



Formation for Ministry Handbook

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Contents

Contents	2
Welcome to St Michael's	4
Formation for Ministry	5
The importance of community	6
'Community' on the Non-residential Course	6
Cell groups	6
The Student Common Room Meeting	7
Families and Friends	7
The three dimensions of formation	8
Holding it all together – the portfolio	8
Practical Preparation for Ministry	10
Placements	10
Weekly placement	10
Core Skills for Ministry Programme	11
Leading Worship & Preaching (All students: Year 1).....	11
Helping Adults Learn (Readers: Year 2).....	11
Pastoral Skills (Part-time ordinands/Methodist student ministers: Year 2)	12
Mission (Part-time ordinands/Methodist student ministers: Year 3).....	12
Leadership (Part-time ordinands/Methodist student ministers: leavers' course, just prior to ordination)	12
The Academic Study of Theology	13
Curriculum	14
Diploma in Practical Theology (Anglican Ordinands and Methodist Student Ministers)	14
Certificate in Practical Theology (Church in Wales reader candidates)	15
Study Skills	16
Plagiarism	17
Personal and Spiritual Development	18
Retreats	19
Spiritual Direction	19
Personal Tutors	20
Personal Tutor policy	20
Open door policy - staff/student tutorials	21
Self-assessment and reports	21

Formation Review	23
Professional Conduct	24
Other Information	25
Expenses	25
Leave Policy	25
Maternity / Paternity Leave.....	26
Sick Leave and Assignment Extensions.....	26
Compassionate Leave.....	27
Recommended Reading	28
Appendix One: Descriptions of Modules	30
Appendix Two: Learning Outcome Statements (Anglican Ordinands)...	32
Appendix Three: Learning Outcomes Statements (Church in Wales Readers).....	40

Welcome to St Michael's

Welcome to St Michael's College. We very much look forward to working with you as you begin your preparation for new forms of Christian ministry. This is undoubtedly an exciting time for you. During the next two or three years you will grow in faith and discover in more depth what it means to be a disciple of Jesus Christ. You will discover new things about yourself, about the Church and about God's mission in Christ for the world. You will discover these things through prayer and worship; through placement, practical experience and training; through academic study; and through participation in Christian community that seeks to embody the love of Christ. All of these elements will be experienced differently by different students, but all are important in formation.

We expect that in many ways this will be a demanding time. It is likely that you will face some challenges along the way. This is good and it will serve you well in your future ministry; but it can also be hard. For this reason you should know that you are never alone as a student at St Michael's. The tutorial staff and chaplains are here to offer and provide you with as much help and support as you will need. You should always feel that you can contact anyone of us as and when required. We are here to help you as you develop into this new phase of your ministry and discipleship.

We wish you all the best in your future studies and training. This handbook will give you much of the information you need both now and in the years ahead. It is written with all our students in mind, residential and non-residential, full-time and part-time, those preparing for ordination and those preparing for lay ministry. This is because we have a broad conception of the training and formation we seek to provide, which is worked out differently for different individuals and groups of students, but based on the same principles and components. So please select the bits you need from this handbook as well as using it to orientate you to the overall vision and outline of the process. If you have any questions please do not hesitate to ask. We will do our best to help you.

Formation for Ministry

At St Michael's we commonly say that you are being 'trained' for your future ministry. This is because you have not begun a course which is only academic study. However the word 'training' is not really adequate to describe the process on which you have embarked. Training can all too easily suggest that you are being prepared to perform a certain set of tasks, or to do a clearly defined job. But this is not the case. All forms of ministry are diverse and varied. The only thing you can predict is that you will face the unpredictable! This means it would be impossible for St Michael's to train you for every eventuality that could confront you as a deacon, presbyter, reader or priest in the Church of today, let alone the Church as it will be in 20 years time. You will be pleased to know we do not try – the course would last many years if we did!

Rather our aim is to give you the resources you need so that you can prepare to meet the challenges of ministry. We describe this process of study, training and preparation as 'ministerial formation'. Like any term, this one isn't perfect either: you will not leave St Michael's 'perfectly formed' and you will certainly not be squeezed into a ready-made mould. Instead, ministerial formation is a life-long journey. It began before you arrived at St Michael's and will continue long after you have left. It captures the sense in which we all continue to grow in knowledge and understanding, in personal maturity, in spirituality, and in wisdom as we deepen our life of service to the Church in a new way. Each formational journey is unique to the individual, yet common factors can be discerned in all our journeys. Only you can make the changes necessary to move along the journey – our role is to help you as much as possible.

The importance of community

Two of the core values of the College are:

- Community, which is built on respect for people and a valuing of diversity;
- Generous inclusivity, extended ecumenically, in inter-faith dialogue and more widely.

And part of the College vision is to be:

- Hospitable and welcoming, inviting people to share a holistic and balanced approach to life.

This vision, underpinned by these core values, is central to the process of ministerial formation. You will learn a lot by being part of the College community, whether residentially or non-residentially. You will develop through the friendships you make and the conversations you have. Some will share your perspective and some will challenge your deeply held beliefs. You may have conversations at meal times, before or after worship, preparing for worship and in the classroom. All these conversations and exchanges are part of the formation process. Their effect is sometimes very apparent, for example when you change your mind or enjoy something new in worship, and sometimes very subtle and almost imperceptible. Either way, over the years of your training you are formed by your encounters with other students and staff.

'Community' on the Non-residential Course

Although part-time study does not offer the same degree of intensity as happens on a full-time course, students find they quickly bond with those with whom they are learning. You will find you will develop strong relationships with the group with whom you meet on Wednesday evenings for academic teaching. You will also worship together on these evenings. If work permits, many students try to eat together on these evenings as well. It is important to remember that community is a key place for Christian formation, so please make sure you try to arrive in time for worship at the start of the evening – worship being one of the most important places where Christian community comes into being through community with God. In addition to Wednesday nights, there are residential weekends, which involve you with the other students at your learning centre (Llandaff, St Asaph or St David's). At other times, the whole non-residential course body joins together for several days together – at Core Skills weekends and at the Summer School.

Cell groups

It is worth noting that this shared dimension of ministerial formation is not just something that happens in purely at in your course. It should continue throughout your ministry. *Cell groups* can be a very valuable part of this ongoing process and students are encouraged to consider the value of setting up such a mutual support group from within their colleagues in training to continue meeting at regular intervals after ordination. Cell groups can provide:

- A safe group in which to worship and with whom to go on retreat or seek recreation.
- A place to share the ups and downs of training and ministry.
- A group which will enable students to feel supported.

- A group who will challenge and encourage other members to continue to reflect and develop self-awareness.

The Student Common Room Meeting

One of the formal places of meeting and encounter at St Michael's is the Student Common Room Meeting. The Common Room meeting is attended by and is principally for students. It is called at the discretion of the Student Executive, at minimum once a term. The agenda is gathered from student concerns and often feeds directly into the discussions of other committees that meet within the College, for example the Site team (domestic and practical concerns) or the Strategy team. The Common Room Meeting can play a key role in setting and reviewing certain changes in College policy.

Common Room Meetings are a high priority in the life of the College for students and tutors. The Executive make every effort each year to review when Common Room Meetings should occur so that the full attendance of the College student community can be assured. At present they usually occur in the evening straight after supper. Care is taken by the Executive to ensure that these meetings occur at a time that all students can attend. Full-time students are expected to attend Common Room meetings unless illness prevents them; apologies for absence should be notified to the Secretary prior to the meeting. Part-time students are also welcome to attend Common Room Meetings and they have a representative on the college student Executive.

Joint Student/Staff meetings usually occur each term, at a time when administrative and academic staff are present.

Families and Friends

We recognize that you probably would not have got to this stage of your vocational journey without the encouragement of family and close friends. Their love and support will remain vital throughout your ministry. It is important therefore that, where possible and appropriate, they are involved in your training and formation.

Partners and families are warmly invited to share in the life of the College. They are welcome to attend worship and share in the College's social events. Families and friends are welcome to join the community for meals, for which a small fee is payable except on family evenings.

Partners are encouraged to become active members of the Spouses Group, which can provide the opportunity to share mutual concerns and support as well as companionship and social occasions.

The three dimensions of formation

You will find community life exciting and challenging, whether the particular experience of full-time residential training, or the community that comes together for worship and study on Wednesday evenings, for weekends and for the residential Easter School, and which is sustained through formal and informal networks in between. This shared journey informs and complements the more formal training which is part of student life at St Michael's. The training we offer for your ministerial formation can be divided into three areas. When the process is working well, all three areas should be overlapping and influencing one another rather than being discrete and unconnected. The areas are:

- Practical preparation for ministry: this includes Church and/or other placements, collaborative ministry projects and the Core Skills for Ministry programme.
- The academic study of theology: usually some form of undergraduate or postgraduate study through the School of Religious and Theological Studies of Cardiff University.
- Personal and spiritual development: this runs through everything, but particularly comes to the fore in sharing the life of a worshipping community which is geared towards ministerial formation and is supported by the personal tutor system.

Holding it all together – the portfolio

These three elements should, as has been said, be woven together into your experience of College in a way that begins to form you for the ministry to which you have been called. But how do you and the College staff know that this process is effectively underway? This is where the ministerial training portfolio comes in. It is based round a set of learning outcomes developed by the Church. Although initially designed for Church of England ordinands, these have subsequently also been adopted by the Church in Wales and the Methodist Church, although in a slightly different format which is reflected in different versions of the portfolio. The Church in Wales has also now adopted a similar approach (using a different set of learning outcomes) for the training of its readers.

Working together with your tutor you are asked to build a portfolio over your time on the course which demonstrates your growth and development in relation to each of these outcomes. This is primarily a tool for self-evaluation which should be useful in your

formation, and that is shared with your tutor at the beginning and towards the end of each year as the basis of noting areas for development in the coming year, and for writing a report for the Diocese towards the end of the year. There is more information about this in the separate portfolio documentation.

Practical Preparation for Ministry

The practical component of ministerial formation consists of two main elements:

- **placements**, and
- the **core skills for ministry programme**.

Placements

There are three types of placement experience. All students undertake the regular weekly placement. In addition, the long summer placement and the collaborative ministry project are only taken by full-time ordinands. In addition to these, some students may (for various reasons) have a lighter academic load and complement their studies with another weekly placement in a non-Church context.

Weekly placement

Anglican ordinands and Methodist student ministers (unless otherwise agreed) spend 15 Sundays and 15 half days each year in their placement Church or, in some cases, Chaplaincy or project. Reader candidates spend 15 Sundays 'on placement' in their home Church.

The placement Church will give you opportunities to preach and lead worship. It will also provide you with experience of other aspects of ministry. Whilst on placement you will be asked to undertake tasks which relate to the core skills programme. These are clearly explained in the Core Skills handbook and also in the Placement handbook. Your experience on placement will also inform some of the academic modules you study.

An assessor, usually your personal tutor, will comment upon one sermon each year. Your placement supervisor will also comment on two sermons, one each term. A fourth sermon will be assessed by members of your congregation using a feedback technique developed by the College of Preachers. Further details of the expectations of the placement, including sermon assessment methods, are given in the relevant placement handbook.

Core Skills for Ministry Programme

The practical experience of the placement is complemented by the in-house Core Skills for Ministry programme. The programme develops the practical skills you need for your future ministry as well as skills of reflective practice. We know that most students have experience in one or more of the areas studied and so the programme aims to build upon and improve your current skills.

For part-time Anglican ordinands and Methodist student ministers it is a three year programme with one topic studied as a focus for each year. For reader candidates it is a two year programme with one topic studied as a focus for each year. There is a slight variation in which core skills readers and ordinands study in their programme.

The topics covered in the Core Skills programme are:

- Leading Worship & Preaching – all students (Anglican ordinands, Methodist student ministers and readers)
- Helping Adults Learn – reader candidates only
- Mission – Anglican ordinands and Methodist student ministers
- Pastoral Care – Anglican ordinands and Methodist student ministers
- Leadership – Anglican ordinands and Methodist student ministers

Leading Worship & Preaching (All students: Year 1)

Leading worship and preaching are central aspects of Christian ministry and a lot of time is spent preparing for these activities. Undoubtedly the best way to develop expertise in worship and preaching is through experience: this you will get in placements as well as in College. But for that experience to have the desired effect it must be resourced by such conceptual tools as will enable you to reflect critically on your practice of leading worship and preaching. This core skills module aims to give you some of these tools as well as giving you a basic introduction to the practice of preaching and leading worship. The resources offered in this module should enable those new to these aspects of ministry to gain confidence in beginning to lead worship and preach. For those who are more experienced, the module should help you build on existing experience and develop as a reflective practitioner.

Helping Adults Learn (Readers: Year 2)

This short course introduces participants to theory about how adults learn as well as reflecting on how people interact with one another in groups. Students explore their own learning preferences and how a recognition of different learning styles within a

congregation should impact on how educational opportunities in the parish are designed. They are also equipped with introductory skills in how to facilitate the learning of others within a small group context. The course ends with a look at current resources that Readers can use to help Christians grow in their faith.

Pastoral Skills (Part-time ordinands/Methodist student ministers: Year 2)

Students will learn the practical skills necessary for successful pastoral work. This includes visiting, listening skills, emotional intelligence and ministering to the elderly. Students will be introduced to important vulnerable adult protection issues. Child and Vulnerable Adult Protection (or 'Safeguarding') is covered earlier in a workshop in September/October.

Mission (Part-time ordinands/Methodist student ministers: Year 3)

Students reflect together on the contemporary mission context facing the churches. The emphasis of the course is on strategies for church growth. Students explore what constitutes good practice to enable growth, what ideas and strategies have been employed by growing churches, and how such growth can be implemented in local churches. They relate different mission theologies to church life and think about issues of inculturation and secularization. Where appropriate church reports on mission will be used to facilitate discussion as will visits to examples of good practice. Students are asked to undertake a 'mission audit' of their placement church.

Leadership (Part-time ordinands/Methodist student ministers: leavers' course, just prior to ordination)

Leadership is, in part, a way of thinking about how communities can be served, nurtured and developed. It is a tool for developing the diverse skills found within communities and bringing those skills together for the good of all. A well led church will thrive and within it individuals will develop. It is therefore partly about how skills and tools from management and organisational theory can be employed for the good of churches.

The leadership aspect of the course will reflect on theological engagement with ideas of leadership. In close co-operation with the dioceses it will examine and analyse good examples of well led churches. The course will combine reflective work with practical experience. By the end ordinands and candidates should have a good sense of how they will seek to lead thriving churches in their future ministry.

The Academic Study of Theology

A central part of the formation process is the study of Christian theology. The course of study you are following depends on a variety of factors, such as previous experience of studying theology, mode of study and the ministry for which you are preparing. What follows gives an overview of the 2-year certificate and 3-year diploma course. They form part of a University programme of study which was designed with those training for ministry in mind.

Your individual course of study will have been discussed with you before you arrived at College or at the induction weekend. It will be reviewed in dialogue with your personal tutor and the Dean of Non-Residential Training.

As you engage in study you will grow in knowledge and understanding of the history of the Church, its scriptures, teachings, worship, spirituality and service in the world. You will be educated, in the best sense, as a Christian theologian. You will learn to ask questions about all aspects of the Church's life - and you will be equipped to research answers. You will ponder old questions afresh and be challenged by new problems previously unimagined. You will learn to inhabit a world of Christian wisdom. And, most importantly, you will be a resource at a local level for others who seek to grow in knowledge and understanding. Your knowledge of Christianity and your understanding of the ministry and mission of the Church will make you a wise disciple in a local community. When the unexpected and unpredictable happens this wisdom will be your main resource.

These words of Henri Nouwen help to set the academic study of theology in the wider context of ministerial formation:

'Poverty of mind as a spiritual attitude is a growing willingness to recognize the incomprehensibility of the mystery of life. The more mature we become the more we will be able to give up our inclination to grasp, catch, and comprehend the fullness of life, and the more we will be ready to let life enter into us.

The preparation for the ministry can offer a good example. To prepare ourselves for service we have to prepare ourselves for an articulate not knowing, a *docta ignorantia*, a learned ignorance. This is very difficult to accept for people whose whole attitude is towards mastering and controlling the world. We all want to be educated so that we can be in control of the situation and make things work according to our own need. But education to ministry is an education not to master God but to be mastered by God.' *Henri Nouwen Reaching Out, pp.75-6 The Poverty of Mind in Chapter 6: Hospitality and the Host.*

A wise, insightful, not-knowing can only come after a life-time of disciplined prayer and study. It is the product of a venturing into the knowledge of the ages. You begin that

process now, if you have not done so already, and you should expect it to remain with you throughout your ministry. Our ministry and discipleship is a testimony to the depth of our spiritual wisdom.

Such an expectation could become a burden and oppressive. However it is at this point that we trust to the grace of God and the wisdom of the Church. The Church has discerned in you the potential to serve God's reign. It will be through the grace and love of God that this potential is realized in your training and in your future ministry.

Curriculum

Modules are 20 credits unless stated otherwise.

Diploma in Practical Theology (Anglican Ordinands and Methodist Student Ministers)

Year 1:

Believing and Belonging	Summer School
The Bible in the Contemporary World	Semester 1a
The Christian Story	Semester 1b
Introduction to Spirituality	Semester 2

Year 2:

Introduction to Christian Beliefs	Summer School
Theology and Practice	Semester 1a
Understanding Christian Worship	Semester 1b
Pastoral Studies Placement	Semester 2

Year 3:

Christian Social Ethics	Summer School
Denomination, Dialogue & Distinctiveness	Semester 1a
Employing the Bible	Semester 1b
Christian 'Church' Today	Semester 2

(Methodist students continue with a fourth year of study as a probationer minister to complete study to a degree – BTh - level.)

Certificate in Practical Theology (Church in Wales reader candidates)

Year 1:

Believing and Belonging
The Bible in the Contemporary World
The Christian Story

Summer School
Semester 1a
Semester 1b

Year 2:

Introduction to Christian Beliefs
Theology and Practice
Introduction to Spirituality

Summer School
Semester 1a
Semester 2

Descriptions of these modules can be found in appendix one at the end of this handbook.

Study Skills

We recognise that some students come to College with little background in academic study and approach this part of the training with some apprehension.

If you are one such student then don't worry – you are certainly not alone. At St Michael's we offer support in a number of ways.

- We produce a study skills handbook with lots of practical guidance on how to study and write assignments effectively. Look through this and then consult it regularly.
- Time is set aside for study skills training during your induction.
- Module tutors will give you guidance on which books to consult and how to write assignments.
- Your personal tutor will also be able to offer help and guidance if you need support.
- There is also provision within Cardiff University for study skills training. Details of this can be found in the study skills handbook.
- Finally approach the Dean of Non-residential Training – if you are stuck or worried or just need pointing in the right direction – who will be very happy to help.

We make sure every effort is made to support students in their learning. What we ask from you is that you let us know if there is a problem. Perhaps the worst thing you can do is not ask for help. Those who do well know to ask early when they need support – it is a good example to follow.

Plagiarism

If you are struggling with the academic work it can be tempting to resort to plagiarism, which is the presentation of someone else's work as your own. More information about this will be given as part of the study skills training and can be found in the study handbook. The important thing to note here is that, even though the College is understanding of the pressures that make people resort to plagiarism, it is considered as an act of deception and as such raises questions about suitability for Christian ministry. **SO IT IS ALWAYS BETTER NOT TO SUBMIT A PIECE OF WORK THAN TO SUBMIT A PIECE OF WORK THAT INCLUDES PLAGIARISED MATERIAL**

Personal and Spiritual Development

The wisdom learned through academic study is a wisdom that must be informed and shaped by prayer. The life of a worshipping community offers the context in which personal and spiritual formation can take place. This is why our collective commitment to shared Worship is so important, and there is a separate handbook which covers College Worship. Those training part-time, be they Anglican ordinands, Anglican reader candidates or Candidates for the Methodist Presbyteral ministry are expected to attend all worship provided as part of the course and assure the Methodist tutor (if Methodist) or their personal tutor (if Anglican) of their regular pattern of prayer and worship. The importance of a regular, shared prayer life cannot be over-emphasized. Henri Nouwen expresses very well the fundamental importance of prayer for the life of the Christian Community:

Prayer is the language of the Christian community. In prayer the nature of the community becomes visible because in prayer we direct ourselves to the one who forms the community. Sometimes it seems as if the Christian community is so busy' with its projects and plans that there is neither the time nor the mood to pray. But when prayer is no longer its primary concern, and when its many activities are no longer seen and experienced as part of prayer itself, the community quickly degenerates into a club with a common cause but no common vocation. By prayer, community is created as well as expressed. Prayer is first of all the realization of God's presence in the midst of his people and, therefore, the realization of the community itself. Most clear and most noticeable are the words, the gestures and the silence through which the community is formed. When we listen to the word, we not only receive insight into God's saving work, but we also experience a new mutual bond. When we stand around the altar, eat bread and drink wine, kneel in meditation, or walk in procession we not only remember God's work in human history, but we also become aware of his creative presence here and now. When we sit together in silent prayer, we create a space where we sense that the one we are waiting for is already touching us, as he touched Elijah standing in front of the cave (i Kings 19:13).
Henri Nouwen Reaching Out, pp. 122-123 The Language of the Community in Chapter 9: Community and Prayer

As for personal prayer, within the Anglican tradition the *Daily Office* (saying/singing Morning and Evening Prayer) is the benchmark for structured personal prayer, which should be augmented by other, less structured forms. NSM priests have to balance the prayer demands of their calling with the other demands on their life, and we encourage our students to discuss with their Personal Tutor (and Spiritual Director) a pattern of realistic prayer which does justice to their vocation as deacons and priests alongside the other calls on their time and devotion.

The process of ministerial formation is working at its best when students find themselves bringing all the different strands together in the living of their lives and the exercising of their ministries, and doing all in a spirit of prayerful reflection. This process is one which should not come to an end at ordination or at the end of the course, but should continue throughout life and ministry. Arguably, the ability to engage in this process is the single most important outcome of your time at St Michael's. The college can't give you everything

you need for ministry, but what it can do is give you a safe but challenging environment in which to engage reflectively with the rich resources of Christian theology, gaining experience of the practice of ministry in its diversity, devoting time to spiritual formation and personal development, whilst sharing in the life of a worshipping community, so that you become a reflective practitioner, able to draw on Christian wisdom in the exercise of Christian ministry in the Church of the future.

Retreats

Ordinands and student ministers are strongly encouraged to undertake an annual retreat at a recognised retreat venue advertised in *Retreats* magazine (copy in the Library) with the agreement of their tutor who must countersign the claim. There is a contribution of £50 (inclusive of travel costs) per student available to assist in taking a 48 hour retreat payable on production of receipt from the retreat house. Students may seek additional funds from sponsoring churches.

For recommended retreat venues near Cardiff, see the Residents' handbook and Welcome to St Michael's information booklet.

Spiritual Direction

Another very significant figure in the process of personal and spiritual development is the spiritual director. Many people begin training with such a relationship already established and it may well be appropriate to continue this as long as regular meetings will still be possible (four times a year is often thought to be a minimum). It is important to find a spiritual direction relationship that works well for you – there are different styles and approaches – and the College can help to point you in the direction of people you might approach.

The College cannot force the process of spiritual and vocational formation – we would not want to. But we can provide the environment, resources and support for it to happen. So how do we help you bring all the strands together in the process of ministerial formation? Primarily through the tutorial system which is discussed below.

The Rev Moira Spence has compiled a list of experienced Spiritual directors. For those seeking a spiritual director she can be contacted on Tel: 01656881960, Email:

ian@imjplace.freemove.co.uk

Personal Tutors

The main support comes from your personal tutor. You should meet formally with your personal tutor at least twice each term. But, of course, you can always arrange to see your tutor at other points. You should make an appointment to see your tutor about any matter which needs attention or is causing you concern in relation to any aspect of your preparation for ministry or personal circumstances. Your tutor is the person with whom you work out and commit to your daily and weekly pattern of worship and whom you must keep informed and updated on your development in the different areas of the process of formation. You work with your tutor in building your ministerial training portfolio. You are encouraged to share as much as you can with your personal tutor so that he or she is always fully aware of your circumstances. Because they have a variety of other, non-college commitments, your tutor cannot take on the role of a spiritual director or therapeutic counsellor for you, but will gladly help you find one at your request.

At the beginning of the year your tutor will ask you to agree to either weekly or fortnightly reflections, usually sent by e-mail. These reflections can take a variety of forms, but may include a journal-like element, reflecting on your experiences and how they are influencing your personal, spiritual and ministerial formation, and an element of theological reflection, using the theological resources you are gaining through your study and bringing these to bear on your own experiences and development. If you are wondering about length, 500-1000 words is a good guide. You may find the process easier if you get into the habit of keeping a journal. Such reflections can provide important material for building your portfolio – they show evidence of your engagement with significant events and issues as they arise.

Personal Tutor policy

Normally, on the non-residential course a student will stay with their tutor throughout the course. We would normally only change your tutor if their circumstances changed to the degree where they could no longer act as your personal tutor – for example, were they to take on a new job in a new place or with different responsibilities.

Tutors abide by a code of *corporate confidentiality*. All ordained and lay members of the tutorial staff are bound by this. In exceptional circumstances, the Principal may negotiate strict confidentiality as requested. If a matter is brought to the attention of a member of staff and the student requests that it be kept confidential, *students should understand that the confidentiality is kept corporately within the staff group*. Other staff are expected to observe usual professionalism. Students should also understand that reports have to take into account all aspects of students work and development. In the event of allegations

relating to child protection/safeguarding issues, or illegal practices, the personal tutor may pass this information on to others and take further appropriate action.

Open door policy - staff/student tutorials

In common with Cardiff University, staff operate an open door policy when conducting tutorials or interviewing. The door to the room should be ajar and if confidential information is being communicated the door should never be completely closed, but a notice placed on the door to indicate that a tutorial is in progress.

Staff operate a lone worker policy and staff will at all times endeavour not to be alone in a building with a student. If this is unavoidable the member of staff will ensure that another colleague is aware of the presence of the student with them.

Self-assessment and reports

Towards the end of the second term you are asked to write a self-reflection, based on how you are engaging with the process of ministerial formation. There is a form to help you do this, but the primary purpose of the form is to help you summarise the story of your formation during the year as told by your portfolio. This will be given to your personal tutor who, on the basis of the reflection and the supporting evidence in the portfolio will write the Tutor's end of year report. This is combined with other supporting evidence (such as placement supervisor reports, sermon assessments, reflections and academic work) by the college for a Review Meeting, which the Dean has with other teaching and pastoral staff members, including your Personal Tutor. This round-table meeting provides the basis for the *Draft College Report*, which the Dean writes. The report draft will be discussed and, hopefully, agreed with you by the Dean. You will then be asked to sign the final version, after any changes suggested by these discussions. You may comment on the final draft of the report if you wish. The final report is then sent to your sponsoring Bishop or, for Methodist students, the Wales Training Network Oversight Committee and MCPOC.

This process takes some time and needs to be completed by the start of May, which means that the self-assessment forms will be sent out quite early, usually at the start of March, to be completed and returned before the Easter vacation. A full description of the mechanics of the process, with key deadlines, is contained each year in the *Non-residential Student Handbook*.

Anglican reports must contain detailed commentary on each student in four areas based on the learning outcomes used in the portfolio:

- Personality, character and relationships

- Faith, vocation and spirituality
- Quality of mind and theological learning
- Ministry within the Church in Wales / Church of England, mission and evangelism, leadership and collaboration

Methodist reports must contain detailed commentary on each student in four areas based on the learning outcomes used in the portfolio:

- Vocation (call and commitment)
- Being in relationship (with God, self and others)
- The Church's ministry in God's world
- Leadership and collaboration
- Learning and understanding
- Communication

In addition, answers have to be given to questions concerning health, particular issues that need to be addressed, and any other concerns that the Sponsoring Church / Bishop may need to know about the candidate's personal circumstances.

For English Anglican ordinands the penultimate report is accompanied by a personal profile completed by the student and a statement of the student's financial position.

Important fundamental principles govern the report writing process:

A report should affirm truthfully all that is best about a student, and also report truthfully all matters that are relevant to fittingness for ordination (or licensing, for readers) where progress is required. (Note: the Bishops' report is insistent that colleges must report the bad news as well as the good.)

To the extent that it is possible given a student's situation, report-writing and receiving should be a positive experience for the student, even in areas in which progress is being asked for. (For the vast majority of students, this is the case.)

The report should reflect as accurately as possible, and differentiate between, the view of the student and the view of the college. Ideally, a student should be able to recognise and own the entire report, including any passages that the student wishes were not true.

Claims to matters of fact must be as evidence-based as possible.

Saving in very exceptional circumstances, no student should learn of a criticism that the college has of them for the first time from their College report.

For Anglican students it is the *College's* report. The Principal signs it, and must answer to the Trustees and the sponsoring churches for what it contains.

For Methodist students it is the *report of the Wales Training Network* written in association with the college. The Oversight tutor and principle sign it and the oversight tutor is answerable ultimately to the Conference for what it contains.

Formation Review

If there are concerns about the process of a student's formation for ministry, then a formation can be initiated by the student or a member of staff.

If a student is concerned about his/her own progress in terms of ministerial formation and preparation, or if staff have concerns about a particular student, a Formation Review is arranged. This may be for any or all of the following reasons:

- It is felt that the student needs special or structured guidance;
- There is concern about the standard of the student's academic work;
- There is concern about the student's full engagement with the programme for formation and training;
- There is concern about the student's development and formation as a minister;
- Circumstances arise which suggest that without substantial change it is unlikely that staff will be able to recommend the student for ordination.

The Formation Review group is set up by the staff and consists of: the student, the student's tutor, the Principal or Vice-Principal and another member of staff. The student may also bring a friend.

The Formation Review's task is threefold. It is to identify clearly what the problems are, to determine what additional resources need to be allocated to the student, and to agree on changes the student needs to make to overcome the problems that have been identified.

A written statement describing the outcome of the group is agreed on by the staff group and shared with the student who may add his/her own comments. This document is placed in the student's file. There are regular meetings thereafter between student and tutor to assess progress, which is reported on at each subsequent staff meeting focusing on pastoral concerns. The staff group may decide that an interim report should be sent to the student's sponsor. Such a report would be shared with the student concerned.

On the tutor's advice the full review group may be reconvened for one or more of the following purposes:

- To review progress in more detail. (This may include gathering information from placement supervisors, module tutors and other staff)

- To adjust or renegotiate the terms of the statement.
- To determine whether the student has fulfilled the conditions and may be signed off from the review process.
- To determine whether the prospect of progress has become so unlikely that the staff should recommend that the Principal advises the student's sponsor that she or he should be removed from training.

At each stage, the fullest participation in the process by the student is encouraged. Being subject to this process does not, of itself, carry any negative implications about a student's character, ability, or overall fitness for ordination. Most students who are subject to the Formation Review process go on to ordination (if they are ordinands or Methodist presbyterial candidates) or admission/licensing (if readers) as planned.

Professional Conduct

It is envisaged that all ordinands and sponsored candidates should conduct themselves in a manner becoming those training for Ministry. Students are expected to abide by the appropriate code of conduct in keeping with their vocation. The relevant codes of conduct for varying denominations include matters such as language and appropriate behaviour. The codes of conduct are available in the College Library. The Principal reserves the right to implement Disciplinary Procedures when he believes that conduct is unbecoming of an ordinand/sponsored candidate.

Other Information

Expenses

Whilst the College does not expect students to bear the cost of any legitimate part of their training, students are asked to remember that the College has to operate from a very restricted budget, and that expenses must always be kept to a minimum. There are three different claim forms for travelling expenses. All claim forms must be authorised and signed by the Dean of Non-residential Training, before being submitted to the Bursar for payment. Any other claims for expenses must be authorised before money is spent. The full details of placement expenses can be found in the placement handbook.

Students are not entitled to claim for travel to and from classes or residential. If help is required then in the first instance students should speak to their diocesan officials or for Methodist students, the Methodist tutor. Occasionally, usually because of restricted accommodation space, we ask students living nearby to 'commute' to a residential weekend or week on a daily basis. In such circumstances, those daily-commuting students may claim their additional travel costs, which their non-commuting colleagues do not have to bear.

The Church in Wales agrees to cover the travel expenses of ordinands to their placements. These can be claimed through the college using the claim forms mentioned above. Similar funds are not available for reader candidates, who normally serve the placement part of their training in their home parishes.

Leave Policy

Preparation for ministry is not like 'doing a course'. It is something which affects the whole of your life and is, inevitably, demanding. You are strongly encouraged to establish the kind of pattern of time off that you will maintain in ministry. You should keep evenings clear when you can and have quality time off each week, including time with family or friends.

However you will need to be flexible. This will be increasingly true as training for different modes of ministry is integrated. Classes and training sessions may be held on Saturdays and mid-week evenings. You will also be attached to a placement church for 15 Sundays and 15 half days (or as advised) during the first two terms each year. The half days (or

equivalent) are arranged between you and your placement minister/incumbent, so these can fit in with other arrangements.

In addition you will have at least two full weeks off in the Christmas Vacation (often more); and at least eight weeks in the summer – a total of at least 10 weeks. Please check carefully with College requirements for the coming academic year (a list is provided in late-June) before making any family or holiday arrangements so you can ensure that dates do not conflict with College requirements.

Each term, one weekend is designated as 'half-term' when you are free after your last Friday commitment until Monday morning. You should not go to your placement that week, so you can have a proper break.

Maternity / Paternity Leave

Should a student or student's partner become pregnant during their training, negotiations will need to be made between the family, the College and the student's sponsor to enable the management of his or her study programme in the best way possible to allow proper time for maternity/paternity leave while still ensuring the completion of the student's training.

Sick Leave and Assignment Extensions

The College should be advised of any absence as early as possible, should the sickness be likely to lead to a delay in study or submission of assessed work. It is very important to understand that students *must* notify the University Student Support Officer *directly* and immediately to indicate that they are ill – The University Student Support Officer is Richard Cawley, whose email is: CawleyR@cardiff.ac.uk. *Please do not leave it to the college to contact the University, you need to make contact yourself.* In the email, the nature of the sickness should be given and some indication of the seriousness of the condition in order to determine the likely length of absence. The absence will be recorded on the students record. In addition, it is good practice (and good manners!) to inform any teachers that you are ill. They should have passed to you means whereby you can contact them. The message should be given directly to a member of staff and not passed via another student.

In the event of the sickness extending beyond four days, on the fourth day the College and the University should be contacted once again giving further details of the absence and anticipated date of return. This call should be made directly to the Dean of Non-residential Training and the University Student Support Officer where possible. The student is also at this time required to submit a self-certification notice which is obtainable from the doctor. If the absence is likely to exceed seven days then a full doctor's certificate is required.

In the event of an absence of more than 14 days, the student must continue to remain in regular contact with the College and the University to keep both informed of progress and then before returning to College and University, obtain a certificate from their doctor indicating that they are fit to return. In the event of long term illness, the student should

contact his/her sponsoring body. In some cases, it may be necessary for a student to withdraw part-way through a year. In this case, it is essential that you contact the University to get permission to do this. Failure to do so in good time can lead to a student failing the year as a whole. It is, again, important for you to keep the college informed that you are in this situation.

On returning to College after a period of sickness a student should immediately contact their personal tutor and the Dean of Non-residential Training. If the absence has been for longer than a week, the interview with the tutor may contain the following elements:

- A need to confirm that the person has fully recovered.
- To identify the reasons for the period of absence.
- To ascertain the likelihood of any re-occurrence.
- To establish what needs to be done to catch up on work missed

Extensions for assignments can only be granted by the University, not by the College. Written application should be made to the Head of School, who is Dr Max Deeg. His email is DeegM1@cardiff.ac.uk - in your email, please specify that you are a student on the Part-Time Certificate/Diploma/BTh course, studying at St Michael's College. All applications for extensions need to include relevant evidence, usually a doctor's certificate. The earlier you can do this before the deadline, the better. For if your request is refused, you may find you have insufficient time to complete your work.

Compassionate Leave

Compassionate leave is granted for the death of close family member, and, if it is a next of kin, may extend to allowing time to sort out family affairs, as well as the funeral. Students should keep closely in touch with the College through their personal tutor and the Dean of Non-residential Training.

In all cases when compassionate leave is requested, the student must make a separate personal approach to the student support officer at the University. This is an essential prerequisite to the granting of extension for the completion of assignments, essays or exams, should this prove to be necessary. (Requests for last-minute extensions because of problems that occurred several months ago, about which no mention was made at the time, are less likely to be granted)

Recommended Reading

Each module and most parts of the Core Skills programme will have their own reading lists, and you should have received a recommended reading list when you visited the College as a potential student. Here's a reminder of a couple of the suggestions there, and a couple of other useful resources.

If you haven't already read it, then a very good book to help you understand what College is all about is:

Steve Croft and Roger Walton *Learning for Ministry: Making the most of study and training* London: Church House Publishing, 2005

Written jointly by an Anglican and a Methodist, this book covers a lot of ground in discussing the nature of learning for ministry and resourcing people for that task.

To help with journaling and theological reflection:

Frances Ward *Lifelong Learning: Theological Education and Supervision* London: SCM, 2005

Although this book is concerned with the practice of supervision in the context of Christian ministry and theological education, it contains some very useful material on the practice of journaling and theological reflection.

Elaine Graham, Heather Walton and Frances Ward (eds.) *Theological Reflection: Methods* SCM, 2005

This is a much more in-depth look at different approaches to theological reflection which you are likely to encounter through some of the modules you take.

To help with reflection on the nature and practice of Christian Worship, a very useful resource is:

Michael Perham *A New Handbook of Pastoral Liturgy* London: SPCK, 2000

A very useful guide to using the liturgical provision of the Church of England which mostly translates fine into the Church in Wales context.

Resources for reflecting on the experience of living in Christian community:

Dietrich Bonhoeffer *Life Together* London: SCM, 1954

A classic text, drawing on Bonhoeffer's experience as head of a seminary of the German 'Confessing Church'.

Henri J.M. Nouwen *Reaching Out* (various editions)

A contemporary spiritual classic, quoted a couple of times above. Very valuable for relating the personal spiritual journey to the experience of Christian community.

John Ortberg *Everybody's Normal Till You Get to Know Them* Grand Rapids: Zondervan, 2003

From the Willow Creek stable, this is a popular approach to community that draws on the above two texts and many other resources. Plenty of good insights.

Although you're not studying Greek as part of your course, if you would like to get a basic introduction to the language of the New Testament, then the following is worth looking at:

Peter Kevern and Paula Gooder *Exploring New Testament Greek: A Way in* (SCM, 2004)

This aims to give you just enough knowledge to enhance Biblical study at a basic level.

If you are not confident in your academic ability and/or lack experience of academic study, then it's well worth spending time working on your study skills. A good tool for doing this is:

Stella Cottrell *The Study Skills Handbook* (2nd edition) Palgrave Macmillan, 2003

This covers a wide range of important topics: different approaches to learning, skills audit, different forms of intelligence, time-management, learning styles, research, critical and analytical thinking, essay-writing, memory, revision, presentations etc.

Appendix One: Descriptions of Modules

(NB, the order in which you will study these modules will depend on whether you are studying for the Certificate – ie. reader candidates or for the Diploma – ie. ordinands. Those modules which have an asterisk beside them are only studied by Diploma students.)

Believing and Belonging

This student-centred, experience-based module begins the process of helping students to become critical reflective practitioners within the fields of ministry and practical theology. Starting with the personal experience and assumptions of students derived from their own faith journeys and the religious congregations of which they have been a part, the module then moves on to the analysis of a number of other religious and faith communities using a variety of appropriate methods in the context of groupwork. The aim is to identify and examine personal and institutional assumptions that may underpin religious life and involvement, distinguishing between unexamined presuppositions and chauvinism on the one hand and genuine wisdom and insight on the other. This begins the process of developing the skills of analysis and critical insight and the in-depth understanding of one's own and others' traditions that are essential for mature theological reflection.

The Bible in the Contemporary World

This module serves as an introduction to applied Biblical studies. Students are familiarized with the milieu and genres of the Christian Bible and introduced to Biblical criticism and some hermeneutical perspectives. The origins of the canon and some modern language versions of the same are investigated. The use of the Bible in the modern Church is explored.

The Christian Story

This module will provide students with an introduction to traditional methods in historical Christian theology and an historical overview of major movements in the history of the church. It will also provide an introduction to the main themes in the history of Christian thought and the skills necessary for students to be able to present a competently written and adequately structured and argued essay that is accurate and apposite in its use of references and bibliography.

Introduction to Christian Beliefs

This module will provide students with an introduction to a full variety of methods and approaches in the formulation of Christian theology with an historical overview of some of those elements. It will also provide an introduction to the main themes in the history of Christian thought and the skills necessary for students to be able to present a competently written and adequately structured and argued essay that is accurate and apposite in its use of references and bibliography.

Theology and Practice

This level 1 module introduces students to critical reflective practice within the context of Christian ministry. Beginning with a recognition of the student's own experiences and

influences the module explores the nature of practical theology through pastoral case studies and local, national and world events. The application of the Bible and the context of the church community are central elements throughout all discussions.

Introduction to Christian Spirituality

A general introduction to Christian spirituality including an examination of some important themes and an opportunity to explore the way personality, tradition and views of Scripture shape one's approach to spirituality.

Employing the Bible *

The aims and outcomes of this module are directly related to and build upon those of The Level One The Bible in the Contemporary World. Modern Bible critical methods are considered in detail as well as a number of modern hermeneutical perspectives. The process of Biblical exegesis is taught and Biblical critical skills and hermeneutical perspectives are integrated into the end product of exegesis – exposition. The knowledge and skills acquired on this module are applied to set Biblical texts in the expectation that students will complete the module equipped to apply such skills to any kind of Biblical literature.

Pastoral Ministry Placement *

This is a placement based module in which students have the opportunity to explore the practice of Christian pastoral ministry through observation, participation and theological reflection.

Denomination, Dialogue and Distinctiveness *

This module provides an introduction to denominational history. The syllabus investigates the development of significant Christian denominations from the Reformation period to the present day.

Christian Social Ethics *

A study of the bases for Christian Ethics in relation (e.g.) to the Bible, tradition, Natural Law or context, together with a consideration of Christian responses to selected contemporary issues such as abortion, euthanasia, marriage, work, war, ecology.

Christian 'Church' Today *

The module will introduce biblical, traditional and various modern conceptions of Christian 'church', its nature, identity and meaning, as a background for critical analysis in the concepts of 'ministry' and 'mission'. In addition it will introduce biblical, traditional and modern theologies of ministry and sacraments associated with 'church'. The module will also provide a historical background for study of the theology of mission and explore some important modern debates in the field.

Understanding Christian Worship *

This module explores Christian worship from a variety of perspectives, such as theological, historical, social scientific and pastoral. By focusing this exploration on a number of significant issues relating to Christian worship in the contemporary context, the module seeks to deepen students' understanding of the lived and experienced reality of Christian worship today. Such understanding, it is hoped, will be a significant resource for those leading and preparing to lead worship in the course of Christian ministry.

Appendix Two: Learning Outcome Statements (Anglican Ordinands)

Learning outcome statements for <u>ordained ministry</u> within the Church in Wales			
<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
<p>Vocation Be able to speak to their sense of vocation to ministry and mission, referring both to their own conviction and to the extent to which others have confirmed it. Their sense of vocation should be obedient, realistic and informed.</p>	<p>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.</p>	<p>Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a priest within the Church of God.</p>	<p>Demonstrate capacity to bear a public and representative role in ministry and mission, and a readiness to exercise oversight and leadership in their ordained ministry.</p>
	<p>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.</p>	<p>Demonstrate proficiency in a broad range of skills and abilities needed to exercise public ministry and leadership of a local church, and the ability to do this in relatively unsupervised settings. Show developed skills as an effective reflective practitioner.</p>	<p>Demonstrate proficiency in the skills needed to exercise leadership and supervision of others in a position of responsibility by being able to show sophisticated skills as an effective reflective practitioner and the capacity to develop these further.</p>
<p>Ministry within the Church in Wales. Be familiar with the tradition and practice of the Church in Wales and be ready to work within them.</p>	<p>Demonstrate familiarity with the legal, canonical and administrative responsibilities appropriate to the newly ordained and those working under supervision.</p>	<p>Demonstrate working understanding of and good practice in the legal, canonical and administrative responsibilities of those in public ministry with supervised responsibilities.</p>	<p>Demonstrate working understanding of and good practice in the legal, canonical and administrative responsibilities of those having oversight and responsibility.</p>

Learning outcome statements for ordained ministry within the Church in Wales

<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
	Be rooted in corporate worship in the traditions and practices of the 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.	Demonstrate gifts for and proficiency in leading public worship and preaching, showing understanding of and good practice in liturgy and worship in a wide range of settings.	Demonstrate skill in presiding in public worship in the congregation(s) in ways that foster rich corporate worship.
	Demonstrate awareness of the church's roles and opportunities in public life and institutions, and in relation to secular agencies and other faith communities.	Demonstrate working understanding of the practices of Christian ministry in a range of public settings, agencies and faith communities.	Demonstrate ability to take a leading role in working with other partners, representing the church in public life and other institutions, and working with other faith leaders where possible.
	Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners.	Demonstrate engagement with ecumenical working relationships, especially with covenanting partners.	Demonstrate the ability to work ecumenically and to encourage ecumenical co-operation.
Spirituality Show evidence of a commitment to a spiritual discipline, involving individual and corporate prayer and worship. Their spiritual practice should be such as to sustain and energise them in	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.	Demonstrate loving service in the Church, expressed in effective and collaborative leadership, discipleship of Christ, and continued pilgrimage in faith in the Holy Spirit.	Demonstrate loving service in the Church, in personal discipleship, in diaconal and priestly ministry, in collaborative leadership and oversight of others, and in faithful response to the leading of the Holy Spirit.

Learning outcome statements for ordained ministry within the Church in Wales

<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
their daily lives.	Show evidence of a life increasingly formed and sustained by trust in and dependence on the gifting and grace of God.	Show evidence of a life and ministry formed, sustained and energised by trust in and dependence on the gifting and grace of God.	
	Be rooted and growing in a life of prayer shaped faithfully within the demands and disciplines of initial training and the expectations of public ministry.	Be rooted and growing in a life of prayer shaped faithfully within the expectations of public ministry, corporate and personal worship and devotion.	Form and sustain a life of prayer that provides sustenance for the strains and joys of leadership.
Personality and character Candidates should be sufficiently mature and stable to show that they are able to sustain the demanding role of a minister and to face change and pressure in a flexible and balanced way. They should be seen to be people of integrity.	Show insight, openness, maturity, integrity and stability in the face of pressure and changing circumstances.	Show insight, openness, maturity, integrity and stability in the pressure and change entailed in public ministry.	Be able to facilitate and enable change.
	Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability; and demonstrate appropriate development.	Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability in response to a new context of public ministry.	Engage with others to reflect with insight on a personal style of leadership, its strengths and weaknesses in context, and demonstrate appropriate development.
	Exercise appropriate care of self, using the support provided in initial training.	Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks in the context of public ministry.	Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks and facilitate the appropriate care of colleagues.

Learning outcome statements for ordained ministry within the Church in Wales

<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
<p>Relationships Candidates should demonstrate self-awareness and self-acceptance as a basis for developing open and healthy professional, personal and pastoral relationships as ministers. They should respect the will of the Church on matters of sexual morality.</p>	<p>Form and sustain relationships, both with those who are like-minded and those who differ, marked by integrity, empathy, respect, honesty and insight.</p>	<p>Form and sustain relationships across a wide range of people, including in situations of conflict and disagreement, marked by integrity, empathy, respect, honesty and insight.</p>	<p>Show skill and sensitivity in resolving issues of conflict within the church community and the formation of a corporate life in the presence of diversity within that community.</p>
	<p>Demonstrate good practice in a limited range of pastoral relationships, and learn from these experiences.</p>	<p>Demonstrate good practice in a wide range of pastoral and professional relationships.</p>	<p>Demonstrate the ability to supervise others in the conduct of pastoral relationships.</p>
<p>Leadership and collaboration Candidates should show ability to offer leadership in the Church community and to some extent in the wider community. This ability includes the capacity to offer an example of faith and discipleships, to collaborate effectively with others, as well as to guide and shape the life of the church</p>	<p>Demonstrate openness toward and ability to gain from experiences and practices of being supervised.</p>	<p>Demonstrate ability to supervise others in a limited range of roles and responsibilities.</p>	<p>Demonstrate ability to supervise and manage others, both lay and ordained in formal settings of training and practice.</p>
	<p>Demonstrate effective collaborative leadership and an ability to work in teams in a limited range of settings, and learn from these experiences.</p>	<p>Exercise effective collaborative leadership, working effectively as a member of team, as an ordained person.</p>	<p>Demonstrate effective collaborative leadership and the ability to exercise this in a position of responsibility;</p>
	<p>Demonstrate understanding of group dynamics especially in the settings of training, including the use and abuse of power.</p>	<p>Demonstrate ability to use understanding of group dynamics to participate in and lead groups and to reflect with insight on the use and abuse of power.</p>	<p>Show an integration and integrity of authority and obedience, leadership and service that enables the exercise of collaborative leadership.</p>

Learning outcome statements for <u>ordained ministry</u> within the Church in Wales			
<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
community in its mission to the world	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others in the context of training.	Exercise appropriate accountability and responsibility in a new ministerial context.	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others, consistent with a position of responsibility.
	Exercise authority within the settings of the early years of formation and education that enables and empowers others in both personal and corporate lives.	Demonstrate appropriate use of authority in ways which enable and empower others in their mission and ministry, including colleagues.	Show an integration and integrity of authority and obedience, leadership and service that empowers and enables others in their leadership and service.
Mission and evangelism Demonstrate a passion for mission that is reflected in thought, prayer and action. Understand the strategic issues and opportunities within the contemporary culture. Enable others to develop their vocations as witnesses and advocates of the good news.	Participate in and reflect on the mission of God 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.	Participate in and reflect on the mission of God, identifying and engaging in issues of mission and social justice in the context of ministry.	Demonstrate understanding of the imperatives of the gospel and the nature of contemporary society and skills in articulating and engaging in appropriate forms of mission in response to them.
	Engage in and reflect upon practices of mission and evangelism, changing forms of church, and their relation to contexts, cultures, religions and contemporary spiritualities.	Demonstrate engagement in mission and evangelism in a range of contexts, particularly in the local community and in relation to the local church.	Demonstrate an ability to lead and enable others in faithful witness and to foster mission shaped churches.

Learning outcome statements for <u>ordained ministry</u> within the Church in Wales			
<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
	Show understanding of how children and adults learn, and how this is contributing to an ability to nurture others in their faith development.	Demonstrate an ability to nurture others in their faith development.	
	Communicate the gospel in a variety of media demonstrating sensitivity to audience and context.	Demonstrate ability to communicate gospel truth effectively in the context of ministry with different groups in church and community.	Enable others to articulate gospel truths and participate in their proclamation.
Faith Candidates should show an understanding of the Christian faith and a desire to deepen their understanding. They should demonstrate personal commitment to Christ and a capacity to communicate the Gospel.	Demonstrate a growing critical engagement with scripture and the traditions of Christian thought, characterised by faithful obedience and openness to new insights.	Be able to engage confidently with the Bible as text and as holy scripture, as skilled interpreters and communicators in relation to fundamental traditions of Christian thought.	Demonstrate a readiness and openness for a ministry of oversight and vision, expressed in continued study, reflection, openness to new insights, maturity and physical self care.
	Form a life of study and reflection within the demands and disciplines of initial training and the expectations shaped by public ministry.	Form and sustain a life of disciplined study and reflection that sustains in public ministry.	Form and sustain a life of disciplined study and reflection that sustains in leadership.

Learning outcome statements for ordained ministry within the Church in Wales

<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
<p>Quality of mind Candidates should have the necessary intellectual capacity and quality of mind to undertake satisfactorily a course of theological study and ministerial preparation and to cope with the intellectual demands of ministry.</p>	<p>Show how personal commitment to Christ and discipleship is changing in the process of study and formation for ordained ministry.</p>	<p>Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of ordained and public ministry.</p>	<p>Give an account of how personal commitment to Christ is being shaped within the roles and expectations of leadership and oversight of others.</p>
	<p>Interpret and use scripture within limited contexts, showing a secure grasp of exegetical and hermeneutic skills, communicating this in various settings clearly, accurately, critically and openly.</p>	<p>Interpret and use scripture across a wide range of settings, showing developed exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.</p>	
	<p>Demonstrate understanding of the ways in which Christian beliefs and practices have developed in varying historical and cultural contexts.</p>	<p>Demonstrate continued and disciplined engagement with Christian beliefs and practices.</p>	
	<p>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.</p>	<p>Be skilled reflective practitioners, able to exercise wise and discerning judgment.</p>	<p>As skilled reflective practitioners demonstrate ability to energise and enable creative theologically-informed practice.</p>

Learning outcome statements for <u>ordained ministry</u> within the Church in Wales			
<i>At selection candidates should</i>	<i>At the point of ordination candidates should</i>	<i>At completion of IME candidates should</i>	<i>In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should</i>
	Demonstrate growing awareness of and reflective engagement with beliefs, practices and spiritualities of other faith traditions.		Demonstrate ability to develop and sustain dialogue with representatives of other religious traditions.

Appendix Three: Learning Outcomes Statements (Church in Wales Readers)

Learning Outcome Statements for <u>Reader Ministry</u> in the Church in Wales		
<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
Vocation Articulate a basic understanding of Christian lay ministry in its corporate and individual aspects.	Be able to give an account of their understanding of their ministry as a reader within the local and wider Church which is informed by study and reflection.	Be able to give an account of the ministry as a reader within the local and wider Church informed by further study and reflection upon experience.
	Demonstrate competency in a range of skills and abilities needed to exercise authorised lay ministry under supervision by being able to show basic skills as a reflective practitioner.	Demonstrate proficiency in a broad range of skills and abilities needed to exercise authorised lay ministry within a local church and the ability to do this in less-directed settings. Show developing skills as a reflective practitioner.
Ministry within the Church in Wales Be familiar with the tradition and practice of the Church in Wales and be ready to work within them. Show a sensitive appreciation for the distinct language, history and culture of the Welsh Church.	Be rooted in corporate worship in the traditions and practices of the 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.	Demonstrate gifts for and proficiency in leading public worship and preaching, showing understanding of and good practice in liturgy and worship in a limited range of settings.
	Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners of the Church in Wales.	Demonstrate, where circumstances permit, engagement with ecumenical working relationships, especially with covenanting partners of the Church in Wales.

Learning Outcome Statements for <u>Reader Ministry</u> in the Church in Wales		
<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
<p>Spirituality</p> <p>Show evidence of a commitment to a spiritual discipline involving individual and corporate prayer and worship. Their spiritual practice should be such as to sustain and energise them in their daily lives.</p>	<p>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.</p>	<p>Demonstrate loving service in the Church, expressed in collaborative ministerial contexts, discipleship of Christ and continued pilgrimage in faith in the Holy Spirit.</p>
	<p>Show evidence of a life increasingly formed and sustained by trust in and dependence on the gifting and grace of God.</p>	<p>Show evidence of a life and ministry increasingly formed, sustained and energised by trust in and dependence upon the gifting and grace of God.</p>
	<p>Be rooted and growing in a life of prayer shaped within the demands and disciplines of initial training and faithful Christian witness.</p>	<p>Be rooted and growing in a life of prayer shaped faithfully within the expectations of authorised lay ministry, corporate and personal worship and devotion.</p>
<p>Personality and character</p> <p>Candidates should be sufficiently mature and stable to show that they are able to sustain the demands of a public lay ministry. They should be seen to be people of integrity.</p>	<p>Show insight, openness, maturity, integrity and stability in the face of life's pressures.</p>	<p>Show insight, openness, maturity, integrity and stability in the face of life's pressures.</p>
	<p>Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability and demonstrate appropriate development.</p>	<p>Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability in response to a developing lay ministry and service.</p>
	<p>Exercise appropriate care of self, using the support</p>	<p>Exercise appropriate care of self, using the support</p>

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	provided by lay and clerical colleagues.	provided by lay and clerical colleagues.
Relationships Candidates should demonstrate self-awareness and self-acceptance as a basis for developing open and healthy personal and pastoral relationships as ministers. They should respect the will of the Church on matters of sexual morality.	Form and sustain relationships, both with those who are like-minded and those who differ, marked by integrity, empathy, respect, honesty and insight.	Form and sustain relationships across a wide range of people, marked by integrity, empathy, respect and insight.
	Demonstrate an awareness of good practice in some of the pastoral relationships which Christian ministry presents.	Demonstrate good practice in some of the pastoral relationships which Christian ministry presents, with the recognition of appropriate boundaries.
Lay leadership and collaboration Candidates should show potential ability to grow in localised leadership in the Church community and to some extent in the wider community. This ability includes the capacity to collaborate effectively with others.	Demonstrate openness and ability to gain from experiences and practices of being supervised.	Demonstrate ability to act as a creative, responsible and trustworthy colleague. Demonstrate a developing understanding of how power and leadership can best be stewarded to enhance the Church's collaborative ministry.
	Demonstrate effective collaborative ministry and an ability to work in teams in a limited range of settings, and learn from these experiences.	Exercise effective collaborative ministry, working effectively as a member of a team as an experienced lay minister.
	Exercise appropriate accountability and responsibility in faithfully	Exercise appropriate accountability and responsibility in faithfully

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	and loyally receiving the authority of others.	and loyally receiving the authority of others.
	Show developing skills in enabling and empowering other members of the Church in effective witness, service and mission.	Demonstrate appropriate skills in enabling and empowering other members of the Church in effective witness, service and mission.
Mission and evangelism Demonstrate a passion for mission that is reflected in thought, prayer and action. Work in partnership with others to help develop their vocations as witnesses and advocates of the Good News.	Participate in and reflect on the mission of God in the settings in which they are placed.	Participate in and reflect on the mission of God, creatively working with others to build up this mission in the settings in which they are placed.
	Engage in and reflect upon practices of mission and evangelism, changing forms of Church, and their relation to contexts, cultures, religions and contemporary spiritualities as appropriate to their calling and the context of their ministry.	Demonstrate engagement in mission and evangelism in a range of contexts appropriate to their calling and the context of their ministry.
	Show understanding of how adults learn with evidence that this is contributing to a growing ability to nurture others in their faith development.	Demonstrate a competent ability of nurturing others in their faith development.
	Communicate the gospel in a variety of media demonstrating sensitivity to audience and context.	Demonstrate ability to communicate gospel truth effectively in the context of ministry with different groups in church contexts.
Faith Candidates should show an understanding of the	Demonstrate a growing basic engagement with scripture and the traditions of Christian thought within	Be able to engage confidently with the Bible as text and as holy scripture, as skilled

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<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
Christian faith and a desire to deepen their understanding. They should demonstrate personal commitment to Christ and a capacity to communicate the Gospel.	contemporary culture, characterised by faithful obedience and openness to new insights.	interpreters and communicators in relation to fundamental traditions of Christian thought.
	Form a life of study and reflection within the demands and disciplines of initial training.	Form and sustain a life of disciplined study and reflection that sustains public lay ministry.
	Show how personal commitment to Christ and discipleship is changing in the process of study and formation for authorised lay ministry.	Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of authorised lay ministry.
<p>Quality of mind</p> <p>Candidates should have the necessary intellectual capacity and quality of mind to undertake satisfactorily a course of theological study and ministerial preparation to certificate level (1st year of a degree) and to cope with the intellectual demands of ministry.</p> <p>Candidates should have sufficient computer and internet-related skills to engage with contemporary non-residential training.</p>	Interpret and use scripture within limited contexts, showing a basic grasp of exegetical and hermeneutic skills, communicating this in various settings clearly with reasonable accuracy and an awareness of the insights of critical study of the texts.	Interpret and use scripture showing growing exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.
	Demonstrate a basic understanding of the ways in which Christian beliefs and practices have developed in varying historical and cultural contexts.	Demonstrate continued and disciplined engagement with Christian beliefs and practices.

Learning Outcome Statements for Reader Ministry in the Church in Wales

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
	Demonstrate basic skills as reflective practitioners who are able to engage across the spectrum of Christian tradition in ways that inform personal practices and which enable others to learn and explore.	Be skilled reflective practitioners, able to exercise appropriate wise judgement formed by the practice of supervision.
	Demonstrate basic awareness of and respect for beliefs, practices and spiritualities of other faith traditions.	Demonstrate basic awareness of and respect for beliefs, practices and spiritualities of other faith traditions.