



Non-Residential Personal Tutor Handbook 2011/12



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Welcome

Thank you for agreeing to be a personal tutor. A student's relationship with their personal tutor is perhaps the most important element of ministerial formation and we will explore this further later on. The purpose of this handbook is to help you understand the role of a personal tutor better and give you the practical information necessary to complete the task well.

We hope it will answer most of your questions and provide a one-stop-shop to finding out things that you need to know. However, please do not hesitate to contact either me or Ruth Russell-Jones, the Course Administrator, if you have any questions.

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Being a Personal Tutor

What is a personal tutor?

Training is a demanding time for all students, whether preparing for ordination or reader ministry and the personal tutor provides the “front line” support for a student during their time in college, usually two years part-time for readers and three years part-time for ordinands. Personal tutors help students integrate the learning from the separate elements of the course: placements, core skills and academic study and assess the student’s readiness to exercise the ministry to which they have been called through the annual reporting process. It is also sometimes important to provide study skills support, particularly for those new or returning after a long break from university study.

Your role as the personal tutor is to:

- examine with your tutee how they integrate the different elements of the course, i.e., academic study, skills training and spiritual and vocational development.
- work with them on their portfolio – they will receive guidance and a handbook about this
- monitor their academic performance and be prepared to offer appropriate support or direct them to the relevant module tutor
- discuss with them the development of their vocation and public spiritual life
- explore with them their preparedness for public ministry including their reflections on the Core Skills for Ministry programme and their placement.
- offer pastoral care
- Assist with the writing of an annual report for the appropriate Church authorities which discusses either their suitability for public ministry or whether they should continue in training

NB. Where the candidate is required to submit a reflection on their annual placement to obtain university credits the personal tutor will also be an important support for them as they write this.

You should meet with your students **twice a term** in the Autumn and Spring terms and once in the summer term. New students are given their tutors details over the summer and it is then their responsibility to contact you to arrange the first tutorial meeting. A student will usually have the same personal tutor for the entire time of training.

Which Academic Programme?

St Michael's is involved in two different forms of non-residential training, though the two sets of students meet from time to time for shared worship, learning, and fellowship. The two courses are:

- Our traditional programme for ministerial training only, which is taught at three centres, St Michael's, the University of Wales Trinity Saint David, and Gladstone's Library Hawarden.
- The Education for Discipleship and Ministry programme, in which we work alongside the St Seiriol's Centre and which incorporates their *Exploring Faith* programme.

The traditional programme is being phased out in Trinity St David and Gladstone's Library, and is being replaced with the new Education for Discipleship and Ministry programme in the dioceses of St Davids and St Asaph. New candidates in the dioceses of Llandaff, Monmouth and Swansea and Brecon will continue to be taught using the traditional programme this year.

In dioceses using the Education for Discipleship programme, the Diocesan Course Director is a key person in the candidate's training and should be kept informed of any important developments.

You can download the student handbook for either programme from the St Michael's website. Handbooks will soon be available by clicking from the website without a password but for the time being please go to www.stmichaels.ac.uk/handbook and use the following:

Username: handbook
Password: hand! [don't forget the !]

Expectations of a personal tutor (Job Description)

Personal tutors should work to the following job description:

1. Tutors are to meet with students twice a term. This should be for approximately one hour and at a location selected by the tutor.
2. The tutor's main role is supervisory but should also offer pastoral care to the student as necessary. If there are any particular circumstances which affect the student's ability to undertake the course the Dean of Non-Residential Training (and, if appropriate, the Diocesan Course Director) should be informed as soon as possible.
3. The tutor should monitor the student's academic performance and be prepared to offer appropriate support or direct the student to the relevant module tutor.
4. The tutor should discuss with the student the development of their vocation and their public spiritual life. This is not to trespass on the role of a spiritual director, and tutors should encourage students to work with such a person, but to be sure that students are aware of the disciplines of their tradition.
5. The tutor should discuss the student's preparedness for public ministry including their reflections on the provincial and diocesan elements of their programme, on their placements, and where appropriate on their work with their Local Training Group.
6. The tutor should identify any areas of especial concern and discuss these with the student and, when appropriate, the Dean of Non-Residential Training (and if appropriate the Diocesan Course Director).
7. The tutor should discuss with students how they integrate the different elements of the course, i.e., academic study, skills training and spiritual and vocational development.
8. The tutor writes an annual report for the appropriate Church authorities which discusses either the student's suitability for public ministry or whether they should continue in training. This report must be written in accordance with the timetable required by the College. It is expected that tutors attend a student review day in preparation for the report writing. The report is discussed with the student, who may comment upon it, prior to being sent to the churches.
9. The tutor will attend consultation/ development meetings organized by St Michael's College. These are normally twice per year for half a day.

Key expectations therefore are:

- ✓ Meet twice a term with your student and offer a high quality tutorial experience.
- ✓ Prepare the annual report on your student in line with the college process.
- ✓ Attend personal tutor consultations.

Personal tutor support and development

The Dean of Non-Residential Training is always happy to talk to personal tutors about individual students or more general issues about the tutorial or reporting process.

A more formal opportunity to meet other personal tutors, reflect on the process and receive updates and training is offered by the college twice a year, usually for 2hrs. Personal tutors are asked to make attendance at these meetings a priority as it is when the college shares important information about course developments relevant to your students.

Personal tutors are also encouraged to consider taking part in supervision training offered by St Michaels and others. Please contact Stephen Adams, the dean of ministry, for more information (sa1@stmichaels.ac.uk).

The Tutorial Year

Annual checklist

The purpose of this checklist is to highlight key tasks and important areas of formational development which should be covered in tutorials as the year progresses.

Autumn Term

- Arrange 1st tutorial with student
 - First tutorial (October) areas to cover:
 - Placement
 - check initial arrangements in place, including, where appropriate the setting up of a Local Training Group.
 - discuss hopes, fears and goals
 - Academic study
 - any issues or concerns that need to be addressed
 - main learning goals for the year?
 - College life (new students)
 - experience of settling in & initial perceptions (new students)
 - Prayer & Worship devotion
 - any issues (continuing students)
 - discuss students pattern of worship and personal devotion
 - Pastoral
 - any concerns / issues you need to be aware of.
 - Spiritual direction
 - ask if director is in place (you do not need details)
 - Work/Life balance
 - what challenges are anticipated? How will they be met?
 - Portfolio
 - check that work has started/resumed on this.
 - discuss initial reflection (new students)
 - Arrange subsequent tutorials
 - Arrange to assess sermon
- Second tutorial (late November) focus on portfolio:
 - New Students
 - make sure they understand process
 - review progress made on accumulating evidence
 - also check there are no problems with placement/study
 - Returning Students
 - review progress being made, you could ask:
 - what sort of evidence have you been included?
 - are there types of evidence not being used?
 - which areas are strongest?

- which areas are weakest?
- which areas are priorities for development? and how?
- Third tutorial (January)
 - Placement - what is being learnt ?
 - any difficulties?
 - Academic study - any issue that need to be addressed?
 - what is being learnt? – any challenges or new insights?
 - Training community - what is being learnt through being part of student body?
 - Prayer & Worship - any issues with devotional pattern?
 - Pastoral - any concerns / issues you need to be aware of?
 - Portfolio - check on progress.
 - Work/Life balance - any issues
- Receive copy of self-assessment from student in February
- Fourth tutorial (By 24th February)
 - Self Assessment - Discuss with student.
 - Placement - Identify key points of learning from placement.
 - Ensure this is recorded in portfolio.
 - Portfolio - review progress made during the year asking:
 - what sort of evidence has been included?
 - are there types of evidence not being used?
 - which areas are strongest?
 - which areas are weakest?
 - which areas are priorities for development? and how?
- Write report and attend student review day 27/28/29 March (3 venues)
- Fifth tutorial (April)
 - Portfolio - Make sure regular additions are being made
 - Academic study - Check everything is OK for May submission of work.
 - Next Year - Identify priorities for learning and development
 - (returners)
 - reflect on course experience (leavers)

Tutorial Meetings

The role of the tutorial in student formation

We cannot force the process of spiritual and vocational formation in a student, nor would we want to, but we can provide the environment, resources and support to enable this to happen. The primary support for this comes from tutorials and the tutor needs to ensure that the student has the opportunity to reflect in tutorials on the various parts of the course, see the connections between them and apply these to

their developing understanding of what it means to be and do the work of the ministry to which they are called.

Some students find this process easier than others and the tutor needs to find an approach which works for the individual. A good starting point is reflection on how the different experiences provide evidence for their portfolio but beware of the danger of becoming too focused on individual criteria and remember to ask more holistic questions which allow students to articulate their formational “journey” on the course and recognize the continuing development of their vocation.

It is worth noting that the focus of tutorials is on this process of reflective development and pastoral care. Your role is not one of spiritual director or therapeutic counsellor, although you should ensure, in consultation with the Dean of if necessary, that students have access to these if needed.

The first tutorial with a new student

Most students will be nervous of meeting their tutor for the first time and may still be fairly bewildered about the entire course. Please spend time getting them to relax, offer coffee if you would normally do so for pastoral conversations and share a bit about who you are, although a long list of degrees and publications may have the opposite effect to the one you are trying to achieve! Ask them a bit about themselves, what they do, who their immediate family are, their recent faith journey and experience of church etc. This provides you with useful background and them the opportunity to talk with you about things they are confident to discuss before moving on to the areas identified in the annual checklist above for first tutorials. It is also important that the boundaries of the tutorial relationship are made clear during this meeting.

Tutorials usually last 1hr but this first tutorial often takes a bit longer but should not exceed 2hrs.

Running a successful tutorial

The following checklist offers some advice on running a good tutorial:

- ✓ Keep to time.
- ✓ Make sure your questions are relevant (see below).
- ✓ Make sure you cover the ground necessary, having thought about it beforehand.
- ✓ Allow students to lead the conversation but not side-track it.
- ✓ Meet in a comfortable, warm (but not hot) room.
- ✓ Don't avoid difficult or challenging questions.
- ✓ Recognize the rhythm of the tutorial; students are likely to be most engaged and receptive about 20 minutes into the hour. Think about the opening questions to relax the student and re-engage them in the learning process and those of slightly less significance you can use to end the session.

- ✓ Remember this is the students time, sharing your experience can be helpful in small quantities but the focus should be on what they have been doing and thinking rather than you as tutor.
- ✓ Tutorials are a form of supervision and like most supervision processes work best when the supervisor is also supervised.

Asking good questions

In an effective tutorial, the tutor speaks for perhaps 10% and certainly not more than 20% of the time and this is primary to ask student questions which encourage them to reflect and move their thinking forward. The key to being most useful to a student is to ask the right questions in the right order. This is a skillful process, learnt through practice, but based on careful and attentive listening to what the student is actually saying.

Some things to think about when you ask questions:

- ✓ Ask questions that require extended responses rather than yes/no answers.
- ✓ Focus on asking divergent (many correct or unknown answer) questions rather than convergent ones (which have a single or limited number of responses).
- ✓ Ask questions that require students to give both “thinking” and “feeling” answers, particularly if they have a strong MBTI preference to one or the other.
- ✓ Consider how your question follows on from the student’s previous answer. Does it encourage reinforcement of the point made, reconsideration of the point made, critical engagement with the point made or move the conversation on to a new point – all of these have their value.
- ✓ Don’t avoid asking difficult or challenging questions. These are sometimes important for learning, both in terms of enabling students to deal with difficult content but also in terms of practicing the process of handling such questions in their future ministry.
- ✓ Wait at least 20-30 seconds before rephrasing the question and never answer your own question.
- ✓ Offer praise for a good or thoughtful answer

Respecting boundaries

It is important that the student understand the boundaries in which the tutorial process operates and it is helpful to make these explicit during the first tutorial.

Three boundaries are particularly important:

Role

Make sure that the student understands that the primary focus of the tutorial relationship is in learning and pastoral care. In some ways this is analogous with the relationship between a parishioner and their priest but with the added focus on reflection to enable ministerial learning and formation. This relationship is not about spiritual direction or therapeutic counselling and the tutor has a responsibility to ensure it does not stray into these areas.

Confidentiality

Tutors abide by a code of corporate confidentiality. All ordained and lay members of the tutorial staff are bound by this but a student should understand that if a confidential matter is shared with a tutor that confidentiality is potentially kept corporately within the staff group, not with the individual tutor. Students should also understand that reports have to take into account all aspects of students work and development known to the tutor. In the event of allegations relating to child protection issues, or illegal activity, the tutor may pass this information on to others outside the staff group and has a responsibility to take the appropriate action.

Lone Working

For the protection of both tutor and student and to model good ministerial practice, tutors are expected to follow as closely as possible the college lone worker policy. This stipulates that staff will endeavour not to be alone in a building with a student and to operate an “open door” policy when conducting tutorials (i.e. the door to the room should be left ajar even if confidential information is being discussed). We recognise that this is not always easy for non-residential tutors but would encourage you to look for creative solutions when arranging meetings which follow the spirit of this policy, e.g. the use of a local café.

Record Keeping

It is good practice to keep a short record of each tutorial meeting in a format you feel comfortable with. These should be treated as confidential and stored appropriately. If requested, these notes should be shown to your student in line with good data protection practice.

Portfolio

What is portfolio and why is it useful

The student portfolio handbook states “Ministerial formation is a rich and complex process in which many strands weave together to form you as a Christian minister. That part of the process which takes place during your time in training is a small but

important part of a much bigger process which began long before formal training and will continue long after. Many of the resources that will sustain you in ministry – the skills, personal qualities and knowledge required of those in the public ministry of the Church – have been gained through your previous life experience and will be developed in the course of the actual practice of ministry.

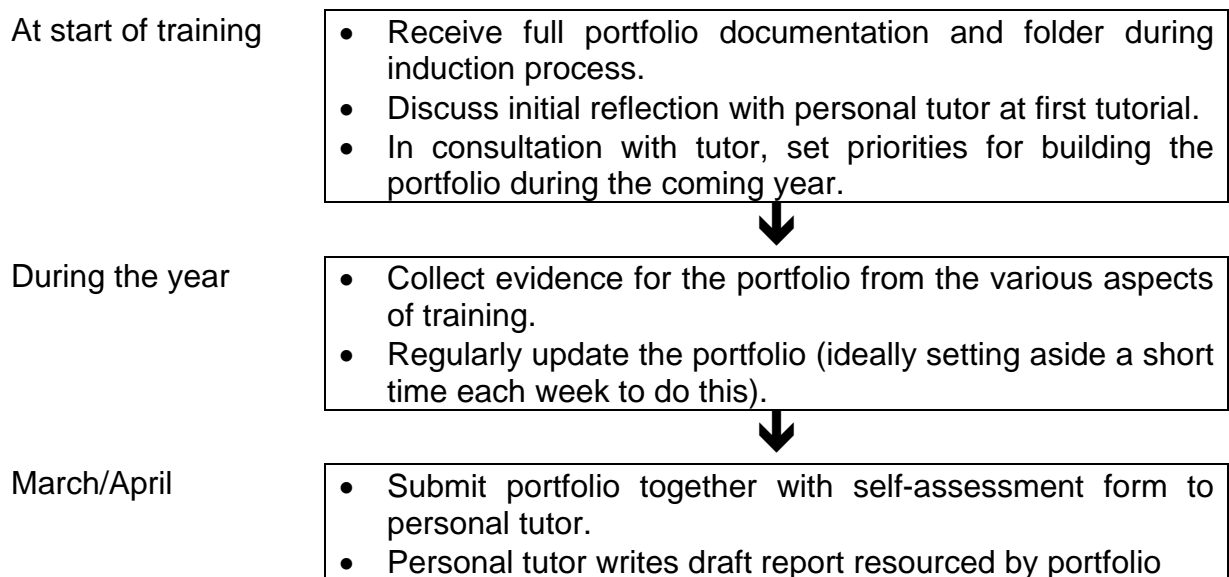
Nevertheless, the period in initial training is a very significant one, and it is important to have some way of demonstrating that the process of formation is progressing according to set criteria. The ministerial formation portfolio is designed to do just that and there are three key reasons for using this tool:

1. It is a valuable way of explicitly incorporating previous life experience into the process of formation. The ‘outcomes’ in the portfolio can be evidenced by references to the skills, qualities and knowledge that you have gained through this experience.
2. It enables you and the College staff responsible for reporting on your progress to see how the different elements of training are working together to prepare you for the public ministry of the Church.
3. It offers a resource for reflecting on your ongoing ministerial development in the context of the practice of ministry.

In other words, the portfolio is there to encourage a holistic evaluation of your formation as a Christian minister before, during and after a formal period of initial training.”

Helping a student develop their portfolio

The process a student uses for developing their portfolio is as follows:



The tutor's role is to support them in doing this, while avoiding the temptation to do the work for them. The portfolio also provides the evidence you need that students are working towards meeting the required learning outcomes of ordination or reader training.

The portfolio itself is a ring binder given to each student during induction into which they place the evidence that they have met the relevant learning outcomes. It also contains a record sheet for each outcome so a tutor can see at a glance what evidence is being presented. This is particularly important as one piece of evidence may be being used for one than one outcome. Experience suggests that the most straightforward way of keeping the portfolio is by numbering the documents included and using these numbers on the record sheet.

The area of working with portfolio which is often most problematic for students is understanding what actually constitutes evidence and it is worth making sure you are clear about this before speaking to your students. The student's portfolio documentation explains evidence in the following way and examples:

“What sort of evidence might you be able to use to evidence the outcomes? Here are some possible sources:

- References or letters of commendation from friends or colleagues
- Reports and other documentation from the selection process
- E-mail correspondence
- Certificates of courses attended and passed
- Work submitted for courses
- Journal extracts or other forms of reflection that you have written
- Notes of skills, qualities and knowledge you have gained from experience
- Entries from a blog that you write

We recognize that some of the outcomes are not easy to evidence but we think this is better than more straightforward outcomes that might encourage a 'tick-box' approach. It is not necessary to provide hard incontrovertible evidence for everything in the portfolio. In some cases all that can be shown is an element of self-awareness about your strengths and weaknesses in certain areas.

It will be easiest to explain what we are looking for by giving some examples ...”

The first column contains the learning outcome.

Portfolio Example:

| | |
|--|--|
| <p>Personality and character</p> <p>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.</p> | <p><u>Student 1</u></p> <p><i>Where you are now</i></p> <ul style="list-style-type: none"> ▪ <i>My management role in a business environment for the last 5 years required me to lead the organisation through a substantial re-organisation to meet new challenges and opportunities. This required both openness to change, understanding of processes of change and an ability to work under pressure. (See employer's reference, Doc 1; and my reflection on the experience, Doc 5)</i> ▪ <i>My selection report commented on my integrity as seen both in my contribution to group discussions and in comments of my referees. (Doc 4)</i> ▪ <i>A reference from my parish priest comments on my maturity in approach to PCC membership. (Doc 3)</i> |
| | <p><i>Areas and opportunities for development</i></p> <ul style="list-style-type: none"> ▪ <i>The experience of change management referred to above, although handled effectively at the time, led to a period off work with stress (see Doc 5). I need to find mechanisms of addressing such pressures in future before they get too much.</i> |
| | <p><u>Student 2</u></p> <p><i>Where you are now</i></p> <ul style="list-style-type: none"> ▪ <i>As a carer for my own 3 children and up to 3 foster children, sometimes taken on at very short notice, I cope with pressure and change on a daily basis. (See e-mail correspondence with a good friend about one particular example, Doc 1)</i> ▪ <i>The need to relate to my own children and those for whom I care for short periods requires a high degree of integrity in my approach to parenthood and foster care. This quality was noted by a recent social services inspection (Doc 3).</i> |
| | <p><i>Areas and opportunities for development</i></p> <ul style="list-style-type: none"> ▪ <i>The pressures of life at home have sometimes meant that I lack patience in other contexts. I have occasionally lost my temper with those in Church who see things differently from me. See Doc 4 for a recent journal entry I wrote about one such experience and the way I dealt with it afterwards. I hope that College may give me opportunities to learn greater patience with those of differing views.</i> |

NB These examples show that the portfolio documentation itself should be confined to fairly brief overviews, with longer discussions being included as reflections in other documents.

The learning outcomes for Ordinands

The full set of learning outcomes for Ordinands are contained in Appendix 1.

The learning outcomes for Readers

The full set of learning outcomes for Readers are contained in Appendix 2.

Preaching

Student preaching and the personal tutor's role

Assessed preaching is seen as an important part of the course. Ordinands are expected to preach four times during each year of training and Readers four times in their first year and twice in their second year of training. Each of these preaching opportunities is assessed either by the placement incumbent, or by the College of Preachers' 360° method, involving the congregation, or on one occasion each year by their personal tutor.

Your assessment may either take place in the placement church or as part of a service you are conducting in your own parish. If at all possible you should arrange to meet with the student and discuss the sermon before it is delivered. The student will then provide you with a copy of the sermon evaluation form, which should be completed and discussed with the student as soon as possible after delivery.

The tutor assessed sermon may take place on any mutually convenient Sunday between October and March but the date should be arranged early in the year to enable the student to make arrangements with their placement parish either for you to be present or them to be absent.

More generally, it is appropriate to explore with students how their preaching is developing as part of tutorial conversations.

Assessing sermons and providing feedback

The sermon report form provides details of the areas on which we would like you to provide feedback from students and you should familiarize yourself with these before listening to the sermon.

Please consider beforehand if you are going to take notes during the sermon itself, by and large we would discourage this so that you can "experience" the sermon as delivered and the student should give you a copy of it on the day. However it is as important to ensure you capture the information you need to feed back effectively, so do make notes if necessary.

You will be asked to assess the sermon in the context it is being delivered, please make that the comments you make to the student reflect this. The academically erudite sermon is not a good sermon if the congregation doesn't understand it and illustrations should be relevant to the age and interests of the congregation. This is particularly difficult if the assessed sermon needs to take place in your church where the student may not have been before. If this is the case, please help them understand the congregation at the preparation stage.

A sermon is not a poor sermon because it expresses a different theology from the assessors but is, if in the expression of that theology, it alienates the congregation.

Please be prepared to help students understand how to deal appropriately with theological difference when preaching.

Feedback should always highlight the strengths as well as the weaknesses of the sermon. As a general rule, feedback works best on the basis of three positives to one point for development. It is important, particularly for points of development, to be as specific as possible.

Study Skills

Many students come to the course with little recent experience of study in higher education. For many this is as a source of some anxiety and personal tutors should make sure they discuss this at the first tutorial and support offered. Clearly you cannot do the work for a student but you can help them understand the process of research and writing assignments.

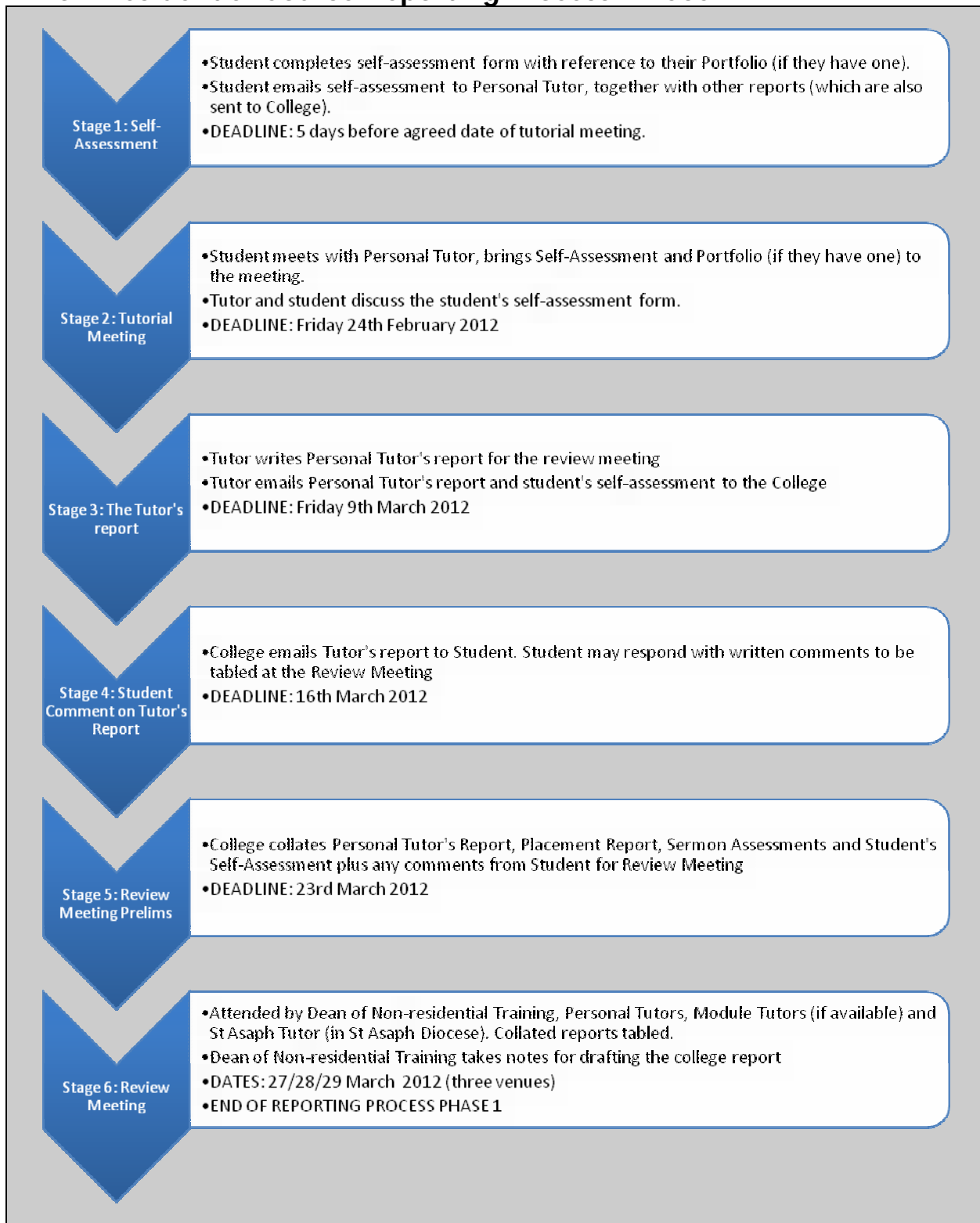
More rarely, the tutorial conversation may raise a more serious learning need such as dyslexia. When this is suspected, the student should be encouraged to contact the Dean of non-residential training to discuss the support Cardiff University will offer.

As part of the induction program each student will have had the opportunity to think about their personal learning style and how to write an essay. They are encouraged to obtain a copy of Cottrell S. (2008) *The Study Skills handbook*. 3rd Ed. London, Palgrave, which contains a good introduction to all aspects of study. They are also given a copy of the course study skills handbook and tutors are encouraged to refer students to these documents as part of the support process.

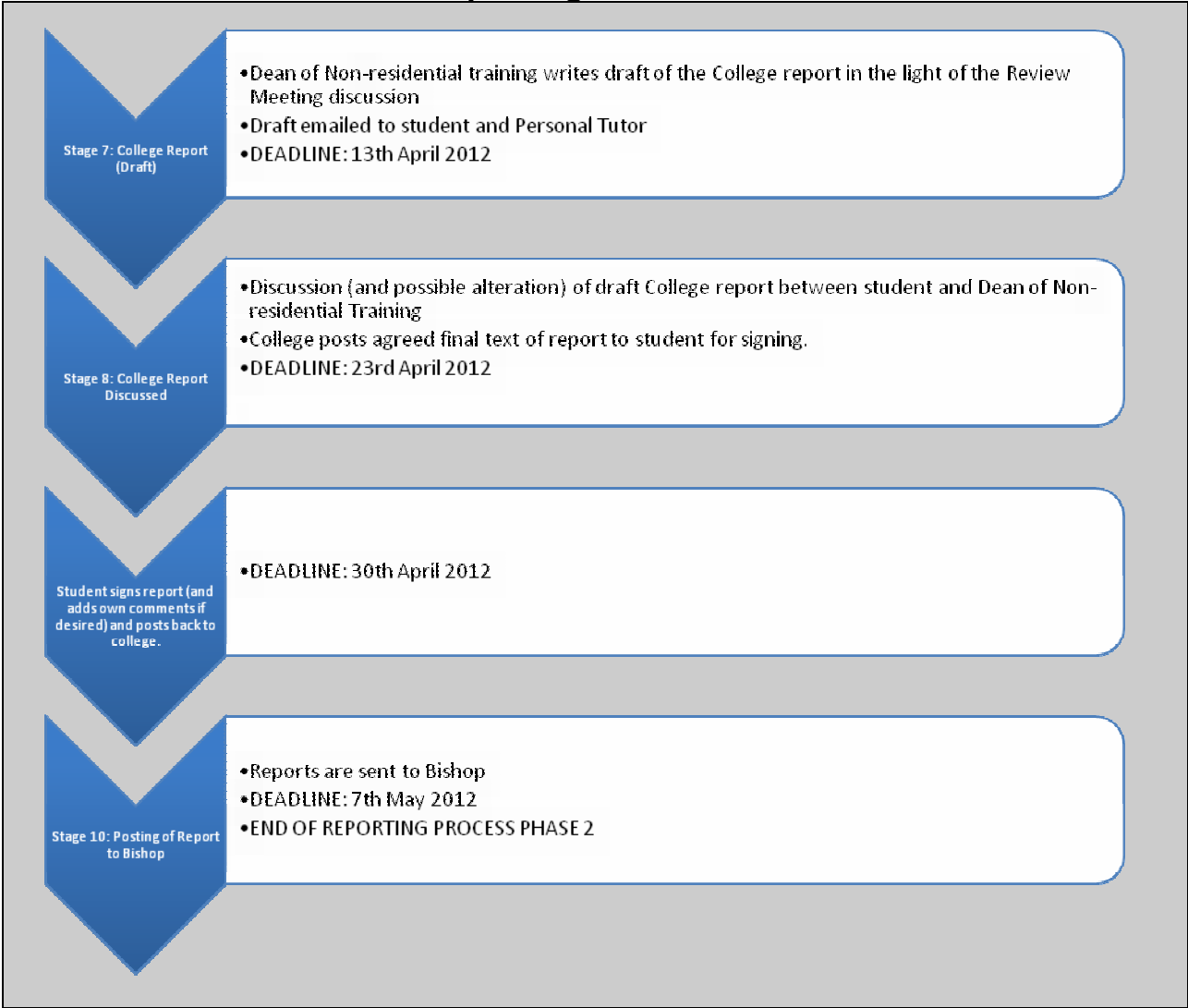
If you have a student who is particularly struggling, or you do not feel confident in offering support in this area, please contact Luke Curran who can help.

Reporting

Non-Residential Course Reporting Process: Phase 1



Non-Residential Course Reporting Process: Phase 2



Collecting and understanding evidence

Reports should be evidenced based. The student should provide you with their self-assessment and portfolio. The course administrator will provide you with copies of the sermon assessments and placement report. Your report must be based on these documents, supplemented by information from your tutorial conversations.

When reading these documents you are looking for patterns and recurring themes, plus points identified for development. These will form the basis of your report. The student review day will provide you with the opportunity to discuss the things you have identified with the dean of non-residential training.

Writing your report

The reports are written under a set of standard headings related to the headings used in the learning outcomes and portfolio:

- Personality, character and relationships
- Faith, vocation and spirituality
- Quality of mind and theological learning
- Ministry within the Church in Wales, mission and evangelism, leadership & collaboration.
- Further training needs

Please write clearly and concisely. Reports are usually about 2 typed sides of A4 in length. The course administrator will provide you with an electronic template to use for the report. Please do not alter the formatting or headings.

It is appropriate to quote from a student's self-assessment or reports to illustrate your points.

Dealing with difficult issues

It is important that the report is as honest as possible; it will be read by the DDO/Warden of Readers and usually by the bishop. It will form the basis of their assessment of the suitability of the candidate for licensing or ordination.

This sometimes means that the report needs to contain significant concerns. These need to be expressed as clearly as possible, backed by evidence from the students assessments and reports, and while this should be done sensitively, the report is an assessment not a pastoral document. Please do feel free to consult the dean of non-residential training on specific wording.

You will then need to discuss the draft with the student. This may be a difficult conversation and illustrates the importance of raising concerns early in the year so that the student has the opportunity to address the issue before the reporting stage. It is always far better to be able to report on a resolved concern than an unresolved one.

Useful Information

The Course

Structure

Students are expected to complete:

- Academic modules (either through the Cardiff programme or through the education for discipleship programme.
- A programme of practical training: either
 - the St Michael's Core Skills programme in conjunction with their placement, or
 - Their placement, supported by the Local Training Group
- A programme of provincial formation normally based on an autumn residential weekend and a week-long summer school.

Readers study for two or three years part-time and ordinands for three or four years part-time, according to the programme of study.

During training all students are expected to attend worship regularly and follow a pattern of daily prayer.

Academic modules

These vary according to which course the candidate is following. Details can be found in the relevant course handbook

Placements

Placements are explained as follows in the student handbook, please ask the course administrator for a copy of the placement handbook if you would like further information:

Readers

For your placement, you are normally attached to your home church, where your incumbent will act as your *placement supervisor*. You will remain on placement here for most of your two years of training.

However, in your second year, we will ask you to arrange a 4-week long 'short

Ordinands

You will have a different parish placements in each of your three years of training. At each of these, you will have a *placement supervisor* who is normally the incumbent of the church, a chaplain or senior line-manager (if not a church placement)

At some stage, one of these placements

parish project'. This involves choosing a nearby church that significantly differs, either in churchmanship or social make-up from what you have been used to. This is an opportunity for you to experience something different, and to learn from it.

You will spend 15 Sundays 'on duty' on placement in each year.

You will be expected to preach four times in your placement parish between September and March of your first year, and twice (including once in your short parish project) in your second year. In addition, in your second year you will carry out an assessed task of working with a small group, normally within your placement parish.

will be in a church which differs from your own, either in churchmanship or social make-up. This is an opportunity for you to experience something different, and to learn from it.

You will spend 15 Sundays and 15 evenings or half days each year 'on duty' in your placement church. Usually this is divided between the two semesters.

You will be expected to preach four times in your placement parish, between September and March each year. You will also be expected to lead parts of the liturgy when and where this is appropriate.

Library Provision

Students sometimes find it difficult to access the books necessary to complete their assignments. It is therefore worth tutors knowing what is available to the student so they can guide them in the right direction.

All students are registered to use the St Michael's College library. Books may be borrowed by post as well as in person and postage out is free. The catalogue will be online shortly. The college information officer also provides a full enquiry service ranging from indicating if a book is available in the library to offering specialist help in identifying books, journals and online resources for specific assignments.

Students are also registered to use the Cardiff University library which also offers a postal borrowing service. They are also, on application to the information officer, entitled to a SCONUL card which will allow them to borrow books from an academic library near them. This is particularly important for students at Trinity and Glyndwr. We are currently developing arrangements for libraries at these institutions to hold copies of at least core module texts.

Course Staff

The Dean of Non-residential Training

Paula Yates

Email – paula.yates@stmichaels.ac.uk; telephone – 029 2083 8006.

The Course Administrator

Ruth Russell-Jones is available most weekdays between 9.30am and 4.30pm to help with any questions you may have to do with the running of the course, the progress and

welfare of the students or the arrangements you need for your teaching. Her contact details are: email – ruth.russell-jones@stmichaels.ac.uk; telephone 029 2083 8077.

Deputy Director of Non-Residential Training

Luke Curran helps run the non-residential course alongside the Dean and has a particular responsibility for Methodist candidates for the presbyteral ministry. He is a specialist in adult education and teaches various modules. His contact details are: email – luke.curran@stmichaels.ac.uk; telephone 029 2083 8072.

Course Directors

Course Directors take a major responsibility for the course in dioceses where the Education for Discipleship programme is being used to train people for selected ministries.

Rhiannon Johnson (St Davids) email - rhiannon.johnson@tesco.net; telephone 01437 781279

Manon Parry (St Asaph): email – manon.parry@stmichaels.ac.uk; telephone 01492 516728.

Information Officer

Anna Williams runs the library service and works with all College staff, tutors and students. She is available from 9.00 to 4.30 on weekdays and also on Saturdays whenever there is a Non-Residential course based at St Michael's College. Her contact details are: email – anna.williams@stmichaels.ac.uk; telephone 029 2083 8074.

Procedures for difficult or failing students

Introduction

It is important to raise concerns as soon as possible with the Dean of Non-Residential Training, who will offer advice on what should be done. Initially this may involve informal conversation but in serious or systemic cases the colleges formal procedures outlined below will be used. Where appropriate the Diocesan Course Director should be kept informed

Formational Review

If there are concerns about the process of a student's formation for ministry, then a formation interview 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. In the case of students following the Education for Discipleship programme this is the Diocesan Course Director. 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 on the college website. The Principal

reserves the right to implement Disciplinary Procedures when he believes that conduct is unbecoming of an ordinand/sponsored candidate.

Student disciplinary procedures

Disciplinary issues that will lead to a disciplinary procedure are as follows:

- bad behaviour, such as fighting or drunkenness
- poor work performance
- harassment or victimisation
- misuse of College facilities (eg email and internet)
- poor timekeeping
- unauthorised absences

Acts of gross misconduct that may warrant summary dismissal include:

- theft or fraud
- physical violence, bullying or offensive behaviour
- deliberate damage to property
- misuse of the College's property or name
- inappropriate use of the internet or computer misuse
- bringing shame on the College
- alcohol or drug use affecting work
- causing loss, damage or injury through serious carelessness
- a serious breach of health and safety rules
- a serious breach of confidence

Dealing with disciplinary issues

When a potential disciplinary matter arises, the facts of the case will be established promptly before memories of events fade. A record will be kept for later reference. Having established the facts a decision will be made whether to drop the matter, deal with it informally or arrange for it to be handled formally.

Cases of minor misconduct or poor performance will normally be dealt with informally. In situations where matters are more serious or where the informal approach has been tried but is not working then formal action will be taken by using the following disciplinary procedure.

All written records of the disciplinary process will be treated as confidential and kept in accordance with the Data Protection Act 1998.

Disciplinary procedure

Step 1

Statement of grounds for action and invitation to meeting

- The Principal will set out in writing the student's alleged conduct or characteristics, or other circumstances, which led him to contemplate dismissing or taking disciplinary action.
- The Principal will send the statement to the student and invite the student to attend a meeting to discuss the matter.

Step 2

The meeting

- The meeting will take place before action is taken, except in the case where the disciplinary action consists of suspension.
- The meeting must not take place unless:
 - 1- the Principal has informed the student what the basis was for including in the statement under Step 1 the ground or grounds given for it; and
 - 2- the student has had a reasonable opportunity to consider their response to that information.
- The Principal and the student must take all reasonable steps to attend the meeting.
- After the meeting, the Principal must inform the student of his decision and notify him or her of the right to appeal against the decision if they are not satisfied with it.

Step 3

Appeal

- If the student wishes to appeal, he or she must inform the Principal.
- If the student informs the Principal of his or her wish to appeal, the Principal must invite them to attend a further meeting.
- The appeal meeting need not take place before the dismissal or disciplinary action takes effect.
- The Chair of the Trustees or a person nominated by him/her will hear the appeal.
- After the appeal meeting, the student must be informed of the final decision.
- The student's sponsoring church/ diocese will be informed of the decision.

Methodist Student Ministers

Methodist student ministers are under the oversight of the Wales Training Network Oversight Committee. The Principal will take the steps described above in conjunction with the Methodist Oversight Tutor and the Oversight Committee. The ultimate decision in disciplinary matters rests with the Oversight Committee. A paper giving full information on the procedures of Oversight Committees is available from the Connexional Team and on the Methodist Church website.

Appendix One: Learning Outcome Statements (Ordinands)

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| <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> | 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. | 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. | 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. |
| | 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. | 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. | 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. |

¹ Adapted from the learning outcomes contained in *Formation for ministry within a learning Church Shaping the Future: New patterns of training for lay and ordained* (Church House Publishing, 2006)

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| 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. | Demonstrate familiarity with the legal, canonical and administrative responsibilities appropriate to the newly ordained and those working under supervision. | Demonstrate working understanding of and good practice in the legal, canonical and administrative responsibilities of those in public ministry with supervised responsibilities. | Demonstrate working understanding of and good practice in the legal, canonical and administrative responsibilities of those having oversight and responsibility. |
| | 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. |

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| <p>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 their daily lives.</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. | 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. |
| | 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. |
| <p>Personality and character Candidates should be sufficiently mature and stable to show</p> | 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. |

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| 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. | 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. |
| 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. | 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, including in situations of conflict and disagreement, marked by integrity, empathy, respect, honesty and insight. | 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. |
| | Demonstrate good practice in a limited range of pastoral relationships, and learn from these experiences. | Demonstrate good practice in a wide range of pastoral and professional relationships. | Demonstrate the ability to supervise others in the conduct of pastoral relationships. |
| Leadership and collaboration Candidates should show ability to offer leadership in the | Demonstrate openness toward and ability to gain from experiences and practices of being supervised. | Demonstrate ability to supervise others in a limited range of roles and responsibilities. | Demonstrate ability to supervise and manage others, both lay and ordained in formal settings of training and practice. |

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| 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 community in its mission to the world | Demonstrate effective collaborative leadership and an ability to work in teams in a limited range of settings, and learn from these experiences. | Exercise effective collaborative leadership, working effectively as a member of team, as an ordained person. | Demonstrate effective collaborative leadership and the ability to exercise this in a position of responsibility; |
| | Demonstrate understanding of group dynamics especially in the settings of training, including the use and abuse of power. | 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. | Show an integration and integrity of authority and obedience, leadership and service that enables the exercise of collaborative leadership. |
| | 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 | 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. |

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| and opportunities within the contemporary culture. Enable others to develop their vocations as witnesses and advocates of the good news. | 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. |
| | 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 ¹ | | | |
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| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| <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> | Show how personal commitment to Christ and discipleship is changing in the process of study and formation for ordained ministry. | Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of ordained and public ministry. | Give an account of how personal commitment to Christ is being shaped within the roles and expectations of leadership and oversight of others. |
| | 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. | 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. | |
| | Demonstrate 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. | |
| | 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. | Be skilled reflective practitioners, able to exercise wise and discerning judgment. | As skilled reflective practitioners demonstrate ability to energise and enable creative theologically-informed practice. |

| Learning outcome statements for ordained ministry within the Church in Wales ¹ | | | |
|---|--|--|---|
| At selection candidates should | At the point of ordination candidates should | At completion of IME candidates should | In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should |
| | 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 Two: Learning Outcome Statements (Readers)

| <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> |
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| 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. |
| Spirituality Show evidence of a commitment to a spiritual discipline involving individual and corporate | 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 | Demonstrate loving service in the Church, expressed in collaborative ministerial contexts, discipleship of Christ and continued pilgrimage in faith in the |

| <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> |
|---|---|--|
| prayer and worship. Their spiritual practice should be such as to sustain and energise them in their daily lives. | Holy Spirit. | Holy Spirit. |
| | 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 increasingly formed, sustained and energised by trust in and dependence upon the gifting and grace of God. |
| | Be rooted and growing in a life of prayer shaped within the demands and disciplines of initial training and faithful Christian witness. | Be rooted and growing in a life of prayer shaped faithfully within the expectations of authorised lay ministry, corporate and personal worship and devotion. |
| Personality and character 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. | Show insight, openness, maturity, integrity and stability in the face of life's pressures. | Show insight, openness, maturity, integrity and stability in the face of life's pressures. |
| | 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 developing lay ministry and service. |
| | Exercise appropriate care of self, using the support provided by lay and clerical colleagues. | Exercise appropriate care of self, using the support 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 | Demonstrate good practice in some of the pastoral |

| <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> |
|--|--|---|
| | pastoral relationships which Christian ministry presents. | relationships which Christian ministry presents, with the recognition of appropriate boundaries. |
| <p>Lay leadership and collaboration</p> <p>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.</p> | Demonstrate openness and ability to gain from experiences and practices of being supervised. | <p>Demonstrate ability to act as a creative, responsible and trustworthy colleague.</p> <p>Demonstrate a developing understanding of how power and leadership can best be stewarded to enhance the Church's collaborative ministry.</p> |
| | 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 and loyally receiving the authority of others. | Exercise appropriate accountability and responsibility in faithfully 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. |
| <p>Mission and evangelism</p> <p>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.</p> | 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. |

| <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> |
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| | 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. |
| <p>Faith</p> <p>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.</p> | Demonstrate a growing basic engagement with scripture and the traditions of Christian thought within contemporary culture, 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. |
| | 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. |

| <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 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. |
| | 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. |