



# **Ministerial Formation Portfolio**

**Non-residential  
Ordinands and Methodist  
Presbyterial Ministry  
Candidates**

**St Davids Diocese**



## The purpose of the portfolio

The building of a ministerial formation portfolio is not an add-on to the process of training, as if it were one more thing to be done. As described in the introductory material, the aim of the portfolio is to help you bring together the different elements of the formation process and to demonstrate to yourself and to others (College staff and through them to the Diocese) that you are growing and developing in the sorts of ways which the Church recognises as important for those exercising public ministry. It is also there to provide a foundation for an ongoing process of monitoring your growth and development after ordination. There are two further sets of outcomes after those in this document, one for the end of IME (Initial Ministerial Education, that is at the end of your curacy), and one at the point of entering the first post of responsibility (i.e. incumbency).

Do not be put off by the notion of learning outcomes. They are simply a way of describing, under a number of headings, what stage in your development as a minister the church expects you to have reached at the various stages. These outcomes have been agreed by a number of church bodies. The wording may sometimes be a little formal and if there is any outcome which seems unclear to you, then you should discuss it with your personal tutor or a member of staff at the college.

The use of portfolio is intended to strengthen the formational process in a number of ways:

- It should help you get the most out of what you do in placements, core skills and the academic programme by helping you see how each of these is giving you opportunities for development in different areas.
- It should strengthen the tutorial relationship as the building of the portfolio and the discussion of your progress against the various outcomes will become an important part of that relationship.
- It may make the writing of reflections for your tutor a more focussed process which contributes directly to your formation. Gaps in the portfolio will suggest topics for you to explore in reflections and some of these will form part of the portfolio.
- It may help in the choice of assignment in some modules as the portfolio may suggest areas that are important for you to work on which you can do through an essay or other assignment.
- It will be important in the process of self-assessment and report writing which will make substantial use of the portfolio.
- It may also help the College to identify if there are gaps in the training provided if we find that there are areas that students regularly struggle with.
- Finally, and perhaps most importantly, it should help you to take responsibility for your own formation as a Christian minister before God. It is a valuable tool for self-reflection and personal development.

## Building your portfolio

The Hind learning outcomes are divided into general areas and specific outcomes. These continue through to the further two sets of outcomes mentioned above. The portfolio follows these divisions, so following this introduction there is a section for each general area. Each section includes pages which contain the specific outcomes and suggestions of where you might find resources to provide evidence that you are meeting these outcomes and evidence that you are doing so. Under these you will see two blank spaces: one is for you to list evidence which you are including in the portfolio (see the section on 'Evidence' below for the sorts of evidence you might include); the other is for you to note areas for development that may need further work, and ideas as to where and how you might do this work. There will doubtless be some pieces of evidence which relate to more than one outcome or area and you will probably find it easiest to number the documents that you put in the portfolio. You may find it best to keep all the pages of the portfolio documentation together at the front, with all the pieces of evidence numbered together at the back, but you can arrange it however suits you. The portfolio is designed to help you in your growth as a minister and is normally for you and your tutor only.

**The portfolio sheets are available as Word (.doc) files, so they can be filled in electronically and then printed off for inclusion in the portfolio. You can find them in the same section of the Non-residential College Handbook section of the College Website as you downloaded this handbook.**

## Evidence

As mentioned above, a section for each outcome (or set of outcomes) lists the elements of the formation process where you may find resources to help you meet the specific outcomes. Most of these resources will provide some form of evidence that you can include in the portfolio. Here are some examples:

- An essay or other piece of work for an academic module
- A supervisor's report or other form of feedback from a placement, such as an e-mail
- A sermon evaluation form
- A reflective task undertaken as part of a Core Skills module
- Feedback from a tutor
- A critical incident reflection
- A journal extract
- A blog entry
- A piece of theological reflection
- A reflection for a tutor - where there is something you feel you have learned through an experience which is difficult to evidence, one possibility is to use this experience as the basis for a reflection to your tutor. This reflection can then be included as a piece of evidence in the portfolio.

## Previous Experience

Don't forget that you bring a lot of valuable experience and learning to your training from your previous life. The first thing you should do is consider what this experience is and how it will help you meet the learning outcomes expected of you. You should begin by collecting together things which evidence the previous experience that you have brought with you as contributing to the formation of the public minister of the Church that you are becoming. It is likely that much, if not all, of this will remain in the portfolio as you work towards the outcomes given for the point of ordination.

## Examples

### Ministry within the Church

These pages give some examples of how you might write up your portfolio

<p><b>Outcome</b></p> <p>Be rooted in corporate worship in the traditions and practices of the Church of England / Methodist Church / Church in Wales, showing gifts and ability in leading public worship and preaching in ways that show understanding of and good practice in liturgy and worship.</p>	<p><b>Formation resources &amp; sources of evidence</b></p> <ul style="list-style-type: none"> <li>▪ Full participation in worship at residentials and in your parish– regularity and discipline of attendance</li> <li>▪ Placement</li> <li>▪ Core Skills module: Worship and Preaching</li> <li>▪ Work for relevant academic modules.</li> </ul>
<p><b>Evidence</b> (This is an example of the sort of things which someone might include here)</p> <ul style="list-style-type: none"> <li>▪ A reflection on the value of the regular and disciplined saying of the Office evidences my growing appreciation on that core Anglican liturgical practice. (Doc 7)</li> <li>▪ An essay on Cranmer's liturgical revision evidences my growing understanding of the nature of Anglican liturgy. (Doc 13)</li> <li>▪ Two sermon feedback forms demonstrate my growing proficiency in preaching. (Section 3)</li> <li>▪ The feedback I requested from my placement supervisor on the non-Eucharistic all-age worship I led in the parish is evidence of a basic proficiency in this aspect of liturgy and worship. (Doc 5)</li> </ul>	
<p><b>Development</b> (Again, this is an example)</p> <ul style="list-style-type: none"> <li>▪ Sermon feedback has suggested I need to project my voice a bit more strongly (Section 3). I will sign up for extra voice training sessions to help with this.</li> <li>▪ I have seen quite different approaches to funeral liturgy in my different placements (last year, summer placement and this year). I need to reflect more deeply on the nature and practice of Christian funerals and will seek to write an assignment on funeral liturgy for the Understanding Christian Worship module.</li> <li>▪ Although I received positive feedback for the all-age worship I led, I still feel I am operating way out of my comfort zone here and will seek further opportunities to witness, plan and deliver this sort of worship. (Doc 5)</li> <li>▪ I'm aware of being a bit unsure about serving at the Eucharist – I will ask a fellow ordinand to guide me through the basics to make sure I understand it correctly.</li> </ul>	

# Personality and character

<b>Outcome</b> Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability; and demonstrate appropriate development.	<b>Formation resources &amp; sources of evidence</b> <ul style="list-style-type: none"><li>▪ core skillwork</li><li>▪ Tutorial relationship</li><li>▪ Spiritual direction</li><li>▪ Friendships</li><li>▪ Placement supervisor</li></ul>
<b>Evidence</b> <ul style="list-style-type: none"><li>▪ I have found the Myer-Briggs Type Indicator to be very illuminating of some of my strengths and weaknesses which I was only intuitively aware of previously. The reflection on my profile (Doc 19) is evidence that I am beginning to understand, in the light of this, why some people get on my nerves and I on theirs!</li><li>▪ Conversations with my tutor and spiritual director have helped me see that my vulnerability may be one of the strengths I bring to ministry rather than one of the weaknesses. The sermon included here, and e-mail comment from a parishioner in response to it illustrate this. (Section 3)</li></ul>	
<b>Development</b> <ul style="list-style-type: none"><li>▪ I am realising that there are certain areas that I find difficult that I need to work at. I am going to ask some good friends to tell me when I am behaving in a certain way so that I can try and address this.</li><li>▪ I will seek opportunities on placement to have experience in aspects of ministry which are difficult for someone of my personality type.</li></ul>	

# Mission and evangelism

<b>Outcome</b> Engage in and reflect upon practices of mission and evangelism, changing forms of church, and their relation to contexts, cultures, religions and contemporary spiritualities.	<b>Formation resources &amp; sources of evidence</b> This outcome can be resourced through the following: <ul style="list-style-type: none"><li>▪ Core skills module: Mission</li><li>▪ Work for relevant academic modules.</li><li>▪ Reflection on practice in the placement context</li></ul>
<b>Evidence</b> <ul style="list-style-type: none"><li>▪ A reflection I wrote, inspired by the core skills module on mission (Doc 16), is evidence of my growing awareness of the need for new forms of Church to engage with elements of contemporary society that the traditional Church has lost contact with. A further reflection (Doc 16a), written partly in response to comments by my tutor, shows my assessment of the potential pitfalls facing such new expressions.</li><li>▪ The placement report speaks of my involvement with the parish mission and the important role I played in part of that. (Doc 21)</li></ul>	
<b>Development</b> <ul style="list-style-type: none"><li>▪ Having come from a fairly traditional Church background I have little or no experience of different forms of Church and I would value a placement in a Chaplaincy or multicultural Church context.</li><li>▪ I am particularly challenged by questions of the Church's relationship to other religions and will seek to take the module on Inter-religious Dialogue next year to deepen my understanding of this area.</li></ul>	

# VOCATION



## **Vocation Outcome 1**

***Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a deacon within the Church of God***

### **Formation resources & sources of evidence**

- Reflections for Tutors
- Preaching (opportunity to share experience of vocation)
- Reflection on the ordinal

### **Evidence**

### **Development points**



# **Ministry within the Church in Wales / Church of England / Methodist Church**



## **Ministry Outcome 1**

***Demonstrate proficiency in a range of skills and abilities needed to exercise public ministry under supervision by being able to show basic skills as a reflective practitioner.***

### **Formation resources & sources of evidence**

This is at the heart of several components of the formation process which will resource this outcome.

- Both on placements and in worship there are opportunities to develop such proficiency under the supervision of placement supervisors and College tutors.
- Core skills modules encourage you to make the most of placement experiences as real opportunities for learning, experience and reflective practice.
- Some of the academic modules also encourage reflection on practice in a variety of different ways,

Evidence may come from:

- A journal entry
- A reflection for a tutor
- A reflection for an academic module

### **Evidence**

### **Development points**

## **Ministry Outcome 2**

***Demonstrate familiarity with the legal, canonical and administrative responsibilities appropriate to the newly ordained and those working under supervision, particularly within the Welsh context.***

### **Formation resources & sources of evidence**

Personal study and reflection on:

- The ordinal
- The constitution of the Church in Wales; Methodist discipline; and the Canons of the Church of England
- Terms and conditions of service documents.

### **Evidence**

### **Development points**

### **Ministry Outcome 3**

***Be rooted in corporate worship in the traditions and practices of the Church in Wales/ Church of England/ Methodist Church, showing gifts and ability in leading public worship and preaching in ways that show understanding of and good practice in liturgy and worship, particularly within the specific context of Wales***

#### **Formation resources & sources of evidence**

- Full participation in group and placement Worship – regularity and discipline of attendance
- Placement
- Core Skills module: Worship and Preaching
- Work for relevant academic modules.

#### **Evidence**

#### **Development points**

## **Ministry Outcome 4**

***Demonstrate awareness of the Church's roles and opportunities in public life and institutions, and in relation to secular agencies and other faith communities. Show appreciation of the nature of contemporary society in Wales, with reference, for example, to devolution, issues of nationality and language.***

### **Formation resources & sources of evidence**

- Chaplaincy as well as some Church placements
- Secular placements
- Work for relevant academic modules.
- Visits to other places of worship

### **Evidence**

### **Development points**

## **Ministry Outcome 5**

*Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners, particularly in the Welsh context.*

### **Formation resources & sources of evidence**

- Placement: especially your Special Parish Projects in an adjacent church of another tradition
- Working with peers and tutors of another Church tradition and denomination
- Work for relevant academic modules.

### **Evidence**

### **Development points**



# Spirituality

## **Spirituality Outcome 1**

***Demonstrate commitment to loving service in the Church rooted in a sustained and growing love of God, discipleship of Christ and pilgrimage in faith in the Holy Spirit.***

### **Formation resources & sources of evidence**

- Involvement in placement church
- Reflection on experience of spiritual direction
- Reflections for personal tutor
- Comments from others
- Participation in the life of the worshipping community during residential and weekly teaching
- Reflection on how your faith is shaping (and is shaped by) your work and home life

### **Evidence**

### **Development points**

## **Spirituality Outcome 2**

***Be rooted and growing in a life of prayer shaped within the demands and disciplines of initial training and the expectations of public ministry.***

### **Formation resources & sources of evidence**

- Reflection on experience of spiritual direction
- Reflections for personal tutor
- Comments from others
- Participation in the life of the worshipping community during residential and weekly teaching
- Reflection on how your faith is shaping (and is shaped by) your work and home life
- Work for relevant academic modules.

### **Evidence**

### **Development points**

### **Spirituality Outcome 3**

***Show evidence of a life increasingly formed and sustained by trust in and dependence on the gifting and grace of God.***

#### **Formation resources & sources of evidence**

- Reflection on experience of Spiritual Direction
- Reflections for personal tutor
- Comments from others
- Participation in the life of the worshipping community during residential and weekly teaching
- Work for relevant academic modules.
- Reflection on 'critical incidents' in placements, work and community life
- Journal entry

#### **Evidence**

#### **Development points**

# **Personality and Character**

## **Personality and Character Outcome 1**

***Show insight, openness, maturity, integrity and stability in the face of life's pressures.***

### **Formation resources & sources of evidence**

- Placement supervisor's report
- Meetings with Personal Tutor
- Personal reflection process towards annual Bishop's report
- Spiritual direction
- Reflecting on your own responses to the balance of work/life in the context of the extra burdens of study

### **Evidence**

### **Development points**

## **Personality and Character Outcome 2**

***Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability; and demonstrate appropriate development.***

### **Formation resources & sources of evidence**

- Tutorial relationship
- Spiritual direction
- Friendships
- Conversations with placement supervisor

### **Evidence**

### **Development points**

### **Personality and Character Outcome 3**

***Exercise appropriate care of self, using the support provided in initial training.***

#### **Formation resources & sources of evidence**

- Issues relating to this outcome will be discussed with personal tutor and spiritual director.
- Decisions taken in relation to training may well offer evidence for this outcome.

#### **Evidence**

#### **Development points**

# Relationships

## **Relationships Outcome 1**

***Form and sustain relationships, both with those who are like-minded and those who differ, marked by integrity, empathy, respect, honesty and insight.***

### **Formation resources & sources of evidence**

- Participation in corporate life of the course
- Course sessions and discussion (with feedback from facilitator)
- Placement

### **Evidence**

### **Development points**

## **Relationships Outcome 2**

***Demonstrate good practice in a limited range of pastoral relationships, and learn from these experiences.***

### **Formation resources & sources of evidence**

- Placement (generally more formally)
- Non-residential community (generally more informally)

### **Evidence**

### **Development points**



# **Leadership and collaboration**

## **Leadership and Collaboration. Outcome 1**

***Demonstrate openness towards and ability to gain from experiences and practices of being supervised.***

### **Formation resources & sources of evidence**

- Placement supervision and reflection upon it
- Personal tutor supervision
- Academic supervision
- Journal entries on how various supervision sessions have gone

### **Evidence**

### **Development points**

## **Leadership and Collaboration. Outcome 2**

***Demonstrate effective collaborative leadership and an ability to work in teams in a limited range of settings, and learn from these experiences.***

### **Formation resources & sources of evidence**

- Placements
- Planning and preparation of worship on the teaching weekdays, weekends and residential
- Course review sessions and working with the course staff

### **Evidence**

### **Development points**

### **Leadership and Collaboration. Outcome 3**

***Demonstrate understanding of group dynamics, especially in the settings of training, including the use and abuse of power***

#### **Formation Resources and sources of evidence**

- Core skills
- Reflection on the experience of training, particularly in education groups and on residentials

#### **Evidence**

#### **Development points**

## **Leadership and Collaboration. Outcome 4**

***Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others in the context of training.***

### **Formation resources & sources of evidence**

- Relationship with DDO and Bishop
- Tutorial relationship
- Relationship with placement supervisor
- Mutual accountability within the non-residential community

### **Evidence**

### **Development points**

## **Lay Leadership and Collaboration. Outcome 5**

***Exercise authority within the settings of the early years of formation and education that enables and empowers others in both personal and corporate life.***

### **Formation resources & sources of evidence**

- Responsibilities within the non-residential community
- Responsibilities at work
- Opportunities within placement

### **Evidence**

### **Development points**

# **Mission and evangelism**

## **Mission and Evangelism Outcome 1**

***Participate in and reflect on the mission of God in the settings in a selected range of social, ethical, cultural, religious and intellectual contexts in which Christian witness is to be lived out in acts of mercy, service and justice.***

**This outcome can be resourced through the following:**

- Core skills work
- Work for relevant academic modules..
- Reflection on practice in the placement context

**Evidence**

**Development points**

## **Mission and Evangelism Outcome 2**

***Engage in and reflect upon practices of mission and evangelism, changing forms of Church, and their relation to contexts, cultures, religions and contemporary spiritualities, particularly in relation to the contemporary contexts of Wales.***

### **Formation resources & sources of evidence**

This outcome can be resourced through the following:

- Core skills module: Mission
- Work for relevant academic modules.
- Reflection on practice in the placement context

### **Evidence**

### **Development points**

### **Mission and Evangelism Outcome 3**

***Show understanding of how children and adults learn and how this is contributing to a growing ability to nurture others in their faith development.***

#### **Formation resources & sources of evidence**

- Exploration of learning styles in study skills
- Practice of small groups work in placement
- Preaching assessed sermons and reading the assessments themselves (especially 360 degree feedback)

#### **Evidence**

#### **Development points**

## **Mission and Evangelism Outcome 4**

***Communicate the gospel in a variety of media demonstrating sensitivity to audience and context, and in particular to the Welsh context***

### **Formation resources & sources of evidence**

This outcome can be resourced through the following:

- Placement experience – learning through example and experience
- Assessed sermons

### **Evidence**

### **Development points**



# **Faith and Quality of mind**

## **Faith and Quality of Mind Outcome 1**

***Demonstrate a growing critical engagement with scripture and the traditions of Christian thought within contemporary culture, characterised by faithful obedience and openness to new insights***

### **Formation resources & sources of evidence**

- Work for relevant academic modules.
- Sermons & sermon evaluation forms
- Theological reflections

### **Evidence**

### **Development points**

## **Faith and Quality of Mind Outcome 2**

***Form a life of study and reflection within the demands and disciplines of initial training and the expectations shaped by public ministry.***

### **Formation resources & sources of evidence**

- Work for relevant academic modules.
- Personal reading outside of that expected for modules.
- Theological reflections.

### **Evidence**

### **Development points**

### **Faith and Quality of Mind Outcome 3**

***Show how personal commitment to Christ and discipleship is changing in the process of study and formation for ordained ministry.***

#### **Formation resources & sources of evidence**

- Reflections
- Experience of diverse Christian communities
- Comments from others, including spiritual director

#### **Evidence**

#### **Development points**

## **Faith and Quality of Mind Outcome 4**

***Interpret and use scripture within limited contexts, showing a secure grasp of exegetical and hermeneutic skills, communicating this in various settings clearly accurately and openly.***

### **Formation resources & sources of evidence**

- Biblical modules in the course
- Sermons and sermon evaluations
- Other opportunities on placement, work and home life

### **Evidence**

### **Development points**

## **Faith and Quality of Mind Outcome 5**

***Demonstrate understanding of the ways in which Christian beliefs and practices have developed in varying historical and cultural contexts.***

### **Formation resources & sources of evidence**

- Modules on Church history, doctrine, historical theology and worship
- Theological reflections for tutors
- Reports from placement supervisors

### **Evidence**

### **Development points**

## **Faith and Quality of Mind Outcome 6**

***Demonstrate skill as reflective practitioners, able to engage thoughtfully and critically across the spectrum of Christian tradition, in ways that deeply inform personal practices, and which enable others to learn and explore.***

### **Formation resources & sources of evidence**

- Practical theology modules
- Theological reflections for tutors
- Reports from placement supervisors

### **Evidence**

### **Development points**



# **Ministry in the Welsh context**

## **Ministry in the Welsh context Outcome 1**

***The level of Welsh language expected at the point of ordination will vary from person to person and from Diocese to Diocese. It is important that appropriate progress is made.***

### **Formation resources & sources of evidence**

- Welsh classes available in college or in your area
- Use of Welsh liturgically
- Placement in a predominantly Welsh-speaking Parish

### **Evidence**

### **Development points**

## **Ministry in the Welsh context Outcome 2**

***Demonstrate understanding of ministry and mission in a bilingual context.***

### **Formation resources & sources of evidence**

- Non-residential community life and worship
- Placement

### **Evidence**

### **Development points**