



**VERITAS**  
COLLEGE

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# **Facilitator Apprenticeship Programme**

## **Handbook**

Facilitator Apprenticeship Programme Handbook,  
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Lilongwe: Veritas College Trust (Malawi)

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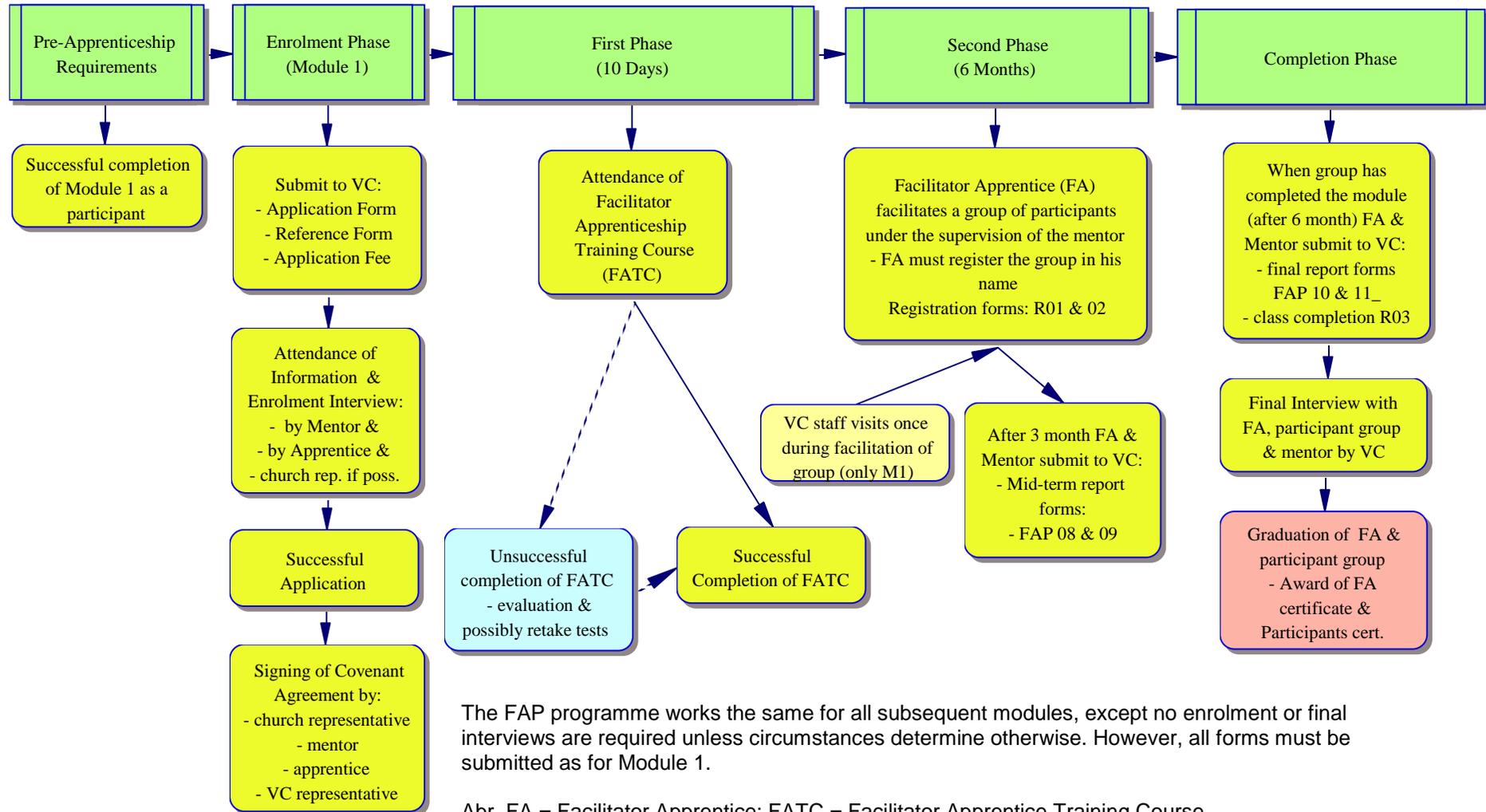
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# Flow Chart Module 1: Veritas College (VC) Facilitator Apprenticeship Programme (FAP)



## **Purpose of this handbook**

This handbook is primarily intended for the mentor and the apprentice to provide information on how the Facilitator Apprenticeship Programme works. It will guide you through process from enrolment to the completion of the course and should therefore be read carefully.

### **1. Introduction and benefits of facilitator apprenticeship programme (FAP)**

- The purpose of the Facilitator Apprenticeship Programme is
  - ⇒ to train a second generation of people who can facilitate Integrated Leadership Development (ILD) in their congregation using the VC curriculum 'Equipping to serve'
  - ⇒ in order to assist in the teaching ministry of the pastor
  - ⇒ and disciple more members
  - ⇒ so that the whole church of God maybe fully equipped and mature
  - ⇒ firmly grounded in their beliefs and not swayed by false teaching
  - ⇒ being more like Christ in their daily lives and relationships
  - ⇒ ready to serve God and glorify him. (Eph 4:11-16)
  
- The benefits of the programme:
  - strengthens the pastor's role as a teacher and spiritual mentor
  - gives the pastor the opportunity to mentor the apprentice in depth through personal relationship and close association
  - develops and strengthens effective team leadership
  - the pastor will have assistance as he runs further modules (effective delegation)
  - Integrated Leadership Development can continue even if the pastor moves to another congregation
  - more members can be trained as the apprentice helps with teaching groups
  - it is financially affordable

## 2. Disciples are made not born

The purpose of this Bible study is to encourage you to think about important aspects of helping believers grow spiritually and equipping them to serve God. It will help you to plan the training of participants carefully.

Matthew 28:19-20 shows that the purpose of the church is 'to go and make disciples' (evangelism) and 'teaching them to obey everything I (Jesus) have commanded you' (edification). Each believer has a responsibility to become involved in some way in this great calling of seeing people enter into a living relationship with Jesus and have their lives changed. Paul provides a wonderful example of this through his relationship with Timothy.

1. What was required of Timothy to become someone whom Paul trained and discipled? What qualities did Paul look for in Timothy's life? Acts 16:1-5, 2 Tim 1:5
2. What can we learn from this as we help others grow and develop them for service? See also 2 Tim 2:2
3. What kind of relationship is often required to help others grow in maturity and service? What can we learn from Paul's example? 2 Tim 1:2-4 2 Tim 2:1
4. Paul urges Timothy to continue in what he has learnt (2 Tim 3:14). How did Timothy learn these things? 2 Tim 3:10-17
5. What can we learn from this for training others to grow in maturity and service?



### 3. The role of the pastor as mentor/trainer

As a mentor you should look to Christ who by the Holy Spirit and God's Word wants to guide you in training the apprentice. You can learn much from Jesus' example of mentoring and training his twelve disciples. Jesus did it in the context of his life and ministry.

#### 3.1 How to select an apprentice

1. Pray

Look up Lk 6:12-13 Jesus spend the whole night in prayer before he chose the twelve men whom he would train for their role of leadership in the church

2. Select carefully those who are **FAST**. This means:

**Faithful:** a person of good character. Look up 1 Tim. 3:1-7 and discuss the qualities of someone who desires to be in a teaching ministry.

**Available:** a person must be willing to make the necessary time available. It is unwise to choose someone who is enthusiastic but is not willing to give the time for the training. Look up Lk 14:25-33 and discuss the qualities of a disciple.

**Serving:** a person must be willing to serve sacrificially. Look up Lk 9:57-62 and discuss the qualities of a disciple.

**Teachable:** a person must be humble and willing to learn and obey God's Word. Look up Lk 8:11-15; Jn 15:9-17 Discuss the characteristics of a true disciple.

3. Must be a graduate of a module before becoming an apprentice facilitator.

A candidate must have successfully completed a module as a participant before he can enrol as an apprentice facilitator for that module. Make sure the candidate shows competence in the application of the skills taught in the module.

4. Must be a participant of the next module

A candidate must continue as a participant in the next module, with the aim of completing all four modules as a participant.

5. Must have good knowledge of English

We can only accept people with a good knowledge of English. The facilitator resources are only available in English and not Chichewa.

6. Should have completed secondary school

This is strongly encouraged. Exceptions may be made after consultation with VC.

7. Selection procedure in the congregation

The minister should consult with the leadership of the local church and get their support for the apprenticeship programme and the apprentice so that the

congregation can be asked to support the programme in prayer and contribute to the cost.

### **3.2 How to train an apprentice**

Jesus developed a close relationship with the twelve disciples and through his life and ministry set the example for them to follow. When you train an apprentice, think about Jesus' way of training and use him as your model for training your apprentice.

Discuss the following passages and observe how Jesus trained his disciples:

Jesus spent exclusive time with his disciples for friendship, fellowship and teaching: Mk 8:10; 9:30-31; Mk 10:32; Lk 8:19-21

Jesus taught the Word of God and challenged the disciples to obey it: Lk 8:9-10, 15; Mk 9:30-31; Jn 15:9-17

Jesus set an example of obedience, humble service and sacrifice to train his disciples. He expected them to follow his example: Mt 17:24-27; Jn 13:12-16; Lk 22: 41-42; Lk 9:23-24

Jesus delegated authority and responsibility to his disciples after he had spent intensive time training them: Lk 24:45-49; Acts 1:1-8

### **3.3 Practical steps to train your apprentice for facilitation of ILD**

#### **3.3.1 Preparation before training begins**

- Discuss with the apprentice the process of mentoring that you are going to take him through. Explain clearly how you are going to train him. You can do this by reviewing the information in this manual together.
- Discuss what the relationship between the mentor and the apprentice is like by looking at the way Jesus trained his disciples (see above passages and principles) and the Bible study 'Disciples are made not born' (p. 3). Encourage the apprentice to follow Jesus' and Paul's example in training others.
- Talk about and write down how you are going to work together. For example:
  - When and how often you meet
  - What you are going to do together in preparation for teaching
  - How you are going to review and provide feedback after training has taken place
- Read and discuss the 'Educational Philosophy' of ILD and the guidelines 'How to run the training'. Both of these are found in the introduction of Module 1 Facilitator Book.
- Check that the apprentice has all the resources (e.g. Bible, facilitator book, participant books, black board, etc) and understands how to use them.
- Pray regularly with and for the apprentice and prepare him or her well! Be an encourager!

### 3.3.2 How to train for facilitation skills

- The mentor should follow these steps when training the apprentice:

#### ***Tell → Show → Do → Evaluate → Train to Improve***

‘**Tell**’ means that you explain how to facilitate a lesson beforehand by going over the lesson plan and the lesson

‘**Show**’ means that you demonstrate how to facilitate the lesson

‘**Do**’ means that the apprentice now facilitates the lesson with you observing him or her

‘**Evaluate**’ means that you provide feedback. Good feedback involves two things: Give praise for things well done and point out areas where improvement is needed. Feedback is the breakfast of champions!

‘**Train to Improve**’ If there are areas where the apprentice has not done well, he/she may need more training. Discuss how you can help him/her to improve.

Follow these steps again and again until the apprentice can competently facilitate and train others.

- Apprentice Facilitation Coaching and Evaluation Guides (*Forms: FAP 12 and 13*)  
You find these forms at the end of the Handbook for you to photocopy and use.

FAP 12 will guide you as the mentor to observe and evaluate the quality of facilitation. After you have observed the facilitation you need to discuss with the apprentice areas of strength and the weaknesses and to plan steps to help improve the facilitation skills. **Remember to encourage strengths not only to critique weaknesses!**

FAP 13 is for participants to complete anonymously and hand in to the mentor mid-term and at the end of a module. This will let you see the strength and areas needing improvement from their perspective. At the end of Module 1, you can also use these forms to provide feedback to VC staff in preparation for the final interview.

### 3.3.3 Other things to consider

- Check that the apprentice understands the practicalities of running a class and the requirements of VC (see ‘How to register a participant class’ section 14)
- Make sure you complete the apprenticeship training of a module within six months. Completion date will be agreed with VC.

### 3.3.4 Problems

- If serious problems arise with the apprentice, please inform the VC programme manager immediately. For example, serious moral problems, disunity, incompetence, lack of commitment and time.
- If an apprentice is under church discipline, he/she cannot continue. Veritas must be informed immediately.

## **4. Books for mentoring discussions with your apprentice**

The following books will be provided by Veritas College for you and your apprentice to work through together. We have carefully selected a book for each module to help you in training your apprentice. (Choice of books maybe changed from time to time).

Module 1:

Read 'Leadership For The Whole Church' and discuss the questions at the end of each chapter together.

Module 2:

Read 'AIDS Is Real And It's In Our Church' and discuss the questions at the end of each chapter together.

Module 3:

The book here is called 'Bible Answers' and helps us to study the Bible according to topics (doctrines). We recommend that you discuss with your apprentice which topic to study. Choose at least 10 topics and study them together.

Module 4:

The book 'Pastors And Teachers' contains a lot of challenging material. There are unfortunately no questions at the end of each chapter. We recommend that you read a chapter and then discuss it. To prepare for this, try to summarize the most important points of each chapter and prepare questions for the discussion.

If you have any suggestions of other books for mentoring, please let Veritas College know.

## 5. The role of the apprentice

*'And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.'* 2 Tim 2:2

In 2 Tim 2:2, the apostle Paul gives Timothy the task of teaching God's Word to the next generation of leaders. Paul had trained Timothy (2 Tim 3:10) and he is now asking Timothy to train others. Timothy must train up faithful and well taught leaders for the church.

- **Discuss this with your mentor:**

What would have happened to the church if Timothy had not obeyed?

What happens if leaders today are not trained and do not train the next generation?

What will happen to the church in Africa if more leaders do not obey these instructions?

- **Discuss with your mentor**

Read 1 Tim 5:17; 2 Tim 2:14-16, 22-24.

How do these verses help you understand your role as a teacher of God's Word?

Your mentor is training you to become a facilitator and you in turn will train participants. In so doing you are following the example of Paul and Timothy.



Teaching and training believers is one of the most important tasks that God has given to the church and you must therefore undertake it with the greatest carefulness and dedication. Your role is to learn from your mentor and become a mentor and trainer of your participants.

## **6. The role of the congregation**

- It is very important that the pastor/mentor consults with the church leadership and helps them understand the vision, needs and benefits of the apprenticeship programme. The congregation needs to catch the vision because the apprenticeship programme requires support in prayer and financial assistance.
- VC usually subsidises the programme but requests the congregation to help with the course fee, costs of attending meetings, transport expenses etc. for the apprentice and the mentor for the duration of each module. If a congregation is able to cover the full costs, they should do so to enable VC to subsidize those who cannot.
- The apprentice needs the prayer support of the congregation and the participants.
- After the successful completion of the programme the newly qualified apprentice should be given the support to continue to train participants in his or her church. Planning this should be done in cooperation with the minister and leadership.

## **7. The role of Veritas College Malawi**

Veritas College International makes the curriculum available only to qualified and officially approved facilitators. Therefore, our main role is to support the programme in the congregation through training and quality control. This involves the following:

- Offer proper application and enrolment procedures to ensure the suitability of the apprentice candidates
- Provision of facilitator resources e.g. facilitator book, How to interpret the Bible, NIV Study Bible and other suitable books
- One to two day introduction course for mentor and apprentice
- A minimum of one week of residential training per module for apprentice
- Monitoring of the programme in the congregation through visits, reports and evaluation
- Administer final exams and interview
- Formal approval of facilitator apprentice after successful completion of the apprenticeship for each module

## **8. How to enrol in Module 1 as an apprentice with VC**

Enrolment usually takes place once a year and will involve a one day meeting where both the mentor and apprentice should be present. The enrolment day will be followed by a five to ten day training course.

1. Ensure that the candidate meets the requirements described in 'How to select a candidate', section 3.1 above.
2. Ensure that you have consulted with your leadership and / or finance committee and they are willing to support the programme and the apprentice.
3. Candidate must send in the completed application form (FAP 03)
4. Pastor/mentor must send in the reference form (FAP 07)
5. With the application a registration fee of MWK 400 must be received by the office
6. Course fee is due at the start of the Facilitator Apprenticeship Training Course (FATC)
7. Other books e.g. NIV Study Bible and mentoring books must be purchased

## **9. How to make progress and complete the apprenticeship**

After successful enrolment interview the apprentice will:

1. receive an invitation to the Facilitator Apprentice Training Course (FATC) from VC
2. need to attend and successfully complete the Facilitator Apprentice Training Course (FATC) with VC
3. pay FATC fees at the beginning of the course
4. receive the facilitator resources e.g. books etc
5. register and start to train a group of participants under the supervision of the pastor/mentor

To complete the apprenticeship for the module, the apprentice needs to

1. show competence in facilitating the module group
2. complete the facilitation of the participant class under the supervision of the mentor
3. ensure VC receives mid-term and final reports from him or herself and from the mentor to help VC in the assessment of competence (Forms FAP 8-11)
4. pass the final assessment and interview (VC will set a date for completion, approximately 6 months from the date of enrolment)

Upon successful completion of the above requirements VC will issue a certificate to approve the apprentice as a fully qualified facilitator for the particular module.

## **10. How to enrol and qualify to facilitate Modules' 2 to 4**

- Once you are qualified as a Module 1 facilitator, you can enrol for the next module. However, you, the apprentice, must first have completed the next module as a participant in your church.
- Enrolment and training procedures are the same as for the first module, except there will be no enrolment interview. Application and reference forms (FAP 4-7), enrolment fee MWK 400 must be given to VC. Course fee is due at the start of the Facilitator Apprenticeship Training Course (FATC).
- Deadlines for annual enrolment dates can be obtained from the VC Office.

## **11. The apprentice role after qualifying as a facilitator**

- As an approved facilitator the apprentice can now teach Module 1 by himself. The mentor no longer needs to be present at facilitation. However, we strongly recommend that the mentor visits the class occasionally to give support and so continue in his/her mentoring role.
- The qualified apprentice and the pastor together with the church leadership should plan the training of a new participant class. It is important that there is cooperation and a good team spirit between the pastor, the qualified apprentice and the church leadership. Successful delegation depends on this!
- Apprentice and pastor are encouraged to continue with the next module and to pray regularly together for the training.

## **12. Who has the permission to facilitate and use the Veritas ILD curriculum?**

The requirements set out in this handbook must be met for the apprentice to be approved to use the VC materials to facilitate. Anyone who is not approved does not have the permission to use the VC training materials. This is to ensure good quality of facilitation.

## **13. Course fees**

Veritas College was set up to provide affordable Bible and leadership training to individuals and churches. Veritas is able to subsidise fees, provided that funds are available. Veritas College is funded by Mission partnerships with churches and friends of Veritas College locally and internationally.

Since many participants come from materially poor situations, fees are subsidised for such people and churches. However, those churches and participants who can afford to contribute more to cover real costs should do so in order to sustain the training for all (see *separate sheet for fee structure*).

## **14. How to register and a start participant class**

### **14.1 Who can facilitate a course**

It is our desire that the courses should be well taught, therefore **only** a person who has been approved by Veritas College is permitted to facilitate the course.

### **14.2 Training materials**

Veritas makes participant books and Bibles, etc. available to participants. These can be purchased from the office. Books should be paid for on delivery.

### **14.3 How to register and start a new class**

Every new class and module must be registered with Veritas College by

- sending VC the 'New Class Registration Form' (R01)
- and 'The Participant Registration Form' (R02) within 14 days of starting a class
- an apprentice should register the class in his or her own name

**Attendance Register:** You must keep an attendance register so that you can monitor attendance. Only those who attend at least 80% of the lessons will receive a certificate (see below 'Requirements').

## **15. How to finish a class and obtain certificates for your participants**

### **15.1 Completion class report (Incompletion class report)**

After you have completed a module group:

- send the 'Completed Class Report Form' (R03) to VC
- VC will issue and send certificates for each participant to you within 10 to 14 days
- For incomplete / failed classes send VC the 'Incomplete Class Form' (R04).

### **15.2 Certificates**

There are two types of certificates for participants:

- Certificate of Attendance (this is for participants who have simply attended the course)
- Certificate of Achievement (this is for participants whose knowledge and skills have been assessed by the facilitator and have received recommendation)

#### **15.2.1 'Certificates of Attendance': Requirements and registration**

- a. participant must attend at least 80% of the course
- b. participant must make an effort to catch up on missed lessons
- c. training materials must be paid for

#### **15.2.2 'Certificates of Achievement': Requirements and registration**

- a. participant must attend at least 80% of the course
- b. participant must make an effort to catch up on missed lessons
- c. training materials must be paid for

- d. participants must have a 50% pass rate and show basic competence as explained in the tools for evaluation. These can be obtained from VC. The pass grade must be indicated on the completion form.

### **15.2.3 How to obtain the 'Certificate of Achievement' from Veritas College**

- Fill in a 'Progress and Recommendation for Certificate of Achievement' (R05) form for each participant who has successfully completed this level and return it to the office.
- Indicate the percentage grade achieved in the exegesis assignment on the 'Class Completion Form' (R03) for each participant.

## **16. How to use the forms in this handbook**

The following information describes the purpose and how to use the forms in at the end of this handbook.

### **16.1 Covenant agreement (FAP 14)**

This form is signed to confirm the commitment made by the church, the apprentice and the mentor and VC in respect of the requirements set out in this FAP Handbook.

### **16.2 Apprenticeship coaching and report forms**

The forms included at the end of this handbook can be obtained from the office or photocopied. These are reports VC would like the mentor and the apprentice to complete and send to VC programme manager to facilitate evaluation and communication.

- Mentor's mid-term report (FAP 08)  
To be filled in by the mentor and sent to VC when the apprentice has taught half the module under the supervision by the mentor.
- Apprentice mid-term report (FAP 9)  
To be filled in by the apprentice and sent to VC halfway through the module.
- Mentor's final report (FAP 10)  
To be completed by the mentor and sent to VC when the apprentice has finished teaching the module under the mentor's supervision.
- Apprentice final report (FAP 11)  
To be filled in and sent to VC by the apprentice when he or she has completed teaching the module
- Apprenticeship facilitation: Coaching and evaluation form (FAP 12)  
FAP 12 will guide you as the mentor to observe and evaluate the quality of facilitation. After you have observed the facilitation you need to discuss with the apprentice areas of strength and the weaknesses and to plan steps to help improve the facilitation skills.
- Apprentice facilitation feedback (FAP 13)  
This form should be filled in the by participants whom the FAP member is training. It should be used mid-term by the mentor to get feedback from the participants and then discuss the findings with the apprentice to evaluate his or her strengths and areas

needing improvement. It may also be used by VC staff to help the FAP member grow in facilitation skills mid-term and at the end of a module.

**IMPORTANT:** It is important that participants are given the freedom to fill this form in anonymously and that the information will be kept confidential between the apprentice, mentor and VC staff member.

### **16.3 Class registration forms**

These forms are not included in this book. They can be obtained from the office or copied from the *Facilitator Guide Book* which you receive during your Facilitator Apprenticeship Training Course.

**Important:** The forms must be filled in and sent to VC to register every new and completed participant class within 14 days of starting or completing a class.

- New Class Registration Form (R 01)  
To be completed and sent to the office within 14 days of starting a new class
- Participant Registration Form (R 02)  
To be completed within 14 days of starting a new class and sent to the office
- Class Completion Form (R 03)  
To be completed at the end of a module, together with three participant testimonies, and returned to the office. Participant certificates will be issued within 10 to 14 days of receiving this form.
- Incomplete Class Report Form (R04)  
Please use this form to inform VC office if your class does not complete the module. It is important for the office to have this information so that we can up-date our records and may assist in finding ways to help to complete the class.
- Recommendation for Certificate of Achievement (R05)  
If you give your participants an exegesis test and they pass with a minimum of 50 %, you can request a Certificate of Achievement for the participant with this form.





# Covenant Agreement (FAP 14)

between

Veritas College (Malawi) and \_\_\_\_\_ (name of church)

We, the signatories of this covenant agree to:

1. cooperate with one another to the best of our ability to ensure that the aims of the programme are achieved and God is honoured
2. abide by the procedures and policies set out in the apprenticeship programme handbook
3. abide by VC policies in regards to the copy right and use of its training recourses
4. pray regularly for each other
5. keep communication channels open

The apprentice and mentor will:

6. provide Veritas College with the mid-term and final reports
7. attend training and interviews arranged by Veritas College

The church will:

8. support the apprentice spiritually and practically and ensure the payment of the required enrolment and course fees

Veritas College will:

9. provide training materials
10. training workshops
11. assessment and final approval of apprentice

Start date of apprenticeship: M1 / 2 / 3 / 4 (circle appropriate) \_\_\_\_\_

Expected finishing date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ (Apprentice) Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ (for VC) Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ (Church official) Date: \_\_\_\_\_



## Mentor's Mid-Term Report (FAP 08)

### Facilitator Apprenticeship

*This report must be sent to Veritas after half of the module has been facilitated*

Apprentice First and Last Name:		Mod. No.	ID No:
Mentor's first and last name:			Title:
Name of church/station/prayer house:			
Postal Address:			
Physical Address:			
Tel:	Mobile:	E-mail:	
<b>Progress</b>			
When did you start teaching a participant class together with the apprentice?			
Which lessons have you covered so far (at date of this report)?			
What has gone well?			
What has not gone well?			
How have you and the apprentice worked together to improve the areas where it has not gone well?			
How do you assess the apprentice potential now to become a competent facilitator?			

List the areas where the apprentice needs to improve to become competent and describe what you plan do to provide the training he/she needs.

What help do you need at this stage from Veritas?

Any other comments:

Name:

Signature:

Date:

Send report to: FAP Programme Manger, Veritas College, PO Box 30906, Lilongwe 3  
Tel 01 773 173 Fax 01 773 173 Mobile 0999 440 330

[adminmalawi@veritascollege.org](mailto:adminmalawi@veritascollege.org) [www.veritascollegemalawi.org](http://www.veritascollegemalawi.org)

## Apprentice's Mid-Term Report (FAP 09)

### Facilitator Apprenticeship

*This report must be sent to Veritas after half of the module has been facilitated*

Apprentice's first and last name (Mr/Mrs/Miss)		Mod No:	ID No:
Name of church/station/prayer house:			
Postal Address:			
Physical Address:			
Tel:	Mobile:	E-mail:	
Mentor's first and last name:		Which Module?	
Where are you teaching the module?		No. of Participants:	
<b>Progress</b>			
When did you start teaching a participant class together with your mentor?			
Which lessons have you covered so far (at date of this report)?			
What has gone well?			
What has not gone well?			
How have you and your mentor worked together to improve the areas where it has not gone well?			
How do you assess your own skills of facilitation at this stage?			

List the areas where you think you need help to improve your facilitation skills. Discuss these areas next time you meet with your mentor and ask for help.

What help do you need at this stage from Veritas?

Any other comments:

Name:

Signature:

Date:

Send report to: FAP Programme Manger, Veritas College, PO Box 30906, Lilongwe 3  
Tel 01 773 173 Fax 01 773 173 Mobile 0999 440 330

[adminmalawi@veritascollege.org](mailto:adminmalawi@veritascollege.org) [www.veritascollegemalawi.org](http://www.veritascollegemalawi.org)

## Mentor's Final Report (FAP 10)

### Facilitator Apprenticeship

*This report must be sent to Veritas when the module has been completed*

Mentor's first and last name (Mr/Mrs/Miss)		Mod No:	ID No:
Name of church/station/prayer house:			
Postal Address:			
Physical Address:			
Tel:	Mobile:	E-mail:	
Apprentice first and last name:			Which Module?
<b>Progress</b>			
When did you start teaching a participant class together with the apprentice?			
When did you complete this participant class and module?			
What has gone well?			
What has not gone well?			
How have you and the apprentice worked together to improve the areas where it has not gone well?			
How do you assess the apprentice potential now to be a competent facilitator? If you think there are problem areas, please make suggestions in how these can be solved.			

Veritas College needs to know that your apprentice is able to facilitate the module and is spiritually mature enough to teach a class without your close personal supervision. Only then will we approve the apprentice as a facilitator.

Please mark the boxes as follows:

with a (√) where the apprentice can do the task well or is doing well

with a (x) where the apprentice cannot do the task well or where he/she is not doing well

Leave box empty where you do not know the answer

<b>Understanding of content of module and facilitation skills</b>
Facilitation of Bible interpretation lessons
Facilitation of Exegesis
Facilitation of Bible study lessons
Facilitation of subject lessons
Facilitation of ministry skill lessons
Able to give appropriate assignments to participants
Facilitate personal application of lesson by participants
Follow up / marking of assignments
<b>Presentation skills</b>
Clear and interesting communication
Appropriate and sensitive interaction with participants
Facilitate group interaction
<b>Organisational skills</b>
Personal organisation and preparation
Resourceful in creating a good learning environment
<b>Pastoral and discipling skills</b>
Praying for participants
Facilitating participants spiritual growth
Helping participants with personal issues and problems as they arise from the lessons
<b>Personal spirituality</b>
Self-controlled
Caring for others
Prayerful
Diligent student of Scripture
Obedient to God's Word
Good relationship with wife and children
Good relationship with participants
Good reputation with outsiders

Do you recommend the apprentice to be approved as a facilitator? Please describe any reservations.

Any other comments:

Name:

Signature:

Date:

Send report to: FAP Programme Manger, Veritas College, PO Box 30906, Lilongwe 3

Tel 01 773 173 Fax 01 773 173 Mobile 0999 440 330

[adminmalawi@veritascollege.org](mailto:adminmalawi@veritascollege.org) [www.veritascollegemalawi.org](http://www.veritascollegemalawi.org)

## Apprentice's Final Report (FAP 11)

### Facilitator Apprenticeship

*This report must be sent to Veritas when the module has been completed.*

Apprentice's first and last name (Mr/Mrs/Miss)		Mod. No.	ID No:
Name of church/station/prayer house:			
Postal Address:			
Physical Address:			
Tel:	Mobile:	E-mail:	
Mentor's first and last name:		Which Module?	
Where are you teaching the module?		No. of Participants:	
<b>Progress</b>			
When did you start teaching a participant class together with your mentor?			
When did you finish this class?			
What has gone well?			
What has not gone well?			
How have you and your mentor worked together?			
In which areas do you think you need further help to improve your facilitation skills?			

How did your participants respond to the training? What kind of growth did you observe?

What help do you need at this stage from Veritas?

Any other comments:

Name:

Signature:

Date:

Send report to: FAP Programme Manger, Veritas College, PO Box 30906, Lilongwe 3  
Tel 01 773 173 Fax 01 773 173 Mobile 0999 440 330  
[adminmalawi@veritascollege.org](mailto:adminmalawi@veritascollege.org) [www.veritascollegemalawi.org](http://www.veritascollegemalawi.org)



# Apprentice Facilitation: Coaching and Evaluation Guide (FAP 12)

Apprentice first and last name:	Title:
Name of congregation:	Location of class:

Date of Evaluation:	Module:	Number of participants:
Module start date:	Intended completion date:	

<b>Assessment of facilitation:</b> (6 excellent, 5 very good, 4 good, 3 average, 2 below average 1 poor)						
<b>Is the content of the lesson</b>	1	2	3	4	5	6
- clearly explained						
- made interesting						
- relevant and applied to participants' lives						
Are appropriate assignments given?						
If appropriate, was enough time given for personal prayer?						
<b>Presentation of the lesson</b>						
Is it well illustrated with examples and visual aids?						
Can every one see and hear?						
Is the time well controlled (e.g. appropriate length of lesson, breaks)						
Is the environment good for learning? (chairs, tables. blackboard etc)						
<b>Group interaction</b>						
Did everyone take part?						
Did facilitator talk too much?						
Were the timid ones encouraged to share?						
Were the over-active ones controlled?						
How was side-tracking handled?						
If appropriate, how well were small group activities used?						

What are the greatest strengths of the apprentice you have observed?

Which areas of facilitation should the apprentice improve on?

What steps are you as the mentor going to take to help the apprentice improve?

When?

I discussed the quality of facilitation with the apprentice: Yes/No

When?

Report by:

Signature:

Date:

## Apprentice Facilitation Feedback (FAP 13)

### Veritas College Facilitator Apprenticeship Programme

 ID No: 

**This is confidential and should not to be discussed with anyone else. Thank you!**

The aim of the Facilitator Apprenticeship Programme is to provide the congregation with more than one facilitator and to assist the minister. It is important to us that the training is facilitated to a good standard and we are therefore working with the facilitators to achieve this. You can help us by filling in this short evaluation which will be kept confidential.

Name of apprentice \_\_\_\_\_ Which Module? \_\_\_\_\_

Congregation/ Parish/ \_\_\_\_\_ Which Prayer house? \_\_\_\_\_

**1. How is the apprentice facilitator's character and spirituality:** (please tick the box)  
(If you don't have an answer, just leave the box empty)

	Very Good	Good	Average	Poor
• Obedient to God's word				
• Diligent student of Scripture				
• Good reputation with wife and children				
• Self controlled				
• Good reputation with participants				
• Prayerful				
• Good reputation with outsiders				
• Caring attitude				
• Punctual				

**2. How is the quality of facilitation:**

Is the content of the lesson	Very good	Good	Average	Poor
- clearly explained				
- made interesting				
- relevant and applied to participants' lives				
Are appropriate assignments given?				
If appropriate, was enough time given for personal prayer?				

<b>Presentation of the lesson</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Is it well illustrated with examples and visual aids?				
Can everyone see and hear?				
Is the time well controlled (e.g. appropriate length of lesson, breaks)				
Is the environment good for learning? (chairs, tables, blackboard etc)				

<b>Group interaction</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Is everyone encouraged to take part and discuss?				
Does the facilitator talk too much?				
Are the shy ones encouraged to share?				
Are the over-active ones controlled?				
How is side-tracking (going off the topic) handled?				
If appropriate, how well are small group activities used?				

3. What are the facilitator apprentice greatest strengths?

4. What specific suggestions do you have for the apprentice to improve on facilitation?

5. What specific suggestions do you have to improve the programme?

5. Any other comments: