

Worship:
leading &
preaching



WORSHIP: LEADING AND PREACHING A GUIDE TO PORTFOLIOS

Issue 4, July 2022

About this Guide:

The Portfolio is the primary means of assessment for the Worship: Leading & Preaching course. This Guide describes the purpose of the portfolio and how it is produced, in conversation with your tutor and mentor. It also explains the way that assessment is carried out and the purpose of moderation.

The Guide is designed for use by students, and is written from the student's perspective. However, it is important that tutors understand how the portfolio contributes to the learning process, and they are also encouraged to read and understand this guide. Mentors will also find it useful to understand how they can support their students as they assemble their portfolios.

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

Other useful information:

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

Main changes in this issue:

| Page(s) | Change |
|----------|---|
| Various | Various corrections and clarifications related to the first two years of experience with WLP version 3. Bubbles describing changes from WLP 2 removed. |
| pp.9-11 | #2.6 - #2.8 rewritten for clarity to align with service experience with the Project Workspace. |
| p.10 | Maximum size of project attachments changed to 20MB. Suggestion on photo resolution for PowerPoint files added. |
| pp.10-11 | #2.6 - #2.8 rewritten to correct anomalies on summative assessment and explain moderation process more clearly. |
| p.12 | #2.9 on videos rewritten for clarity. |
| p.15 | #3.6 reworded and errors corrected. |
| p.15 | #3.7 and #3.8 corrected to clarify requirement for final summative assessment and remove reference to six-monthly moderation cycle. |
| p.16 | #3.10 clarified re. transfer from WL to LP streams in WLP 2.0 and WLP 3.0. |

If you find errors or omissions, please email localpreachers@methodistchurch.org.uk. Your help with keeping the course documents up-to-date is greatly appreciated.

Contents

| | | |
|------|--|----|
| 1 | WHAT IS A PORTFOLIO? | 5 |
| 1.1 | What a portfolio is..... | 5 |
| 1.2 | What a portfolio is not..... | 5 |
| 1.3 | The Importance of Theological Reflection | 6 |
| 1.4 | Confidentiality..... | 6 |
| 1.5 | Originality and Plagiarism | 6 |
| 1.6 | Language and Communication | 7 |
| 1.7 | Word Counts | 7 |
| 2 | BUILDING A PORTFOLIO | 8 |
| 2.1 | Portfolios and Projects..... | 8 |
| 2.2 | Planning Ahead | 8 |
| 2.3 | The Project Brief | 8 |
| 2.4 | The Project Workspace | 9 |
| 2.5 | Feedback and Formative Assessment..... | 9 |
| 2.6 | Summative Assessment | 10 |
| 2.7 | Finalising your Portfolio | 10 |
| 2.8 | Portfolio Moderation | 10 |
| 2.9 | Submitting Video Material..... | 11 |
| 3 | ASSESSMENT OF PORTFOLIOS | 12 |
| 3.1 | Assessment of Projects | 12 |
| 3.2 | Assessment Question 1: Learning Outcome | 12 |
| 3.3 | Assessment Question 2: Engaging with Resources..... | 13 |
| 3.4 | Assessment Question 3: Effective Communication | 13 |
| 3.5 | Assessment Question 4: Theological Reflection | 14 |
| 3.6 | Assessment Question 5: Specific for the Project | 15 |
| 3.7 | Assessment of the Complete Portfolio | 15 |
| 3.8 | Moderation of Portfolios | 15 |
| 3.9 | Resubmitting a Portfolio | 15 |
| 3.10 | Transferring from the Worship Leader to Local Preacher streams | 16 |
| 4 | ASSESSMENT OF WORSHIP | 17 |
| 4.1 | The Role of the Local Preachers' Meeting | 17 |
| 4.2 | Assessed Services..... | 17 |
| 4.3 | The Service Planning & Reflection Form..... | 18 |
| 4.4 | Your Mentor's Role | 18 |

4.5 Your Tutor’s Role..... 18
4.6 Variety and Creativity in Worship 19
4.7 Reporting and Feedback on Services 20

APPENDIX A – Assessment of Creative Items

APPENDIX B – Worship Record Sheet

1 WHAT IS A PORTFOLIO?

A portfolio is a collection of evidence compiled by you (the student) to demonstrate that you have engaged with the course and reflected on its contents. Each portfolio is built around twelve projects, one per module-section, which are designed to focus your attention on one or two of the key Learning Outcomes of the module-section.

1.1 What a portfolio is...

There are two portfolio in the course:

- **Portfolio A** is associated with Modules 1-4. The projects for worship leaders and local preachers are the same, but each project is designed to be flexible enough for everyone to complete them.
- **Portfolio B** is associated with Modules 5-8 and is for local preachers only.

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

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

However, unlike most scrapbooks or photo albums, a portfolio is built for a particular purpose. It is a collection of evidence which demonstrates your learning, and which allows your tutor to assess whether you have met the assessment criteria set by the Methodist Church for a worship leader or local preacher.

It therefore has a particular structure, and contains documents that enable assessment to take place. When complete, it should tell the story of your development in skill and understanding from your first participation in worship with your mentor, through your increasing confidence in leading the worship of the people of God.

When you have met the assessment criteria, your Church Council or Local Preachers' Meeting will have confidence that you have completed a prescribed course of theological education that equips you for serving the church competently in the role to which you are called. They will take this into account in their discernment of your call as a worship leader or local preacher.

1.2 What a portfolio is not...

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

Instead, portfolios are **assessed** against criteria designed to demonstrate progress in learning. In general, portfolio items are assessed as having "Met" or "Not yet Met" the criteria. The whole portfolio is assessed in the same way, taking account of the

assessment of its contents. The assessment is carried out by your tutor, and takes place in conversation with you.

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

1.3 The Importance of Theological Reflection

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

The portfolio therefore also contains a record of your interaction with your tutor, including the feedback you receive as you work on each project. This feedback, the changes you make to your project as a result and your ongoing reflections are a record of the formative feedback that you have received from your Tutor and others.

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

1.4 Confidentiality

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

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

1.5 Originality and Plagiarism

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

It is fine to quote from other sources, to paraphrase or even to quote longer passages from items you have read, if that helps to make a point more clearly. Do make sure though, that you acknowledge the author of the original quote and say where you found it. That way, you won't be guilty of plagiarism.

As a minimum, you need to include the author's name and the name of the book, magazine or website where you found the material. If it was a book or magazine, give the publication date. If it was a website, provide the web address and the date you accessed it. We don't insist on a particular way to reference your source material, so you can put this information in brackets after the relevant quote, or use footnotes if you prefer.

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

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

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

1.6 Language and Communication

Communication skills are a vital part of the competencies expected for worship leaders and local preachers and you will spend much time developing these during your training. Projects are however not assessed on the technical quality of written language or on writing skills.

Whilst we encourage clear, straightforward writing, there are no assessment criteria for punctuation, grammar or spelling. The main thing is that you make yourself understood in language that is appropriate for those who hear you or read what you write. Tutors will be looking for clarity of thought and an ability to express yourself clearly in a way that is appropriate for your listeners and readers.

1.7 Word Counts

Where guidelines are given in the Project Brief or elsewhere regarding word count, this is to enable you to gauge the expected level of time and effort required for preparation. **Word counts should not be taken as hard and fast rules but as a guide.** Assessment will be based on whether the length of the item is appropriate for the context for which the item is intended.

2 BUILDING A PORTFOLIO

2.1 Portfolios and Projects

A portfolio in Worship: Leading & Preaching is a collection of items that demonstrate your progress in developing as a worship leader or local preacher. There are twelve projects in a portfolio, one in each of the module-sections. Each of the projects is linked to one or more of the Learning Outcomes for the module-section.

The projects are described in the Project Brief in each module-section. You can find this either from the menus on the Module landing page, or from the menu on the right-hand side of every **Learn** page. It is a good idea to keep the project in mind as you work through **Learn**. Some of the exercises in **Learn** form part of a project and you will need to refer to them when you are completing your project.

The **My Notes** facility is new. You can find it on the right-hand menu. It allows you to keep notes relating to exercises or anything else throughout the course. All entries in **My Notes** are saved with the date you created them, are private for you and are accessible from anywhere in the course.

2.2 Planning Ahead

It is best to complete each project as you work through **Learn**, as the topics you are studying will be fresh in your mind. However, there may be occasions when you can't complete a project until later – for example when you need to collect feedback for a service you're leading in the future. You can always come back to a project you are working on until you choose to submit it to your tutor for summative assessment.

You can save yourself much time and effort by looking ahead. When you start a new module-section, look for the Project Brief by clicking the button on the right-hand side of the screen. Knowing about the project will help you to collect thoughts and ideas as you work through the module-section. You can look through the Project Brief for any module-section by going to the Learn part and clicking on the Project Brief button.

Some of the projects require you to reflect on worship you attend elsewhere, or to incorporate material you prepare for worship yourself. It's a good idea to plan ahead for these opportunities, even if you have not yet completed the relevant module-sections.

2.3 The Project Brief

This is found by clicking the button on the right-hand menu from within **Learn**. You can also find them on the menus on the opening page for each module. Each Project Brief contains the following information:

- The **Learning Outcome(s)** that the project is focussing on. This should guide you as you decide what to include in your project.
- A description of the project requirements. You are recommended to read these and ensure that you thoroughly understand them. If in any doubt, ask your tutor for advice.
- One or more Assessment Criteria. These are specific to the project, and are there to help your tutor when they assess your work. They are also a useful guide for you as you work on your project.

You may find that there are additional pointers in the text of **Learn** to help you with your project – another good reason to complete your project at the time you working on the module-section.

You may wish to keep notes and ideas for your project in **My Notes** ready for when you start work on your project.

2.4 The Project Workspace

Projects in WLP 3.0 are built and assessed in the Project Workspace. This is found by clicking the button on the right-hand menu from within **Learn**, or from the module front page. Within the Project Workspace there is a text editor for you to use, and you can upload other files related to your project.

It is also the place where your tutor will provide feedback on your work and assess it, and where you can see progress with your portfolio as you complete each project.

For detailed information about using the Project Workspace including screenshots, see the **Project Workspace Student's Guide** and **Project Workspace Tutor's Guide**, both available from the WLP 3.0 page on the Methodist Website.

When you first open the Project Workspace, you need to click "Add a piece of work". This opens a page with a box in which you can write and edit text. If you prefer, you can produce your work in another program, such as Word or Pages and copy and paste your text into the Project Workspace.

You can also upload up to five attachments, as long as the total file size doesn't exceed 20MB. Note that video files need to be handled differently because they tend to be large and would exceed the file size limit. See section 2.9 for how to handle video files. Note also that reducing the resolution of photos in PowerPoint files can have a huge effect on filesize.

You can save your work and return to it as often as you like. When you are ready for your tutor to comment on your work, you click the button "Send to Tutor". The project will now be locked, and you won't be able to edit it again until your tutor sends you their comments. This is indicated by the progress indicator for the project turning blue. Your tutor should receive an email from Moodle to tell them that there is a project waiting for their comments. It's a good idea to let them know (e.g. by text, phone or email) as well, as the Moodle email sometimes ends up in junk mail!

2.5 Feedback and Formative Assessment

As you work on each project, you should keep in touch with your tutor, and encourage them to provide you with feedback. This what we call **Formative Assessment**. The Project Workspace provides the facility to do this, and all feedback is stored in the Project Workspace as a record of the dialogue you had with your tutor. You can update a project as many times as you like.

Sometimes your tutor may suggest that you consider a topic from a different perspective, or that you could helpfully reflect on a learning experience. Such conversations can provide valuable ideas for your reflections on a particular projects.

There is of course no reason why you can't meet to discuss your project, or speak over the phone, but it's good practice for your tutor to make a few notes in the Project Workspace as a record of the formative feedback you have received.

Each time you receive comments from your tutor, the progress indicator for the project will turn amber and you will be able to create a new version and carry on editing your project.

2.6 Summative Assessment

When your tutor is satisfied that the assessment criteria for a project have been MET, they will indicate this by selecting a menu item “Project Criteria Met” when sending their feedback comments. You will see this in your workspace. You are still free to work on your project. You may for example be preparing a prayer for worship and you want to reflect on using it at a service before you finalise it.

When you are ready to finalise it, you should type “FINAL VERSION FOR PORTFOLIO” at the top of your next version and send it to your tutor again. They will add their final comments and change the status to “Summative Assessment Complete”.

This locks the project so you can no longer make any changes, and adds it automatically to your portfolio. The progress indicator for this project will turn green to show that the project is finished.

2.7 Finalising your Portfolio

There is no separate provision at present for the Tutor to make overall comments on a portfolio. They should add their summative feedback on the portfolio to their comments on the last project in the portfolio (#4.3 or #8.3 as appropriate). It is not necessary for the tutor to complete a Portfolio Assessment Form as was the case for previous versions of the course.

When all the projects in your portfolio are complete, you will see that all twelve boxes in the Portfolio Progress panel have turned green. You will also notice a further box has appeared, inviting you to finalise your portfolio.

This will take you to a short questionnaire. Some of the questions will ask you for information, such as your PIN number and circuit, and a confirmation that the portfolio is your own work. Others will provide an opportunity to provide some feedback on your experience of the course. Your comments are valuable in the continuing development and improvement of the Worship: Leading & Preaching course.

Once you have completed the questionnaire, the whole portfolio is complete, and your Project Workspace will be locked. An email will be automatically sent to the Regional Moderator for your region. This triggers the start of the moderation process. The Regional Moderator should email you to acknowledge receipt.

Later, you will receive an email from the Local Preachers’ office confirming the outcome of moderation. Please allow two months for this email to arrive to allow for moderation to be completed. For WLP 3.0, there are no set moderation deadlines, and moderation commences as soon as a portfolio is complete.

2.8 Portfolio Moderation

Moderation is carried out to ensure that assessment is being carried out fairly across the whole Methodist Connexion. It helps us to identify issues with the course and to make improvements, and to improve training and support for tutors. Moderation has a

different purpose from assessment, and you will normally receive no feedback from the moderators.

If (as occasionally happens) the moderators conclude that your portfolio does not meet the required criteria, they will provide clear guidance to help you to revisit your work and prepare for resubmission. Normally, they will identify specific projects where further work is required. Instructions about how to resubmit your work will be provided as required.

All portfolios are moderated first by the Regional Moderator, who is an officer in the Learning Network in your region. A sample are then moderated by a Connexional team to ensure fairness and impartiality. From time to time, a sample of Portfolios may be reviewed by the Board of Studies, who oversee the complete training programme.

Your Church Council or Local Preachers' Meeting is responsible for discerning whether you have a calling as a worship leader or local preacher. Once your portfolio has MET the assessment criteria, it provides the necessary proof that you have completed that part of the Worship: Leading & Preaching course.

This is one of the elements that contributes to their decision, together with other evidence such as reports from Trial Services, interviews etc.

2.9 Submitting Video Material

If you wish to include video material in your portfolio, you should upload these to either YouTube or Vimeo, and include a link to your video in the Project Workspace. Video files are very large, and attaching them to your projects would probably exceed the 20MB limit on size of attachments, or even exceed the allowance on your Moodle account, which is currently set to 200MB per student.

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

3 ASSESSMENT OF PORTFOLIOS

3.1 Assessment of Projects

Formative Assessment takes place as your tutor comments on your developing projects, and you reflect on their comments and refine your project accordingly. A record of formative assessment is kept in your Project Workspace.

Summative Assessment is your tutor’s final assessment of the project. They will ask the question: **Does this project meet the assessment criteria?**

If the answer is **Yes**, they will set the status of your project as “Criteria Met” in their feedback, which allows you to make your final changes and complete the project so it can be added to your portfolio.

If the answer is **No**, you will need to do further work on your project and you won’t be able to add the project to your portfolio.

To assist them in answering this question, your tutor will ask these five questions:

1. Does the project demonstrate a clear understanding of the particular Learning Outcome(s) it’s connected with?
2. Does the project show that you have engaged with the appropriate learning resources as you have worked through “Learn”?
3. If the project requires you to produce a creative item (e.g. for use in worship), does it communicate clearly with its intended audience?
4. Have you used the project as an the opportunity for theological reflection to help your continuing development as a worship leader or local preacher?
5. Does the project meet any other specific assessment criteria detailed on the Project Brief?

Note that the aim of the dialogue you have with your tutor during formative assessment is to address these questions so that in answer to the question “**Does this project meet the assessment criteria?**” your tutor can say “**Yes**”.

3.2 Assessment Question 1: Learning Outcome

Every project is associated with one or more of the Learning Outcomes for its module-section. These key Learning Outcomes are clearly listed in each Project Brief.

The first assessment criterion for a project is therefore:

| | MET | NOT YET MET |
|------------------|--|---|
| Learning Outcome | The project provides clear evidence of the student’s engagement with the Learning Outcome(s), and of their knowledge and understanding of the theme. | The project demonstrates little evidence of the student’s engagement with the Learning Outcome(s) or their knowledge or understanding of the theme. |

This criterion is important in showing that you have thought through and reflected upon the key learning of the course, and have been able to apply it creatively to your context.

3.3 Assessment Question 2: Engaging with Resources

Students are expected to work through the “Learn” parts of each module-section, which (together with the associated Module Library) contain the main resources for learning. Don’t expect that within the 10 hours recommended per module-section, you will be able to read everything. We do expect you however to provide evidence that you have engaged with some of the key resources and exercises related to the Learning Outcome.

The second assessment criterion for a project is therefore:

| Engaging with resources | MET | NOT YET MET |
|-------------------------|---|--|
| | The project provides clear evidence of the student’s engagement with the resources provided in Learn , for example by referring to a range of relevant items or exercises relevant to the theme. | The project provides little evidence of the student’s engagement with the resources provided in Learn , or no reference to relevant items or exercises. |

During formative assessment, you tutor will look for evidence that you are engaging meaningfully with the material in Learn, so that you can draw upon it to inform your project.

3.4 Assessment Question 3: Effective Communication

Many of the projects are designed around a piece of creative work that you produce, often for use in worship or in your church or circuit. There are suggestions in each Project Brief, but you should not feel constrained by these. Use your imagination to think of the best ways to engage with the audience. Do try however to use a different media type for each project within a portfolio.

Your tutor will assess your creative work using the third assessment criterion:

| Effective Communication | MET | NOT YET MET |
|-------------------------|--|--|
| | The creative item is relevant, informative, engaging, and accessible for the expected audience with a coherent structure and sense of purpose. | The creative item lacks coherence or sense of purpose, or is not relevant, informative, engaging, or accessible for the expected audience. |

Note that where the project contains a creative item, this only forms part of the project, and there will also be some reflection to do. You should avoid the temptation to produce a perfect piece of art, and remember that the purpose is to find an appropriate way to communicate something of God with your intended audience. An unfinished item accompanied by an insightful reflection is preferable to a perfect piece of art with minimal reflection. Remember: reflection, not perfection.

To help your tutor to answer this assessment question for a wide variety of different creative media, Appendix A contains a table with suggested assessment questions for various types of media. This table may also help you as you work on your project.

3.5 Assessment Question 4: Theological Reflection

Theological reflection requires you to step back from your learning experience, think through what you have learned and how you have put that learning into practice, and work out ways to improve for the future, based on your experience. Guidance on writing good reflections is provided in the Guide to Learning. Module-section 1.3 focusses on the practice of theological reflection.

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

The assessment criterion for theological reflection within a project, simply put, is:

| | MET | NOT YET MET |
|-------------------------------|--|--|
| Theological Reflection | The project provides evidence that the student has reflected seriously on the subject matter, showing awareness of context and different perspectives, and of the way their own experiences influence their response to the theme. | The project provides little evidence that the student has reflected seriously on the subject matter, shown awareness of context and different perspectives, or of the way their own experiences influence their response to the theme. |

Note that because theological reflection is inherently subjective, assessing it can seem difficult. The following questions are offered to help tutors to understand what constitutes good reflection:

1. Is there a good balance of descriptive content, to allow a reader to understand the context, and perceptive and insightful reflection?
2. Does the item express clearly how the student reacted both in terms of their feelings as well as their thinking?
3. Does the item demonstrate the student's awareness of how their own life experience affects their response to the theme?

4. Does the item show the student's willingness to see things from new or different perspectives and to recognise the different experiences of others?
5. Does the item provide evidence that the student can perceive how their own faith or practice might be affected by whatever is being reflected upon?

3.6 Assessment Question 5: Specific for the Project

Each Project Brief is based around one or two specific Learning Outcomes. A Project-Specific Assessment Criterion is provided, based on these Learning Outcomes. This should help you to understand what is expected of you, and to help your tutor to assess your work.

3.7 Assessment of the Complete Portfolio

Each portfolio contains twelve projects, one per module-section. As you complete each one and your tutor completes their summative assessment, confirming that it has MET the criteria, it is stored in your portfolio, and a green light shows on your Portfolio Progress indicator. Your tutor should add any final comments on the complete portfolio to the final project in the portfolio (4.3 or 8.3 as appropriate).

When all twelve projects have a green light, you will be able to complete your portfolio questionnaire.

3.8 Moderation of Portfolios

The moderation process is described in section 2.8 above. Note that there are no fixed deadlines for moderation in WLP 3.0, and moderation commences at the point the portfolio is completed, as indicated by 13 green boxes in the progress indicator.

3.9 Resubmitting a Portfolio

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

If this should happen, you should work with your tutor and make the required change(s) to your portfolio, and your tutor should assess any changed projects. The Local Preachers' office will reset your account so you can continue to work on the projects that need your attention and complete your portfolio in the usual way.

3.10 Transferring from the Worship Leader to Local Preacher streams

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

If you completed Portfolio A in WLP version 3.0, you will be able to move directly to Portfolio B. If you completed Portfolio A as a Worship Leader in version 2.0, you may need to provide a few additional items of evidence as you make the transfer. Please ask the Local Preachers' office for more information. We can be contacted at localpreachers@methodistchurch.org.uk.

4 ASSESSMENT OF WORSHIP

4.1 The Role of the Local Preachers' Meeting

The training and formation of worship leaders and local preachers is a collaborative process involving local churches, circuits, the Learning Network and the Local Preachers' office. At the very heart of this process is the Circuit Local Preachers' (and Worship Leaders') Meeting. This meeting, which reports to the Circuit Meeting, is responsible for discerning the call of local preachers, and when called upon by a Church Council, worship leaders. That responsibility includes oversight of the whole training process, providing a tutor and mentor for each person in training, and the periodic assessment of services.

For those on trial as local preachers, Standing Order 564B (5) requires one service every quarter to be conducted in the presence of another local preacher, who presents a brief report to the meeting. In addition, there are requirements detailed in Standing Order 566 for Trial Services to be conducted at key points in the training process. For those in training as worship leaders, the arrangements are not specified, but a quarterly assessed service is a good objective.

Further guidance on the responsibilities of the Local Preachers' Meeting appears on the Local Preachers' Secretaries' page on the Methodist Church website.

4.2 Assessed Services

The quarterly assessed services, and (for local preachers) the two trial services provide great opportunities to lead worship in the company of critical friends who will provide honest and thoughtful feedback on your developing skills.

To help you to take full advantage of these opportunities, you should follow the following guidelines:

1. Use the **Service Planning and Reflection Form** for each of your quarterly assessed services, and also for each trial service. For guidance on using this form, see item 4.3 below
2. Take the opportunity to talk to your mentor (if possible) before and after the service. The **Service Planning and Reflection Form** should form part of this conversation and you can use the form to record insights from your conversations.
3. After the service, when you have spoken with the person(s) who assessed your service, complete Part 3 of the **Service Planning & Reflection Form** relating to feedback and pass a copy to your tutor, who will review it and provide you with their feedback.
4. A record sheet (included in Appendix B) is kept by the circuit as a check that you are receiving as wide a range of opportunities for participating in worship as possible. You should keep your own record so that you can check whether there are gaps in your experience of different kinds of worship.

4.3 The Service Planning & Reflection Form

This form¹ provides a framework for the whole process of planning and leading worship, and most importantly, for reflecting on your own development. It should always be completed at the time, so that it becomes a record of your thinking from the first idea of a theme for the service through to the final “Amen” on the day, and beyond.

The form is comprehensive and contains sections for all aspects of worship planning. Sections that clearly do not apply should be omitted, although we do insist that the section on exegesis (item 2b) should be completed in all cases, as this is a core skill for all those who lead worship and preach.

The form is available in several formats for use on computers, but can be completed by hand if preferred.²

4.4 Your Mentor’s Role

Your mentor’s role is to accompany you throughout your period on note and on trial. Initially this happens through the sharing of services for which they are responsible. As you take more responsibility for your own services, your mentor will increasingly become a critical friend who can be a sounding board for ideas and provide advice borne out of experience.

Part of your mentor’s responsibility is to review your quarterly assessed services and trial services with you. We recommend that you communicate with your mentor before and after each assessed service.

Ideally, meet in person, but you can use phone email or social media as you both prefer. Using the ***Service Planning and Reflection Form*** in this conversation will provide insight for your mentor into your progress with training process. You may wish to record some of your reflections from the conversation on the form.

4.5 Your Tutor’s Role

There is no requirement in Worship: Leading & Preaching 3.0 for you to include a range of completed services in your portfolio.

You are required however, to complete a ***Service Planning and Reflection Form*** for each of the quarterly assessed services and your trial services. When this is complete, you should send it to your tutor for them to review.

Your tutor will be looking particularly for the following:

- Exegesis: are you applying your learning in module section 2.1 etc. to your close reading of the Bible text each time you lead worship?

¹ The Service Planning & Reflection Form is available for download at www.methodist.org.uk/wlp3.

² Note that there are specific exercises in WLP 3.0 which require students to include the form in their portfolio. These will need to be either completed electronically, scanned or photographed.

- Theology: are you drawing on a range of theological ideas and resources and listening to a range of different voices in your preparation?
- Context: are you taking full account of the context in which you are leading worship and do you display empathy with the differing needs of different congregations?
- Reflection: are you developing as a reflective practitioner and are you able to articulate your developing understanding of your call through the creative process of preparing for worship?

Your tutor should send their comments to you so that you can include them on the **Service Planning and Reflection Form**. These forms will build into a useful record of your experience of learning as a practicing preacher or worship leader. If there is an opportunity, have a conversation with your tutor about their comments, and note that they will be asked from time to time to report to the Local Preachers' meeting about your progress.

4.6 Variety and Creativity in Worship

The calling of a local preacher may include leading worship and preaching in any situation at any time. The training of a local preacher therefore should include opportunities for engaging in as wide a range of different contexts and situations as can be reasonably provided by the circuit.

As a guide to what is required, whilst **on note**, a local preacher's assessed services should include examples of:

1. Leading prayers, including adoration, confession, thanksgiving and intercession.
2. Planning a 15-20 minute portion of a service, and showing a clear sense of direction and of developing a theme.
3. Using creativity in worship, for example music, drama, art, dance, technology, meditation, reflection or discussion in an appropriate way for the congregation.
4. Using the gifts of others in leading worship, demonstrating an ability to collaborate positively in the planning and leading of worship.
5. An example of preaching.

With the exception of item 5, this list also applies to worship leaders in training.

Whilst **on trial** as a local preacher, your assessed services should include examples of:

1. Leading of prayers. Examples of a wide variety of forms of prayer, including adoration, confession, thanksgiving and intercession.
2. Planning and leading whole services, showing a clear sense of direction, a developing theme and close connection between worship and word.
3. The use of creativity in worship, for example music, drama, art, dance, technology, meditation, reflection or discussion.
4. Using the gifts of others in leading worship, demonstrating an ability to collaborate positively in the planning and leading of worship.

5. Worship in a multi-generational context. This can be in an all-age context, or a section of a service where several generations are expected to be present.
6. Services relating to the seasons of the Christian year, such as Advent, Lent and Pentecost.
7. Several examples of preaching. At least one of these should demonstrate engaging with the Bible in a way other than through a traditional sermon, for example using discussion, drama, creative media or storytelling.

The Worship Checklist in Appendix B is designed to help circuits to keep a record of these items and to ensure that local preachers on trial have a comprehensive experience of all the opportunities available in the circuit.

4.7 Reporting and Feedback on Services

A Worship & Preaching Feedback Form should be completed for each of your quarterly assessed service and trial services. The circuit Local Preachers' meeting should organise this, and you will have an opportunity for conversation with those who listen to your service before it is reported at the Local Preachers' Meeting.

You are encouraged (together with all local preachers and worship leaders) to gather feedback on your services as part of your continuing development. A simpler form, the Congregation Feedback Form, is provided for this purpose. Do plan ahead if you wish to do this, so you can find volunteers to complete the forms for you.

Both forms can be downloaded at www.methodist.org.uk/wlp.

APPENDIX A ASSESSMENT OF CREATIVE ITEMS

Many of the portfolio projects encourage you to produce items in a wide range of creative media and many of these can be used in the worship life of your local church or circuit. We love it when people use their creative gifts to give glory to God. This table is intended to help tutors with Assessment Question 3, especially where they are not familiar with your chosen media type.

Note that this list of media types is not exhaustive. If you have an idea for something that is not on the list, first discuss it with your tutor. If they are happy that your suggestion fits with the intentions of the project, you are free to develop your idea. If you or your tutor want further advice, the Learning Network officer in your region will be able to help.

| | Assessment Category | |
|---|--|--|
| Media Type | CRITERIA MET | CRITERIA NOT YET MET |
| Small group discussion or Bible study | Well-chosen background material and facilitation questions appropriate for the context and the intended participants. | Background material and facilitation questions have significant shortcomings for the context and the intended participants. |
| 10-20 min presentation | Interesting and engaging material appropriate for the described context, and making good use of and any supporting media (such as slides, audio, exhibits etc). | Material lacks interest, is not engaging, is inappropriate for the described context, or makes limited use of the chosen supporting media (slides, audio, exhibits etc). |
| Article for church newsletter or website, or personal blog (guideline 500 words) | Clear, succinct, well-structured and engaging article, understandable to a wide readership. Writing style and vocabulary well-chosen for communication with the chosen audience. | Article lacks clear structure, clarity or relevance for chosen audience. Understanding by a wide readership limited by writing style or vocabulary not well-suited for communication with the chosen audience. |
| Short essay (guideline 1500 words) | Clear, well-structured essay demonstrating critical engagement with the issue, coherent argument, consistent referencing and persuasive conclusions. Demonstrates awareness of different viewpoints and sources. | Lack of clarity, structure, coherent argument or clear evidence of critical engagement with the issues. Little evidence of awareness of different viewpoints or sources, or inadequate referencing. |
| Analysis of, or reflection on, a song or hymn or poem | Clear evidence of understanding and analysis or reflection on the layers of meaning within the chosen item. Not just descriptive, but | Little evidence of understanding or attempt at analysis of the layers of meaning within the chosen item. Material is mainly descriptive rather than analytical and/or reflective. |

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

| | Assessment Category | |
|--|---|---|
| Media Type | CRITERIA MET | CRITERIA NOT YET MET |
| | theological material. Appropriate for an act of worship as part of a transformative encounter with God. | engage intended listeners or to encourage a transformative encounter with God. |
| Reflection on an item of contemporary culture (e.g. film, song, video, exhibition, artwork) | Engaging and accessible item, with appropriate style and use of language and clear evidence of insight into the item in its cultural setting. Insightful theological reflection on the item in context, prompting further reflection by the reader. | Lack of insight into the item and its context, or insufficiently engaging to the reader. Insufficient evidence of theological reflection on the issues raised by the item, or engaging the reader in this reflection. |
| Book Review | Explains clearly the message of the book and its connection to the relevant learning outcome. Includes reflective personal response to the book including any questions it raised or points of disagreement with the author. Likely to encourage someone to reflect on the topic or read the book for themselves. | Lack of insight into the message of the book, or failure to connect it to the learning outcome. Little or no personal reflection on the content presented. Unlikely to inspire further thought or reflection by the reader. |
| Prayer | Language, style and length suitable for the context in which it will be used. Mood appropriate for the place it holds in the rhythm of the act of worship or devotional setting. Demonstrates awareness of other elements of the act of worship or material being used, and coheres appropriately. Likely to enable others to join in prayer. | Language, style and length unsuitable for context. Does not cohere with other material that is part of the same act of worship or devotional material. Likely to cause difficulties or be off-putting for others in joining in with the prayer. |

APPENDIX B – WORSHIP RECORD SHEET FOR WORSHIP LEADER OR LOCAL PREACHER IN TRAINING

Name

Date on Note

PIN

Date on Trial

| | Date | Place | Report by | Trial Service? | Prayers | Planning & Leading | Creativity | Collaboration | Preaching (conventional) | Preaching (innovative) | Multi-generational | Seasons |
|----|------|-------|-----------|----------------|---------|--------------------|------------|---------------|--------------------------|------------------------|--------------------|---------|
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |