p>Able to:</p> <ul style="list-style-type: none"> a. Accurately represent one's competencies & commit to developing one's knowledge, skills, & spiritual disciplines b. Explain the UCA expectations regarding gifts, fees & financial gain c. Exercise responsible self-care d. Explain the purpose of supervision & give evidence of willingness to be subject to supervision e. Identify legal requirements relevant to the particular area of ministry f. Explain the ethical & organisational responsibilities of ministry in other organisations as appropriate g. Explain the responsibilities of persons in ministry regarding breaches of the Code of Ethics 	<p><u>Direct:</u></p> <ul style="list-style-type: none"> • A presentation • Interview • Current qualifications <p><u>Indirect:</u></p> <ul style="list-style-type: none"> • CV • Portfolio of work • Presentations which has been prepared &/or given • Work place documents • Handbooks written etc <p><u>Supplementary:</u></p> <ul style="list-style-type: none"> • Current letters of support • References from current & credible referees • Testimonials • UCA Ministry of Pastor Referee form (<i>essential</i>)

Assessment Working Record for: _____ Date: _____

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
1. Work within the doctrine, ethos and polity of the Uniting Church	1. Articulate the key theological foundations of the Basis of Union (BoU)	a. God as Trinity b. Person & work of Christ c. Nature & mission of the church as a pilgrim people d. Christian hope in the coming reconciliation & the renewal of Creation	a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/>	a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/>	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
1. Work within the doctrine, ethos and polity of the Uniting Church	2. Describe key historical elements contributing to the formation of the Uniting Church	<ul style="list-style-type: none"> a. Key characteristics of the Methodist, Congregational & Presbyterian churches b. Key documents in the formation of the Uniting Church c. Key events in the process of church union 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> 	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
1. Work within the doctrine, ethos and polity of the Uniting Church	3. Articulate the place and role of key aspects of the Church's life and witness	<ul style="list-style-type: none"> a. Scripture, Christian witness to the Word, including preaching b. Creeds c. The Sacraments d. Christian witness to the Word inc. preaching e. Christian Service f. The Church's commitment to scholarly enquiry & an informed faith g. The place of ecumenism within the UCA's history & vision 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/> f. <input type="radio"/> g. <input type="radio"/> 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/> f. <input type="radio"/> g. <input type="radio"/> 	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
1. Work within the doctrine, ethos and polity of the Uniting Church	4. Understand the councils and ministries of the Uniting Church in Australia (UCA)	<ul style="list-style-type: none"> a. The UCA understanding of church membership, ministry & service b. Key documents describing UCA polity & procedures c. The functions, interrelations of the Councils of the Church d. The forms of the ministry within the UCA & their inter-relationships 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/> 	<ul style="list-style-type: none"> a. <input type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/> 	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
<p><i>2. Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>5. Articulate and practice key elements of the UCA understanding of gifts, ministry and service</p>	<p>a. Care for all people regardless of age, gender, ethnicity or other personal characteristics</p> <p>b. Encourage & respect the giftedness & ministry of other people and be willing to learn from them</p> <p>c. Teach in a manner that seeks to represent faithfully the Scriptures & the teachings & practices of the UCA</p> <p>d. Work effectively in a team setting with appropriate accountability & responsibility</p> <p>e. Engage others in respectful dialogue & decision making & respect the decisions of the councils of the Church</p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p>	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
<p><i>2. Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>6. Identify the behavioural and boundary issues involved in ministry conduct and accountability</p>	<p>a. Relevant parts of key documents relating to the ordering of ministries within the UCA</p> <p>b. The nature & responsibilities of pastoral ministry and relationships</p> <p>c. The potential for conflict in responsibility & accountability & appropriate means to resolve this</p> <p>d. The nature & boundaries of power in ministry</p> <p>e. The nature & boundaries of confidentiality</p> <p>f. Appropriate reasons for referral of pastoral issues</p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p> <p>f. <input type="radio"/></p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p> <p>f. <input type="radio"/></p>	

Competency	Unit or Element of Competency	Learning Outcome / Element	Knowledge OK? Understands...	Competence OK? (ability to apply knowledge)	Notes & Evidence used
<p><i>2. Work within the Uniting Church Code of Ethics and Ministry Practice</i></p>	<p>7. Identify and practice appropriate standards of professional conduct</p>	<p>a. Accurately represent one's competencies & commit to developing one's knowledge, skills, & spiritual disciplines</p> <p>b. Explain the UCA expectations regarding gifts, fees & financial gain</p> <p>c. Exercise responsible self-care</p> <p>d. Explain the purpose of supervision & give evidence of willingness to be subject to supervision</p> <p>e. Identify legal requirements relevant to the particular area of ministry</p> <p>f. Explain the ethical & organisational responsibilities of ministry in other organisations as appropriate</p> <p>g. Explain the responsibilities of persons in ministry regarding breaches of the Code of Ethics</p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p> <p>f. <input type="radio"/></p> <p>g. <input type="radio"/></p>	<p>a. <input type="radio"/></p> <p>b. <input type="radio"/></p> <p>c. <input type="radio"/></p> <p>d. <input type="radio"/></p> <p>e. <input type="radio"/></p> <p>f. <input type="radio"/></p> <p>g. <input type="radio"/></p>	

RECOMMENDATION:

ASSESSOR NAME & SIGNATURE:

Information Email for Core Competency Assessments – Participants (template)

Dear NAME

I understand from PRESBYTERY/SYNOD that we may be at the stage where we can arrange for core competency assessment.

This assessment is a Recognition of Prior Learning assessment and not an exam or anything like that. What I am looking for is your **ability to apply knowledge of the Code of Ethics and Basis of Union and UCA Polity and Ethos.**

The assessment is “open book” which means you can bring notes and any other resources you feel you may need.

This email is to explain to you what will happen on the day of your core competency assessment. It also has attached some resources for you including some example assessments. Also attached is a very important referee’s form which needs to be filled in and sent back to me before we go through with the assessment. This is the Code of Ethics referees form. **Please pass this form on to someone that has worked closely with you in the Presbytery.**

The plan for the assessment sessions

- The sessions are recorded completely so that any bits that we may miss while taking notes can be included later.
- You will be asked to talk about your understanding of certain things in the Basis of Union (as they relate to the polity and ethos of the UCA) and how you would apply this understanding. See attached core competency document for information
- You will also be asked to talk about your understanding of things in the Code of Ethics and how you would apply this understanding. This will be done mainly through 5 case studies but some of the information will be gathered from the referees form.
- The session is split into two sections: first one will deal with the polity and ethos of the UCA and the second will be dealing with the Code of Ethics
- At the end of the two sessions, I will require a little time (about 30 minutes) to go through our notes and prepare feedback and draft recommendations
- You will be asked then to let us know what you think of the recommendations and what you thought of the process (to help us improve it)

What to send me in advance (a week before we meet):

- An updated and complete CV. This is a CV which lists all that you have done in terms of education, training, seminars, conferences and all the ministry duties etc that you have and are currently performing
- Any sermons you have preached; studies you have written; liturgies and services you have written etc
- Copies of your educational qualifications (accredited and non accredited)
- The Code of Ethics Confidential Referee form
- Any lesson plans etc which you think may go towards satisfying the competencies.

What to bring on the day:

- You should bring the following things:
 - A copy of the Regulations (which contain the Basis of Union and the Code of Ethics)

Preparation:

- Read the Basis of Union again
- Read the Code of Ethics and Ministry Practice again
- Look at the attached example assessments and look at what the code of ethics and basis of union says about these
- Think about ways in which you would apply or have applied this knowledge in real-life situations (feel free to write these down)
- Gather as much evidence as you can that would help show that you are competent in the areas expressed in the example assessments and send it to me at least 3 days before the assessment is scheduled:
 - Letters from presbytery
 - Letters from church council etc
 - Sermons, Bible Studies, Liturgies and other worship services
 - Video or DVD clips of you performing ministry related tasks
 - Example of pastoral incidents (with no details) which may have bearing on some part of the Code of Ethics

Please email me if you have any questions or you can call me *****

We need to organise a time to get together for this assessment. It will take about 2.5 hours for the entire thing. I am not sure what your schedule is like, so wonder if you could let me know if any of the following dates are suitable for you:

INSERT POSSIBLE DATES

INSERT POSSIBLE DATES

INSERT POSSIBLE DATES

Having said anytime, it would be best to have the assessment in the morning - say 10ish if that's possible.

The assessment session will only be you, me and a Presbytery person. No one else should be at the assessment as some of it is confidential.

Once again, it is not an exam but a time where we want to see your ability to apply your knowledge in a practical way.

Grace and Peace

Jorge Rebolledo

Inserts:

- Case Studies Complete
- Assessment Examples Complete
- Code of Ethics and Ministry Practice Reference Form
- Basis of Union
- Code of Ethics and Ministry Practice
- Core Competencies for Ministry of Pastor

Assessment Record ⁶

Learner:	ID:
Organisation:	Assessor:

Outcomes / Competencies:
Work within the Doctrine, Ethos and Polity of the UCA
Work within the Uniting Church Code of Ethics and Ministry Practice

Evidence Methods used: (you can adapt these if you like)

1. Previous Studies	3. Interview/Group Presentations & Assessments
2. Work experience	4. Code of Ethics confidential Referee report
5. Example sermons, liturgies, hymns etc	6. References

Element of Competency	Assessment/ Evidence used (1,2,3,4)	Competent/ Not yet Competent

Assessors Comments (use another page is necessary):
RECOMMENDATION:

Signature of Assessor: _____ **Date:** _____

⁶ Adapted from: Day, M. 2002. Assessment of Prior Learning: A Practitioner’s Guide. UK: Nelson Thornes

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Notes

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