

Centre For Ministry & Mission

Field Education Handbook

BA (Hons) [BAPS]
Grad Dip [BAPS]

2025/26



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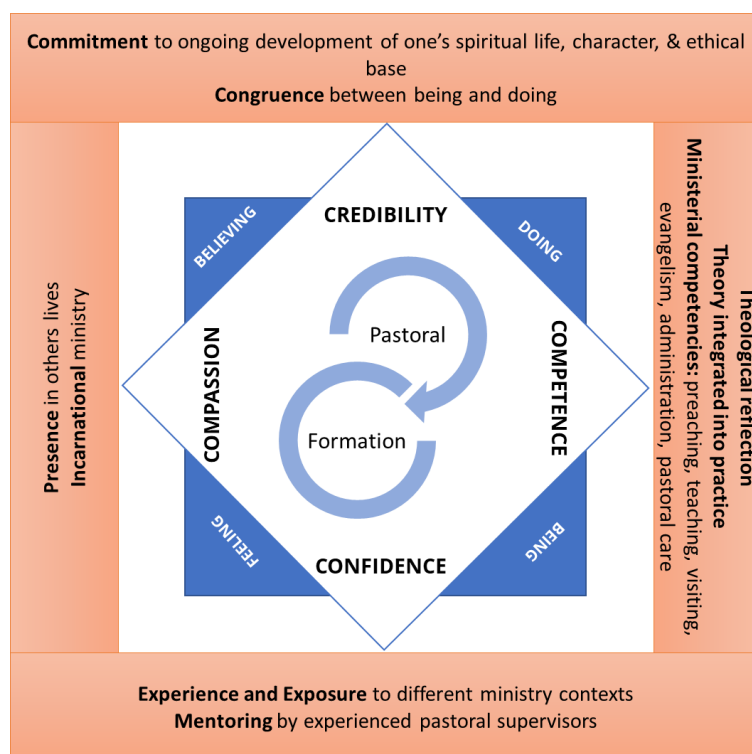
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Part 1: Introduction

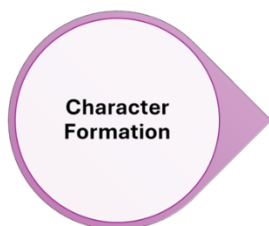
Theological Field Education has a key role to play in your pastoral formation. More commonly known as ‘placement,’ it is described by one expert in the field as the ‘opportunity to develop ministry skills, practice ministerial reflection, discern your call, experience professional collegiality, and undergo personal transformation.’¹

Field education is about ensuring knowledge results in wisdom—where wisdom is the application of knowledge with judgment, discernment, and compassion in everyday life. More than that, it is embodied wisdom that is encouraged. Namely, a Spirit-inspired attentiveness to self, others, and creation— one that sustains relational depth, imaginative resilience, and compassionate presence, even as one navigates all that life throws at them.

Ultimately, the programme is looking to help you develop as a holistically, enhancing your credibility, increasing your confidence and competency, all the while in the context of compassion directed towards yourself and the other.



Core Processes of Pastoral Formation¹



Whilst everyone is valued both as a minister and as a part of the body of Christ (Romans 12.4-5; 1 Peter 2.5-9), each student is also understood as a pastor in the making whether you end up employed as a minister of religion or are a valued member of your local congregation. Part of the 'making' process is an ongoing process of transformation and becoming. Based on a personal experience of the power, presence, and promises of God, characters are developed allowing God to be reflected evermore in every aspect of one's life.

This transformation is promoted through practices of self-discipline and an ethical character base that counter common ministerial challenges that include:

- ministry becoming a religious activity or business
- succumbing to sexual temptation
- suffering from isolation and depression
- financial impropriety
- becoming vulnerable to others²

"I can categorically state that nothing has done more for my ministry and life, overall, than spiritual disciplines. The reason is simple: spiritual discipline is the way we actively pursue a closer relationship with God"

Jeff Scoggins³

Newbold's commitment to the whole person means you are supported in excelling academically and practically and are also encouraged to take charge of your own spiritual development. Whilst theology students have a reputation for resisting accountability in spiritual development and neglecting spiritual practices,³ at Newbold, you are encouraged to take charge of your spiritual development and are challenged to make it a priority.

¹ Matthew Floding, 'What is Theological Field Education', in Matthew Floding, ed. *Welcome to Theological Education*, An Alban Institute Book, (Plymouth, UK: Rowman & Littlefield, 2011), 1.

² Jeff Scoggins, "Waking up to Spiritual Disciplines," *Ministry* 82.7/8 (2010): 51–55.

³ Douglas Kilcher, Chairman of the Church & Ministry Department and Coordinator of Spiritual Formation, Andrews University, as cited in Clouzet, 296.

Accountability and development are encouraged through a process of reflective practice, because:

***'The purpose of theological education [...] is to equip people with skills and strategies to enable them to reflect theologically.'*⁴**

Many of the skills needed to function as a pastor in the 21st century can be practiced to a high level of competency with no connection made to one's Christian faith at all. It is therefore vital to tie your public speaking, teaching, counselling, conflict management, administrative activities and so on to your calling as a minister of the Gospel through integrating your theological understanding and spiritual habits with your actions. The primary way to do this is through reflecting on your practices such that every experience acts as a learning opportunity.



5

The assignments associated with placement that you will do are designed to give you the opportunity to do just that—reflect and respond. Through various ministry experiences you will increasingly be able to analyse situations with a pastoral mind-set, reflect upon them by drawing on the biblical, systematic, and practical theological tools nurtured in class, so as to arrive at outcomes that will inform better practice and meaning.

⁴ Elaine L. Graham, Heather Walton, and Francis Ward, *Theological Reflection — Methods* (London: SCM Press, 2005), 5.

⁵ Many of the models of reflective practice, as is this one, are founded on Kolb's learning cycle. D.A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 1984).



‘Preaching the gospel of Jesus Christ is the highest privilege and the most fascinating adventure ever given to humankind. “The greatest work, the noblest effort, in which men [and women] can engage is to point sinners to the Lamb of God. True ministers are co-labourers with the Lord in the accomplishment of His purposes.”’⁶

Both academic and vocational disciplines have a role to play in equipping you with the necessary resources to fulfil the Great Commission of Matthew 28:19-20 in making disciples, engendering Spirit-filled communities (1 Corinthians 12:13), and ‘to do justice, love kindness, and walk humbly with your God.’ (Micah 6:8). In other words, to partner with God as an agent of change in service to God’s mission through Christ ‘to reconcile to Godself all things’ (Colossians 1:20).



“You’re shinin’ your light, and shine it you should, But you’re so heavenly minded you’re no earthly good”⁷

One of the most profound verses in the Bible is John 1:14 where it says Christ as ‘the Word became flesh and lived among us.’⁸ In the same way, student pastors need to understand, identify with, and relate to the two environments in which they operate—the local church, and the wider community. This requires developing the skills needed to be in the world and to love the world as God did

⁶ Ministerial Association, *Seventh-day Adventist Minister’s Handbook* (Silver Spring, MD: General Conference of Seventh-day Adventist Church, 1997), 17.

⁷ Johnny Cash, “No Earthly Good,” from *The Rambler*, 1977.

⁸ John 1.14 NRSV

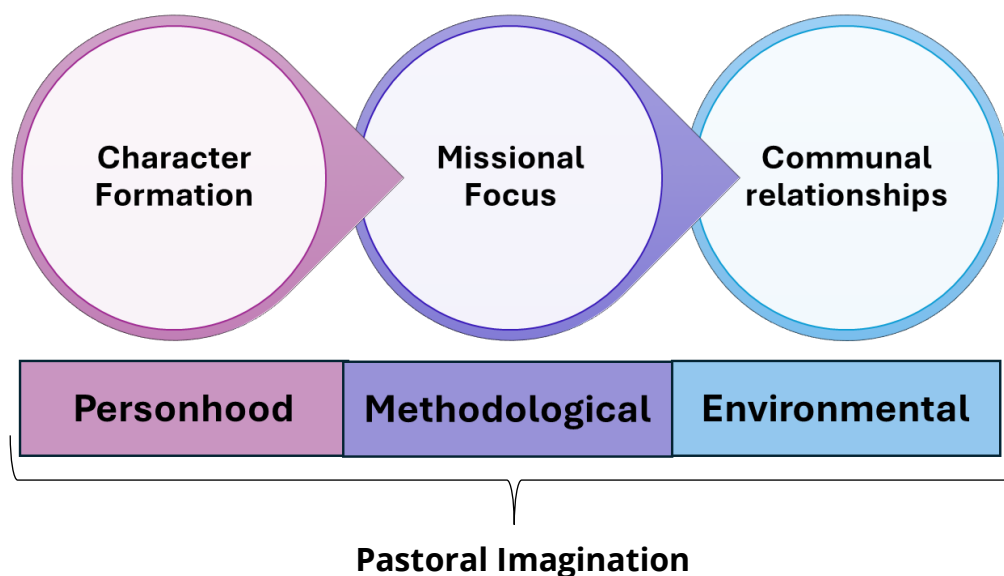
in sending God's Son, and at the same time not being of the world by adopting non-biblical values and principles. Living within this tension means there can be no compromise of character as God's ambassadors—yet gaining the credibility and respect of those inside and outside the church is crucial.

Incarnational ministry puts pastors in touch with a broad range of people, issues, and situations. As life experience is the best preparation for ministry therefore, Newbold augments these in the following ways:

- (1) through field-based activities and excursions to facilitate experiential and reflexive learning
- (2) through inviting guest lecturers who are competent professionals in current practice
- (3) by providing modules that encourage contextual study of history, language, and contemporary European culture and religion

Integrative Pastoral Imagination

The three core processes outlined above are most effective when brought together to comprise an integrated 'pastoral imagination.' This results in more than knowledge and skills by dynamically integrating the 'ability to perceive, interpret and engage the world with theological insight and practical wisdom.'⁹



⁹ Lawrence Goleman, "Alban at Duke Divinity School » What Seminaries Do Well," 4 January 2007, <https://alban.org/archive/what-seminaries-do-well-2/>.

Over to you!

**"Life is what you make of it:
always has been, always will be"**

Eleanor Roosevelt

You will be supported throughout the field education process by your supervisor and the Director of Field Education. However, your success is contingent on you investing in your own development and growth. Remember, that independent learning is fundamentally about you taking charge of your own educational journey—establishing your goals, making informed choices, and evaluating your progress rather than depending entirely on outside guidance or approval. Placement can be a joy or a burden, but that is down to you to proactively and prayerfully take advantage of what is a unique, never-to-be repeated opportunity.

Always bear in mind that in essence, field education helps you to connect the classroom to real-world contexts. It is a **'knowledge-in-action'** approach that sees you:

Carrying out ministry tasks that complement your individual spiritual formation

Coming to understand that pastoral ministry is more than just about getting the job done or merely applying learnt knowledge in ministry practice

Transforming your perspective from that of a congregant to a pastor

Learning from experiences that are not able to be duplicated in a classroom setting

Enhancing your ability to reflect leading to greater personal growth and competency

In other words, if you do not act, you will not be learning!

Part II: Placement Programme

Currently, Newbold offers the Bachelor of Arts (Hons) in Biblical and Pastoral Studies degree (BAPS), the Graduate Diploma in Theology award and MA in Theology in partnership with the University of Wales Trinity Saint David. These courses are recognised by the Trans-European Division (TED) of the Seventh-day Adventist Church for the preparation of ministers to work in its territory. Alternative placement arrangements will be made for students who do not wish to minister in the Seventh-day Adventist Church and yet choose Newbold for their theological education.

In these courses, the curriculum combines academic and professional disciplines. These disciplines with their theoretical and practical components that include field-based experience are structured into an integrated and sequential development process of pastoral training.

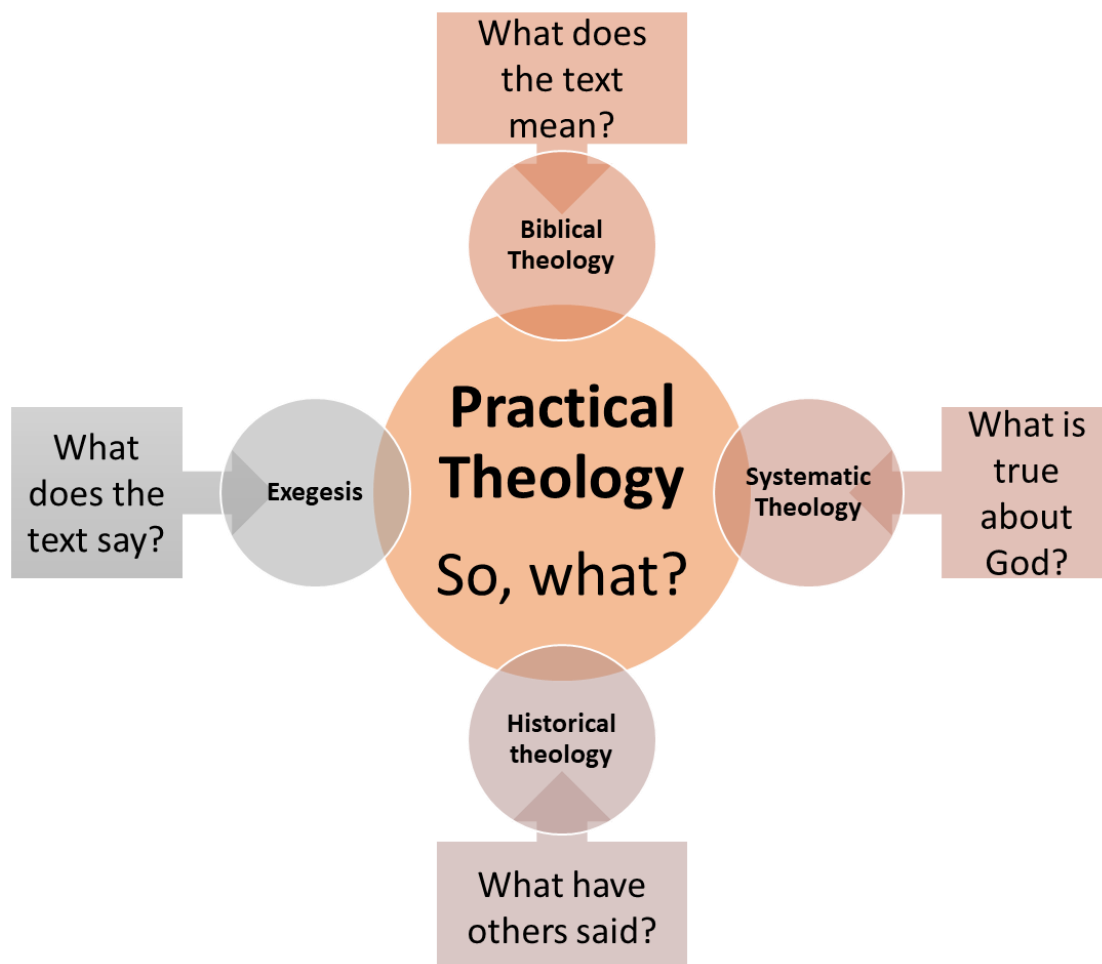
Our blended syllabus has been thoughtfully crafted to ensure that your theoretical learning experience is interlaced with practical opportunities. This will enable you to broaden your horizons, think critically, and expose you to real-world realities.

The BA in Biblical and Pastoral Studies is an academic and practical degree, designed to equip you with the knowledge and skills required in preparation for ministry. The curriculum delivers a fusion of rich historical theology, ancient languages, culture, ethics and contemporary methods of application to serve Christ in a modern world.

Newbold's comprehensive training will equip you with:

- A deep knowledge of Scripture and an understanding of the Adventist Church's history and mission.
- Pastoral skills that are pertinent to the modern, real world.
- Vocational skills relating to pastoral and evangelistic ministry.
- A deeper understanding of the Bible, and the ability to use this knowledge to apply Biblical truths to relevant issues facing Christianity and the Church today.
- First-hand experience in areas such as pastoral ministry, pastoral counselling, evangelism, and discipleship.
- Valued transferable skills that will stand out to future employers.

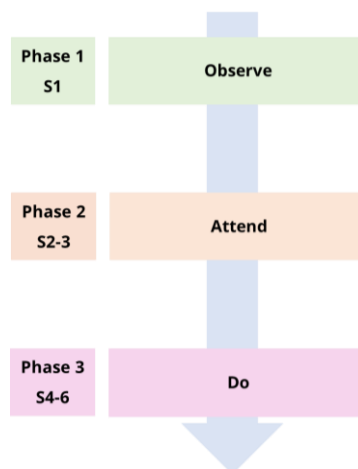
Each of the five theological disciplines you will study at Newbold build on and feed into each other to provide you with the theological and practical basis for you to flourish as a minister of the gospel.



Recognising that academic knowledge acquired in each of the modules outlined below is not enough, the placement programme allows **vocational disciplines** to be formed such that knowledge is turned into know-how through supervised field placement.

The Three Phases

For the BA programme, Newbold's field education process is split into three phases. Each phase, covering respectively one, two, and three semesters, is designed to take students on a journey from understanding and thinking like a congregant to engaging with churches with a pastoral mind-set.



Academic disciplines lay the theological foundation that helps inform praxis. At Newbold, the practical theological modules for the **BA** programme are:

	Module	Focus	Placement
BA1	Foundations in Pastoral Ministry	- The call to be a pastor - The pastoral role - The pastor in their context: local & corporate - The pastor as a theological reflector	Phase 1
BA1	Ministry in a Diverse World	The role of a pastor in a multicultural, multifaith world	
BA2	Pastoral Ministry	Pastoral skills - Teaching - Pastoral visitation - Administrating - Worshipping	Phase 2
BA2	Homiletics	Preaching Communicating the gospel	
BA2	Apologetics, Evangelism & Discipleship	Growing a church community	Phase 3
BA3	Pastoral Psychology & Counselling	Pastoral care	

BA3	Placement	Competence, character, connection, compassion, confidence
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Grad Dip students enter the programme at phase 3 and placement lasts for two semesters.

	Module	Focus	Placement
GRADDIP	Pastoral Ministry	Pastoral skills - Teaching - Pastoral caring - Administrating - Worshipping	Phase 3
	Homiletics	Preaching Communicating the gospel	
	Placement	Competence, character, connection, compassion, confidence	

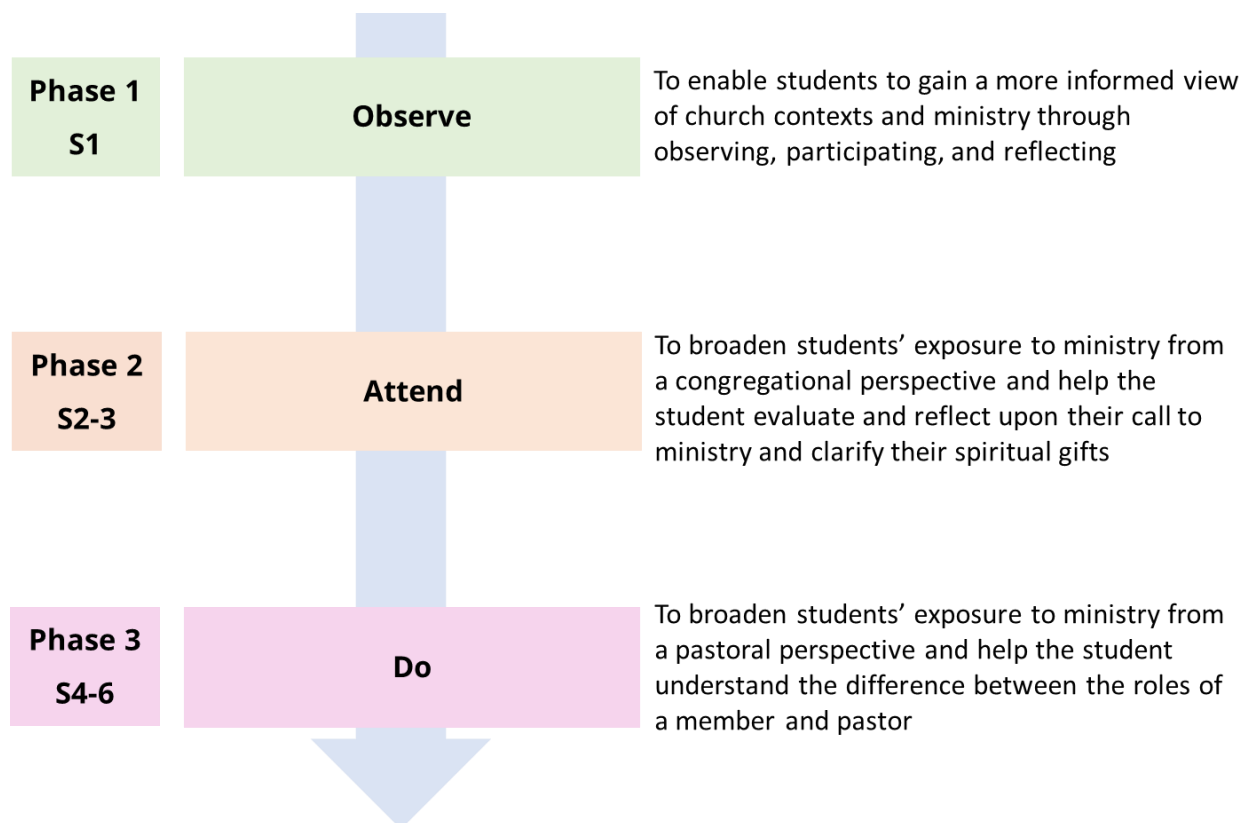
Progressing on to the MA and PG Certificate allows for conceptual and strategic skills to be further developed through taking the following modules:

	Year	Module Title	Focus
MA	1	Biblical Theology & Praxis of Mission & Ministry	Contextual analysis & application
		Church Leadership & Administration	
		Counselling Young People	
	2	Preaching Biblical Narratives	
		Methods for Pastoral Theology	
		Marriage Counselling	
PG	1	Engaging Contemporary European Youth Culture	Theological reflection & integration Strategic thinking & planning
		Planting & Revitalising Healthy Churches	
		Digital Discipleship	

Whilst placement is not a formal requirement when studying for the MA and PG Cert, intentional, ongoing engagement with a placement church is strongly recommended to continue the process of turning knowledge into know-how and broadening the range of ministerial experience. Please speak to the Director of Field Education for further advice and support.

Field Education Requirements

The pastoral formation process as the you work your way through the different phases has the following foundations and purposes:



The summative and formative assessments and activities that comprise each phase are outlined on the following pages. Each phase allows for the student to gain experience in five of the main areas with which a pastor engages: evangelism and outreach, administration, pastoral care, preaching and teaching, departmental ministries.

Field Education Activities

Summative Activities

Level	Sem	Summative	Phase
BA1	1	800-word spiritual reflection (Foundations Module)	1
		Christmas Break	
	2	1,200-word placement reflection (Foundations Module)	2
BA2	3	500-word Reflection on a Worship Service 500-word Admin Meeting Reflective Critique 500-word Bible Study Critique 500-word Pastoral Visit Reflective Critique (Pastoral Ministry Module)	
	4		
		Summer Break	
BA3	5		3
	6	2,400-word reflective journal that: - has a least 7 entries - includes at least one reflection on your preaching and teaching - includes one reflection on a special service	
Grad Dip	1	500-word Reflection on a Worship Service 500-word Admin Meeting Reflective Critique 500-word Bible Study Critique 500-word Pastoral Visit Reflective Critique (Pastoral Ministry Module)	3
	2	2,400-word reflective journal that: - has a least 7 entries - includes at least one reflection on your preaching and teaching - includes one reflection on a special service	
		Summer Break	

Formative Activities

Placement provides you with a unique opportunity to firstly, try out and experience different aspects of pastoral ministry. Secondly, you will have access

to a placement supervisor who will be able to impart hard-won insights from their own experiences in ministry. For your own sake, therefore, grasp hold of this opportunity with both hands.

Now, there is no one-size-fits all approach to placement as each student comes with their own unique set of skills, experiences, and desired learning outcomes. While there are certain tasks that are linked to assignments, it is up to you to shape your placement activities by identifying your areas of development in conjunction with your placement supervisor and the Director of Field Education.

Areas in which you can involve include, but are not limited to the following:



When planning your placement activities please bear the following in mind:

- You are there to learn, not act as a de facto pastor or intern.
- Your primary objective is to learn
- Do not take on so many responsibilities your academic studies suffer

Block Placements

The two block placements highlighted in the above tables are intended to supplement your field placement activities and come in two forms.

Pastoral Block Placement:

Timing: after the close of semester 1 during the Christmas break

Format: depending on availability and location, this will typically mean shadowing a pastor in the field for up to 7 days. This placement will expose you to the reality of pastoral ministry and give you an exceptional opportunity to see a pastor in action. It also offers a unique chance to draw on the pastor's wisdom and learning.

Evangelism Block Placement:

Timing: after the close of semester 4 during the summer break

Format: depending on availability and location, this will typically mean engaging in the preparation for, execution of, and follow-up to an evangelistic series.

Note, the student is not required to be a speaker. Time commitment is dependent on the series format and student availability and open to negotiation.

As this remains a primary approach to evangelism for Adventists, experience in this area will greatly aid in your development as a pastor who takes outreach seriously.

Both of these activities can be rich learning experiences and form part of the content of your application when applying for a scholarship or employment.

Deadlines for applying for these placements are:

Pastoral Block Placement: **31 October 2025**

Evangelism Block Placement: **2 April 2026**

If interested, in the first instance, please email Adrian Peck at apec@newbold.ac.uk.

Feedback

At the end of each semester your placement supervisor will complete a student placement feedback form. This will give feedback appropriate to the phase you are undertaking in the following areas:

- Personal qualities
- Attitude and commitment
- Ministry skills
- Appropriate relationships

You will be provided a copy of the feedback to help inform a discussion with your placement supervisor. Further, this feedback will be used when reviewing your placement experience with the DFE or Placement Tutor and will form part of the information pack given to the relevant administrations when applying for a scholarship to study at MA level or if being considered for employment.

Part III: Policies and Procedures

Students undertake their Field Education programme within the context and supervision of the local church. The following information outlines the policies and procedures used in this programme.

Placement Procedures

All students commencing their studies at Newbold (typically those enrolled in BA1 and the GradDip) are to:

1. Complete the student information form

- This will allow the Director of Field Education to determine your placement church based on your previous experience and personal circumstances.

2. Undergo Safeguarding Checks

- You will potentially be working with children and vulnerable adults while on placement and it is imperative that safeguarding checks are completed before you commence attending your placement church.
- For UK-based students this will entail undergoing a Disclosure Barring Service (DBS) check. You will be sent a form to complete asking for all the information required. Please note, that you will have to have a DBS check carried out even if you have undergone DBS checks for other organisations or churches.

- For overseas-based students, you will need to ensure you have completed the necessary safeguarding checks appropriate for where you are based. This should be done in conjunction with your local conference or union.

Your placement church will be assigned based on your past experience in consultation with yourself and the local conference Ministerial Association Secretary.

Placement commencement dates for those starting their studies in the 24/25 academic year:

BA1 students – January 2026,

Grad Dip Students – September 2025

Placement Guidelines

The following guidelines will apply when negotiating church placement:

- The placement church will broaden the student's previous church education and experience
- Supervisors are to be able to provide a supportive learning environment that enables placement experiences to be educational through mentoring, coaching and providing constructive feedback
- Consideration is given to travel demands and family commitments
- Ethnic-specific churches will only be considered for one placement
- The student will not be placed in their home church or at a church where existing relationships will undermine their functioning as a student-pastor

Student Reports

These must be submitted:

- Monthly and no later than 1 month in arrears
- Whether claiming travel expenses or not
- With your and your supervisor's signature
- Using the online portal that can be accessed via the following link:
<https://www.newbold.ac.uk/online-claim-form-for-field-practicum-students/>.
(See **Appendix C** for further information on how to submit a report.)

Please note the following:

The information supplied in the report will form the basis for your individual placement report. The placement report will be used when reviewing your placement experience with the DFE or Placement Tutor and will form part of the

information pack given to the relevant administrations when applying for a scholarship to study at MA level or if being considered for employment.

Placement Forms

All forms, including placement agreements, monthly reports, a copy of this handbook can be accessed through the generic placement Moodle page. If you do not have access, please contact the Moodle administrator.

Expenses

In order to be reimbursed you must:

- Ensure both signatures, yours and your supervisors, are included
- Be for work done specifically in the context of the assigned church unless by prior arrangement with your supervisor
- Unless claiming mileage, provide receipts. These should be scanned and submitted along with the monthly report via the online portal
- Only claim for mileage to the area in which your placement church is located
- Clearly indicate the purpose of each trip
- Accurately calculate the total reimbursement

You may claim for mileage when travelling by car or for public transport. If you need to hire a taxi, uber, or similar, this must be agreed in advance with the DFE.

Mileage is reimbursed at 25p/mile

Public transport is reimbursed at cost

Activities eligible for reimbursement

- Sabbath activities at your placement church
- Conducting Bible studies – no more than once a week for 10 weeks per semester in the area of your church
- Attending up to any four of a board, business, departmental, or prayer meeting, and pastoral visits

RESPONSIBILITIES

Director of Field Education (DFE) (Newbold)

The role of the Director of Field Education is to:

- ✚ Maintain open contact with the South England Conference, Conference Ministerial Association Secretaries and other appropriate organisations so as to negotiate suitable field placements.
- ✚ Negotiate placements whereby students can have opportunities to maximise their ministry potential.

- ✚ Induct and prepare students and supervisors to manage expectations, providing specific contact information of relevant bodies, information on processes and procedures for changing placement or working practices, legal and ethical considerations, cultural orientations, and financial support.
- ✚ Provide training for supervising pastors.
- ✚ Monitor the workload of students involved in placement so as to allow adequate time for reflection.
- ✚ Ensure students are not given responsibilities or being placed in situations that are inappropriate to their experience and standing.
- ✚ Supply, process and evaluate student and supervisor documentation.
- ✚ Schedule regular interviews with students regarding their placements, including the discussion of their educational development in the placement context.
- ✚ Work in collaboration with other members of the Pastoral Studies team to provide training and support for participating pastoral supervisors.
- ✚ Liaise with and be accountable to the Field Education Coordinating Committee.
- ✚ Monitor and evaluate academic quality and standards, and student support and learning opportunities
- ✚ Negotiate with both students and pastors the arrangements for the BLOCK placements as and where required.

Pastoral Studies Tutor (Newbold)

The role of the Newbold College Pastoral Studies Tutor is to:

- ✚ Provide skills to assist students to maximise their placement skills.
- ✚ Facilitate the educational value of the placement by sharing reflections on the placement in group sessions as timetabled.
- ✚ Monitor the progress of students throughout their placement, including the documentation of this.
- ✚ Assess the students' placement assignments.
- ✚ Liaise with the Director of Field Education regarding their cohort's placements.

Administrative Assistant (Newbold)

The role of the Administrative Assistant is to:

- ✚ Assist, administratively, the Director of Field Education in the running of the placement programme.
- ✚ Supply, process and monitor student and supervisor documentation.
- ✚ Collect, file and monitor student and supervisor feedback documentation.
- ✚ Assist with organising venue and refreshments for Placement meetings (e.g., Field supervisors training seminars, BUC buffets, BUC interviews...).

- ✚ Assist with processing applications and timetabling of student interviews with Union entities, such as BUC.
- ✚ Clear DBS checks for all students.

Pastoral Supervisor

The role of the Pastoral Supervisor is to:

- ✚ Establish an open working relationship with the student and hold regular supervision sessions with the student.
- ✚ Assist the student in the completion of the Field Placement Agreement, as they determine their own specific goals and outcomes for the year.
- ✚ Ensure that the student is introduced as a student pastor to the leadership team and congregation and that the church members understand her/his role and responsibilities.
- ✚ Provide the student with appropriate opportunities to fulfil their course requirements and gain as much pastoral experience as is appropriate and possible.
- ✚ Be a mentor and educator in encouraging reflective practice in ministry.
- ✚ Complete the supervision form at the end of each semester, evaluating the student's performance and suitability/readiness for pastoral/evangelistic ministry.
- ✚ Maintain open contact with the Director of Field Education at Newbold.

Students

Students are expected to:

- ✚ Establish their **learning goals** for the year and document them on the placement agreement.
- ✚ Complete the relevant **monthly report** to be co-signed by their supervisor. (Please ensure you are using the correct monthly report pro-forma by downloading it from the general placement Moodle page)

COMPLAINTS PROCEDURE

Should students have any concerns or complaints about any aspect of the Placement, the following process should be followed:

- (1) Discuss the concern with the Placement supervisor.
- (2) If this discussion does not resolve the concern, refer the concern to the Director of Field Education.
- (3) If this discussion still does not resolve the concern, place the complaint in writing to the Field Education Coordinating Committee for their consideration.
- (4) If still dissatisfied with the outcome, please use the usual appeals process outlined in Newbold's *Student Handbook* or on the following link, <http://www.newbold.ac.uk/students/29-about-us/128-policies.html>.

THANKS

The Centre for Ministry & Mission wishes to pay special tribute to:

- the administrations of the Trans-European Division and the South England Conference for providing considerable financial resources to enable this programme to operate.
- the members of the Field Education Placement Committee for their oversight and assistance in the design and operation of the programme.
- the pastoral supervisors in the local churches for their continuing commitment to the ongoing development of students entrusted to them.

**Further questions should be directed to the Director of Field Placement:
Adrian Peck - ph: 01344 407581 / email: apec@newbold.ac.uk**

Appendix A

Field Education Co-ordinating Committee

Ad Hoc Committee of the Centre for Ministry & Mission

Committee Membership

Ex Officio Members

Head of Department, CMM (Chair) Dr Laszlo Gallusz

Director of Field Placement, CMM (Secretary) Pr Adrian Peck

Ministerial Association Secretary TED Pr David Neal

Ministerial Association Secretary BUC Pr Samuel Ouadjo

Ministerial Association Secretary SEC Pr Kwesi Moore

Ministerial Association Secretary NEC Pr Solon Kyriacou

Annually Appointed Members

<i>Representing</i>	<i>Appointed by:</i>	<i>Person</i>
Church Pastor SEC	SEC	TBA
Church Pastor SEC	SEC	TBA
Pastoral Studies Lecturer	CMM	Dr Julian Thompson
Grad Dip Student	Grad Dip Students	TBA
BA (Hons) Senior Student	BA (Hons) Students	TBA

<i>Terms of Reference</i>	<i>Recommendation to</i>
To review the learning outcomes of the Field Placement programme	Course Board
To review the ministry tasks and general expectations of the Field Placement programme	Course Board
To review the assessment processes of the Field Placement programme	Course Board
To evaluate the outcomes of the Field Placement programme	Course Board
To suggest changes to the Field Placement programme	Course Board &/ Director of Field Placement
To monitor the budget and expenses of the Field Placement programme	Course Board &/ Director of Field Placement
To monitor the implementation of the Field Placement programme	Course Board &/ Director of Field Placement
To review complaints and appeals regarding the operation and management of the Field Placement programme	Course Board &/ Director of Field Placement
To advise regarding guidelines for the placement of students in the Field Placement programme	Course Board &/ Director of Field Placement

Appendix B

Work-based Learning Advice and Guidance¹⁰

1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.
2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.
3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.
4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.
5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.
6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.
7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.
8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace and collaborate to ensure opportunities are inclusive, safe and supported.
9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.

¹⁰ See <<https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#.pdf>> for full details of the UK Quality Code for Higher Education, Advice and Guidance: Workbased learning (November 2018) developed by the UK Standing Committee for Quality Assessment.

Appendix C

Online Portal for Monthly Reports

Date

DD

MM

YYYY

Enter the date you are submitting the form

Your Details

Name *(Required)*

First

Last

Email *(Required)*

Country of placement *(Required)*

United Kingdom

Click on the dropdown box by clicking on the down arrow on the right to select your country if not the UK.



Country

Church *(Required)*

Type in the name of your placement church here

Programme of Study *(Required)*

BA

Click on the dropdown box by clicking on the down arrow on the right to select your course of study if not BA



Expenses

Please fill in the relevant columns as needed. Mileage information is only required for claiming expenses when travelling by car. UK-based students may choose to have reimbursements sent to their personal bank account and in this case you should provide your bank details in the spaces provided. When bank details are not provided, and for all overseas students, monies will be credited to your Newbold student account.

Reimbursement

Bank name

Account name

Account number

Sort code



Items

Date (DD/MM/YYYY)

Mileage

Destination (from)

Destination (to)

Details

Account Code

£



Date of the expenditure

Enter the mileage if travelling by car

Enter why you have travelled.
E.g. church attendance, pastoral visit etc

Keep this entry as the default

Enter how much you are claiming here

Total**Total** *(Required)*

Calculate how much you are claiming in total and enter the amount here

Please attach your supporting documents like receipts or tickets. *(Required)*

Drop files here or

SELECT FILES

You may submit files as word documents or pdfs. Files here should include your monthly report and your receipts where appropriate

Max. file size: 64 MB.

Monthly report

☐ Have you submitted the monthly report associated with this claim?

You must submit your signed monthly report otherwise your claim will be rejected.

SUBMIT

Where, if appropriate, you have:

- Entered all your claim details
- Uploaded a scan of your receipts
- Uploaded your monthly report

Click here to submit