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Title Image: Parable of Workers in the Vineyard, from the lectionary of Henry III (c. 1050) by an unknown German miniaturist Source: Web Gallery of Art
Working in the Local Context

This document is addressed to training ministers and supervisors of ordinands training with the Eastern Region Ministry Course. It concerns the work expected of students working in the local church context and outlines the roles of training minister and supervisor. It would be helpful to discuss this document with your student when you first meet.

Why do the students need supervisors and training ministers?

ERMC – like all the regional courses for ministerial training – offers part-time training which enables students to make their own communities, their existing jobs and responsibilities, and their local church (referred to as their training church) the contextual focus for their preparation for ordained or other forms of ministry. We also have a small full-time context-based option as well. This provides a richness of experience and reflection that we seek to harness through a network of supporters and tutors from within ERMC and the local context. Students need the support and guidance of those who know and understand some of their contexts – and the Supervisor and Training Minister are well placed to fulfil this role.

In many cases, ERMC will have approached you to take on the role of training minister and/or theological reflection supervisor because you are the minister or parish priest of the church where the student is already a member. There are instances, however, where this may be inappropriate: the Incumbent may be new, pressured or soon to leave; the student may be too close to the minister (married to them, even!); the church may be in interregnum, or the student’s training needs identified by the Diocese or BAP may require further help.

In some cases the Diocese may have asked the student to move to a new church for the duration of training and you may be taking on a student you do not yet know.

In some cases the incumbent is asked to take on both the roles of the Training Minister and Supervisor. In other cases, the roles may be split. The local Incumbent may be monitoring the student’s involvement in practical ministry (leading worship, preaching, pastoral visiting, etc) but another person may have been asked to act as an external supervisor to give the student opportunity for regular theological reflection. In such cases both the Training Minister and the theological reflection Supervisor will need to be involved together at times, for example, in the setting up of the Training Agreement and the reporting processes.

ERMC is aware that some students in training are lay religious and will endeavour to keep in good communication with their Prior or equivalent so that these students are not overloaded.

Other students may be paid employees of a parish and ERMC will endeavour to keep in good communication with their line manager so that these students are also not overloaded.

What does a supervisor and training minister do?

Put simply, it is to journey together with the student in exploring the nature and challenge of Christian ministry. More formally, it is to be there to help the student make sense of the whole learning experience within the local context (including the home/work situation where appropriate). S/he is there to facilitate that informed theological reflection which lies at the heart of making connections.

The training church is a place to gain experience of the practical skills that are needed for ministry and also be supported by a church family. However, training with ERMC is only the first stages of initial ministerial education and much of the practical learning will be carried out in the curacy. Our programme, therefore, includes only a circumscribed amount of preaching, leading worship and other practical skills in an individual programme devised at the start of training. This is carried out under the guidance of the Training Minister who is normally the Incumbent or another experienced minister in the
church. The Training Minister has the important role of facilitating the contextual learning and also ensuring the student is pastorally supported and protected.

It is important to be clear that, although a certain amount of ecclesial practice and learning is involved in training, students are not on placement and will often need to let go of activities at which they are proficient in order to make space for formation for ordained ministry. Students will have placements in their penultimate and final years.

The role of the Supervisor, on the other hand, is to explore different theological perspectives; facilitate reflection for the ordinand; help the ordinand to make connections between their training and the diverse contexts they are in; to journey with them as they explore the theological nature and challenge of public ministry as it might be lived in a particular setting. To this end, we ask the Supervisor to meet for theological reflection with a part-time student every four to eight weeks and a full-time student every two weeks. Ideally, the student brings to the meeting an issue, perhaps from their learning, their work or their engagement in church on which they would like to reflect and the Supervisor guides them into making connections between God, their theological learning and this particular corner of the Kingdom.

The main responsibilities for a Supervisor are:

- Meeting with a part-time student every 4-8 weeks (part-time students)/ 2 weeks (full-time students) for theological reflection on issues arising from the interface of home/study/work/church.
- Overseeing the annual Training Agreement.
- Completing an annual report on progress towards ministry (guidelines provided).
- Attending the annual training event organised by ERMC.

The main responsibilities for a Training Minister are:

- Having oversight of the student's increased experience of, and confidence in, leading worship and preaching in various styles and contexts and giving appropriate feedback.
- Monitoring or arranging appropriate monitoring for other skills identified as needed by the student.
- Completing an annual report on skills progress (guidelines provided).
- Attend the annual training event organised by ERMC.

For supervisors of students in our context programme, there will be some additional duties that you will be informed of separately.

What makes a good supervisor?

It is both inevitable and enriching for supervisors and training ministers to be working with different experiences of, and approaches to, theology for ministry in their students. It is our hope, and prayer, that a student encounters a variety of experiences which will enable her/him to engage with different models as well as different contexts and that you will be able to get alongside students where they are and help them make connections. It is an invaluable role and this part of ministerial formation could not happen without you!

So what makes a good supervisor or training minister? Perhaps the best way to answer this is to reflect on our own experience of being supervised, either in the past or more recently. Use these ‘prompts’ to help your reflection. Was your supervisor...

- a good listener?
- able to enter into your feelings and thoughts?
- able to own her/his own feelings?
- willing to work at a creative relationship?
• open to different lifestyles, ways of working and of ‘doing theology’?
• able to challenge and confront?
• able to ask open questions and wait for your growth, understanding and development?
• able to recognise and work with your areas of resistance?
• able to focus on critical issues, encourage deeper exploration and open up new areas of thinking?
• able to provide appropriate input when needed?
• able to share the agenda-setting for supervision?
• able to believe that mistakes are valuable?

It can also help to take time to reflect prayerfully on your own ministerial experience:

• How do you understand your ministry?
• What are the main areas of work?
• What are you most interested in?
• What do you think you handle best?
• Do you have particular areas of interest/expertise?
• Which areas are most difficult?
• What would you most like to improve?
• Can you work with others and can others work with you?
• What might a student learn from your ability to manage time and paper?
• What might a student learn from your patterns of prayer and worship, of study and reading and of time off?
• What do you particularly want to offer a student?

Content of a Session

Sessions with a Training Minister will focus on the activities recently completed and those coming up. Sessions with a Supervisor will concentrate on the issue that the student has bought for discussion which should ideally be emailed to the supervisor ahead of the meeting. If the minister holds both roles then the different meetings should be carefully delineated so that everyone is clear about which type of meeting this is.

During any session, please encourage feedback and theological reflection. The following questions, along with prayerful listening, may be of help:

**Opening**
Tell me about ...

**Follow-up**
Could you tell me more about that? How do you feel about? What do you think about?
Were you there when it happened?
Have you attended ...?

**Reflecting**
...and so, you felt under pressure then?

**Summarising**
Where is God in this?
What does the Christian tradition have to say about this?
Are there insights from other disciplines?
Do I understand you to be saying ...?
Reviewing
To what extent has this learning outcome been achieved?
What could be improved?

Assessment and Reporting
Both supervisors and training ministers are invited to give a written report once a year and are invited to provide more informal reports as needed on the progress of the student. Requests for reports will indicate the areas on which comment is helpful. Those in the local church are in a much better position than Tutors or Core Staff to assess progress in preaching and leading of worship. They also see how students relate to their local Church, and will be able to comment on any pastoral work the student is able to do locally. Supervisors, on the other hand, can see how well a student is making connections and forming as a reflective practitioner. ERMC asks all reporters to discuss their reports with their students before the reports are submitted. More details of the reporting process can be found in the Appendices.

This is a rough guide to the annual pattern of Report writing, but you will be contacted with specific dates and a guide to what is required for each report.

- **First-year reports:** to be submitted to ERMC around June.
- **Interim reports:** to be submitted to ERMC around March.
- **Final reports:** to be submitted to ERMC around February.

The Supervisor's role (like the Course's) is fulfilled when the student begins to reflect naturally (but theologically) on experience, to make links with other learning, and to recognise that, like theology, becoming a minister involves life-long learning.

Check-list for Training Ministers and Supervisors, or: 'How to be the perfect supervisor'!

**General**
- Establish regular meetings. Training Ministers for planning, supervision, coaching and feedback. Theological Reflection Supervisors for theological reflection on issues raised by the student. (If you are also the student's Incumbent, make sure this is in addition to the 'business' of the benefice, church or circuit.)
- Be prepared to reflect on your own practice as well as what the student is doing.
- Ask the student for a copy of their timetable and Module handbooks for some discussion issues to reflect on in supervision that will help the student make connections between academic study and the mission and ministry of the church.
- Training Ministers: Provide opportunities for student to keep the wider church aware of how training is going e.g. through Church magazines, in Church interviews, talks to the PCC, AGM etc.
- Ensure you (or others) regularly see the student 'up front' in leading worship/preaching.
- Encourage more than criticise!
- Keep a watching brief as to student's work/family/church/study/life balance!

**Key tasks at key times**

**Term 1**
- Attend meeting with staff mentor and student and any other training ministers/ supervisors. As a result of this, agree a Training Agreement and remind the student to submit, complete with all signatures, by the end of October.
• Establish regular meetings.
• Attend a training day (generally in September/October – you will be advised about the details of this day).
• Discuss with the student any issues they have about study skills.
• Training Minister: Get dates in the diary for services and sermons for the year

Term 2
• Attend the training day (generally late January – again you will be advised).
• Training Ministers: Discuss with the student how their studies so far are affecting their devotional lives and their work in the church. Some preaching and leading worship should have been scheduled and feedback needed.
• Supervisors: Together with the student, identify an issue that is to do with decision-making or leadership within the church for discussion alongside issues bought by the student.

Term 3
• Submit report when prompted (due in June).
• Training Ministers: Review ministerial opportunities to ensure training agreement is met and student's portfolios will be complete by the end of the year.
• Revisit Year 1 Training Agreement and begin to think about Year 2 Training Agreement to be submitted by end of October of the second year.
• Attend three-way meeting with staff mentor and student.

You may also find questions that relate to the modules that the student is studying helpful – see the module summaries which will have been supplied separately to you. (Do please ask the ERMC Administrator for any that you would find helpful.)

*For students on reduced training courses (one or two years) and/or following the MA programme, there may be slight variations to the above check-list.

But what about - some frequently asked questions

1) **Whom can I contact at ERMC?**
   In the first instance please make contact with Anne Simms, the ERMC Administrator, who will be happy to answer your questions or refer on if necessary. She can be reached on 01223 760444 or admin@ermc.cam.ac.uk

2) **What if my concern is not directly connected with my relationship as supervisor?**
   If you have any concerns about the student's academic progress, personal circumstances or any other matter, please contact his or her staff mentor. You will be given their contact details at the start of training.

   As with all matters of confidentiality, we would urge you to discuss the matter with the student first and gain their agreement. However, if you feel the matter is particularly serious or delicate, do not hesitate to be in touch directly.

3) **What happens if there is an interregnum or if I know I am about to move?**
   Please let the ERMC Administrator know as early as possible. It would obviously also be helpful if you were able to recommend a replacement from your knowledge of the local context but, otherwise, we shall be in touch with the DDO or superintendent minister.

4) **How much can students do, in terms of practical ministerial involvement, at different stages?**
You will appreciate that students are all different! There is a need to take into account their skills, their existing experience, work/life responsibilities … and their fears!

This is where the annual Training Agreement can be so helpful, see below.

Theological Reflection

Why all this emphasis on theological reflection?

The course places great emphasis on theological reflection as being at the heart of the process of the journey towards ministry. It seeks to enable this in every possible way in order to lead to an integrated way of looking at the world in the light of the conviction of faith. Whatever the situation, the student is encouraged to ask the basic question, ‘Where is God in all this?’

This is not so much about acquiring a certain skill that one learns and then puts aside. It is about developing a habitus, a way of thinking about the God and the world that brings together our knowledge, experience, faith and skills. In other words, it is about growing in practical wisdom.

The regular sessions students have with their theological reflection supervisor are seen primarily as opportunities to reflect, although there may also be a good deal of learning about being a minister as well as about self-awareness. This is the starting-point for reflection on such issues as the students’ experience of corporate life within their churches, the relationship between a student's full-time work or service and other aspects of life, and the continuing teasing out of what their vocation is. Making the connections between work, occupation, their ministerial calling and God – all this is central to the learning and process of ministerial formation; not only in IME 1 but throughout our training and life-long learning. IME 2 officers in dioceses describe theological reflection as the ‘bread and butter’ of IME 2.

Which models of theological reflection does ERMC teach?

All models of theological reflection in context are, to some extent, variations on a single theme. Starting from some known experience or encounter, theological reflection models provide opportunities, routines or patterns to enable people to pause before embarking on a course of action. In pausing, they are encouraged to consider how other aspects of thought, received knowledge or other experiences might shed light on the original encounter and what might be a response honouring to God.

At their first Summer School, students are introduced to the Pastoral Cycle and they have a case study to explore using that model. This is the model with which most people are possibly familiar. A diagram of that model is given below.

The Pastoral Cycle

![Pastoral Cycle Diagram]
You might like to use the case study that follows it as an example for using the Pastoral Cycle and, during the first year in particular, it would be good if monthly supervisions regularly included further practice in using this model by taking examples from the life of your ministry or the issues raised by the students.

Verbatim method

In their second year students undertake a church placement and are introduced to the verbatim method of theological reflection and part of their assessment requires them to use that method with other students.

There are many other models of theological reflection that can be used, for example you may be familiar with the SEE – JUDGE – ACT model. Please feel free to use any model with your student – the key thing is that students become instinctively reflective.

Pastoral theology as attention

However, one model which you might like to consider, and with which you may not yet be familiar, has been devised by Jane Leach and is termed ‘Pastoral Theology as Attention’. Students will be introduced to this in their penultimate year and it would be good to use this as one model during that year. Some people have found its five steps to be particularly suited to reflection on institutional matters, for example decision-making within a church or questions of leadership style.

Pastoral theology as attention – a five step model

Leach's Pastoral Theology as Attention offers five sets of questions.

1. **Pastoral Theology as Attention**

1. **Who are the characters/whose voices can you hear?**
   - What are they saying?
   - How are they feeling?
   - Whose voices are silent/silenced?

2. **What are the wider issues?**
   (ie not just in the wider church – consider the fabric of society today)
   - What are the deeper issues?
   (ie for the characters)
   - in political terms.
   - in economic terms.
   - interpersonal dynamics.
   - trends in society.

3. **What are you saying to yourself?**
   - How are you feeling?
   - Who has your sympathy?
   - What previous experience of yours informs your attitude to the issues raised here?

4. **What does the Christian Tradition have to say?**
   (The Bible, Church History, Theology, Hymnody, etc)
   - What kind of God is revealed implicitly by people's actions?
   - What explicit theological resources/references are used?
   - What theological perspectives do you bring?
• Are there other theological resources that might illuminate the issues here?

5. In the light of this situation/incident, how do you understand the task of the Church?

in the political arena. in its scattered life
in the community. in its gathered life.

Case Study for use early in Supervision

Clare has been incumbent of St Francis' Parish for two years now. The parish is one of the poorest in an already poor Diocese. The population is for the most part white and working-class, but with a significant number of single mothers, long-term-unemployed men, and those on disability benefit. A few middle-class people worship in the parish either for historic reasons or because they wish to support ministry in a difficult place.

Since Clare has been incumbent, she has developed exceptionally good relationships between the church and the school, has started a successful Carer and Toddler group, and has fifteen people in an adult confirmation class. The church has also been vandalised regularly, and the vicarage has been burgled on innumerable occasions.

One of the Carer and Toddler group, Anne, talks with Clare about the possibility of turning the chancel into a carpeted area where there can be worship more appropriate to children and where, perhaps, experimental worship, meditation for example, might take place. Some of the established congregation are not happy with this. Although the chancel is seldom used, it is considered beautiful by some. It dates from the late 19th century. Although the DAC is likely to be reasonably sympathetic to changes that are not necessarily permanent, some of the congregation and at least one of the Wardens would be opposed.

Use the Pastoral Cycle model above to explore this case study. If the student has got to grips with this model you could try the Leach model instead. Some final questions to consider:

• What are the leadership issues raised by this case study?
• How would pastoral theology as Attention help you explore this?
• What do the theological issues of Church as Body of Christ, of Kingdom, of Eucharist have to say to the leadership issues in your church context?

The Annual Training Agreement

Training Agreements

Rationale

At the heart of the Christian faith is God's covenantal relationship with his people, a covenant originally made with Abraham, Moses and David and which came to fulfilment in Christ in the New Covenant (Hebrews 9:15). In a covenant, promises are made and commitments undertaken. This Training Agreement reflects that underlying principle. In signing this you, your supervisor(s), training minister, your staff mentor and we at ERMC each commit to the partnership that is needed to enable your training and formation to take place.

In one sense a covenant is made once for all time but there is a lot to be said for returning regularly to what has been undertaken, especially as life circumstances change for us all. Therefore, we ask that, at the start of each academic year, in the context of an extended conversation that takes into account the opportunities and constraints of a student's total situation, this Training Agreement is re-examined. Once specific Learning Outcomes have been agreed on for the year, it should be signed and sent to the ERMC Office.
Student

Pattern of Life

I will:

• Endeavour to develop a pattern of life that creates a good balance between home, employment (as appropriate), study, involvement with the local church and times for relaxation and recreation. (NB: For students in their first year, this forms an important learning outcome for the year but often needs working on every year.)
• Endeavour to develop a life of prayer and reflection on Scripture – including use of Old and New Testament materials. (NB: Anglican Students are encouraged to develop familiarity with the Daily Office.)
• Make arrangements to see a Spiritual Director. (ERMC does not need to know the name of your Spiritual Director and will never contact them about you.)
• Set up a support network. (Some students find it helpful to set up a specific independent support group of about 4-5 people to whom they are accountable. This group might meet bi-monthly to hear how training and juggling is getting on and offer advice and support. It might consist of a good friend, a church member, a work or social colleague, some find it helpful to include the spouse, others not etc. This group is confidential and ERMC does not require any feedback.)

Courtesy and Respect

I will:

• Give due respect to other members of the ERMC community (staff and students) both by action and speech, even when I profoundly disagree with them (e.g. in styles of worship or theological views).
• Preserve confidentiality within my A-G Group.
• Have due regard for issues of copyright (e.g. in the creation of acts of worship and in obeying the conditions attached to the use of copyright materials received).
• Attend all module sessions, meeting with Supervisors an Training Ministers and residential and participate fully in these. Should illness prevent my attendance, I will endeavour to alert the key person. In exceptional circumstances, and particularly for residential I will seek the permission of the Principal to be absent for all or part of an activity.
• Take appropriate care of materials borrowed from ERMC (e.g. library books) and return them when required.

Other

I will:

• Read all relevant course materials, letters and e-mails and undertake to respond promptly and accurately to requests for completed forms and other information. Ensure that my Federation email address when issued is regularly read and that the virtual learning environment is visited regularly
• Alert ERMC to any changes in my circumstances, changes or address or email, or any physical or learning needs I may have or may develop during training.

The ERMC Staff will:

• Provide you with module guides, materials and resources needed to support your training, although you will need to purchase core text books yourself.
• Give you dates and other information in good time and alert you to any unavoidable changes in arrangements as soon as possible.
• Respond as promptly as possible to e-mails, phone messages and other communications.
• Provide you with a staff mentor (who will oversee your pastoral care during your time with ERMC) and arrange for a Training Minister and theological reflection Supervisor.
• Pray for you regularly.
• Preserve confidentiality within the constraints provided by the church. Students should be aware that matters discussed with one staff member may be shared with other core staff on a need to know basis and that some matters must be reported to the church authorities. You will be advised if this is the case. NB: ERMC chaplains are available to all students. This is an independent and confidential service and matters shared with a chaplain will not be shared with staff or the church.
• Provide constructive feedback for your written assignments as soon as possible within the constraints of the University procedures.
• Provide constructive feedback for any acts of worship in which you are involved at residential.
• Take seriously any special physical or learning needs you may have and will seek to provide resources to ensure that your training experience is suitably supported.
• Operate an ‘open-reporting’ policy to end-of-year reports compiled for the Church authorities.
• Give you due respect both by action and speech, even when in disagreement.

Supervisor and Training Minister

I will:
• Provide regular meetings with the student.
• Provide opportunities for theological reflection to take place, especially regarding the integration of theory and ministerial practice. (Theological Reflection Supervisor)
• Provide opportunities to develop skills in leading worship in a variety of different contexts and in preaching. Monitor (or arrange to monitor) the student's developing competencies in such skills. (Training Minister)
• Endeavour to attend at least one of the training opportunities organised by ERMC each year.
• Preserve appropriate confidentiality.
• Write reports when requested, using the guidelines provided.
• Inform ERMC (through the staff mentor in the first instance) if I have any concerns about the student’s ability or commitment.

ERMC Staff will:
• Provide such information and materials needed to support the work of a supervisor and training minister.
• Provide one or more training opportunities annually.
• Reimburse for any travel expenses incurred in connection with work as supervisor or training minister.
• Arrange for the staff mentor to visit the student, supervisor and training minister at least once a year if possible.
GUIDANCE

We are frequently asked how often a student should be involved in leading worship and/or preaching at different stages in their training. What is equally important is the question, ‘What will the student GIVE UP doing in the church?’ This can sometimes take some careful planning.

Clearly, a lot will depend on the individual student. Some have a great deal of experience already before they start training (e.g. as a Reader or local preacher); others have none. Some are in full-time employment; others have more time for study and preparation. The following should only be seen as a base-line minimum, not a mandatory programme. However, if the level of church involvement is likely to vary widely from this, please discuss the matter with the student and the Staff Mentor in the first instance. Dates for leading worship and preaching need to be agreed well in advance so that the student can take these into account in planning other aspects of their studies.

Year 1

a) Leading Worship

Students with no previous experience should be leading parts of services (e.g. reading Scripture, leading intercessions, acting as liturgical deacon, etc.) once a term. They should plan and lead at least one service in the year with written feedback.

b) Preaching

Students with no previous experience should have the opportunity to speak in a small gathering/service in autumn as a gentle introduction. Students should preach 3 times in their first year, one at least of which should have written feedback.

c) Other Ministerial Preparation

Again, this is dependent on prior knowledge/experience but, for a student with little previous experience of leading worship or preaching, other areas of ministry should take a back seat for the first year.

Penultimate and Final Year

a) Leading Worship

Students should be leading whole (or major parts of) services once a term.

b) Preaching

Students should be preaching once a term.

c) Other Ministerial Preparation

Students should arrange with the help of their Training Incumbent to visit a funeral director and crematorium at some point in their penultimate or final year. As time allows, students may embark on other aspects of ministry that may be helpful in their future ministry (e.g. pastoral visiting, leading a bible study, bereavement visiting, funeral services and visits ‘behind the scenes’, work with children/young people). However this must not be detrimental to the other study with ERMC and meeting assignment deadlines.

NB: The student will normally be undertaking an ecclesial setting placement of 40-60 hours during their penultimate year (often in Lent) and a social context placement of 40 hours (often in January-February). During the placements and for at least a month afterwards while writing up, the student should not have any duties in their training church.
Contents of the Training Agreement

The work in the training church is particularly linked to the modules undertaken at residentials, although clearly other modules might also be informed by the local context. The Training Agreement firstly sets out the assessed requirements of the relevant residential module that might be undertaken in the training church or through supervision. There is then space to set out some further agreements and goals for the year.

Training for ordination must be holistic and the training agreement is the place to set out all areas of vocational growth that are not covered by the formal assessed parts of the course but are nevertheless vital to ministerial formation. Therefore the training agreement does not just cover practical ministerial tasks but will outline personal, spiritual, vocational and formational aims and activities as well.

Identifying areas for vocational growth

There are four key areas we have identified for vocational growth:

A) Growth as a practical theologian;
B) Growth in personal and spiritual development;
C) Growth in personal and professional relationships;
D) Growth in pastoral and ministerial skills.

Below you will find some suitable outlines of learning outcomes for each area, but they are only as ‘prompts’ to start a discussion and not a box-ticking exercise! DO NOT assume you should select one learning outcome from each of A), B), C) and D) each year! Conversely do not just stick to D) in your training agreement but also address A) - C).

A) Growth as a practical theologian i.e. how well do you:
- recognise your own assumptions, values, attitudes, beliefs and agendas;
- recognise your own theological method;
- understand, and theologically analyse the local context: patch/ people/ structure/ issues (e.g. unemployment, law and order, poverty, leisure);
- draw on scripture, the Christian tradition and other disciplines (e.g. behavioural sciences) to make connections with everyday life and issues (e.g. kingdom, justice, community, health, shalom, family);
- relate issues which emerge to what is being studied elsewhere;
- discern God's presence and action in situations;
- discern and make appropriate responses?

B) Growth in Personal and Spiritual Development i.e. How well are you able to:
- change and adapt to new contexts;
- show commitment to people and tasks;
- set priorities in prayer and worship: Daily Office, quiet time, spiritual director, retreat etc.;
- recognise growth in holiness of your lifestyle and character;
- articulate beliefs and accept the beliefs of others;
- express love appropriately; be vulnerable;
- give loving and costly service to God and God's world: show stamina, patience, perseverance, courage;
- relate new insights gained to previous experience and develop creative thinking;
- respond to pressure;
- recognise your own strengths and weaknesses;
- take time off and develop hobbies?
C) Growth in Personal and Professional Relationships i.e. How well are you able to:

- initiate and sustain appropriate levels of relationship with loyalty and integrity both formally and socially; understand confidentiality;
- exercise leadership without abusing power or position;
- facilitate growth in others;
- maintain proper emotional and physical boundaries and recognise sexual dynamics in relationships;
- handle conflict;
- cope with large and small groups;
- work with non-church networks, agencies and groups;
- relate well with colleagues, children, teenagers, elderly, people with disabilities;
- work collaboratively and understand the role of ordained ministry within a team;
- accept and delegate responsibility;
- seek and maintain own support networks?

D) Growth in Pastoral and Ministerial Skills

This is a huge area. Do not try to do everything, every year! Your curacy is the main place for developing ministerial skills so only chose things that are areas of weakness that need to be addressed prior to ordination or are stipulated by your modules. In the first year you will complete a minister skills checklist which should help identify those areas.

**Denominational identity**

- Understanding and owning your Anglican tradition, polity and ecclesiology.

**Worship**

- Leading different types of worship (preparedness, manner, voice, prayerfulness, dressing appropriately/robing, use of lectionary).
- Being involved in lesson reading, intercessions, serving and administrating the chalice/assisting at Communion, Home Communions.
- Considering a theology of worship in the workplace and wider community.

**Preaching and Use of the Bible**

- Preaching at a variety of services (content, structure, relevance, style, voice).
- Learning to interpret and use God’s word in the workplace and wider community and become an interpreter of events and encounters in such places.

**Mission and Evangelism**

- Discerning local culture(s) and social groupings.
- Recognising the signs of the Kingdom of God in the workplace and wider community, affirming and encouraging them and helping others relate to them, eg where anything exists which reflects the character of Christ, justice, generosity, Godly love, forgiveness, beauty, redemption.
- Presenting the Gospel to different cultures – churched and unchurched.
- Dialoguing with those of other faiths.
- Participating in community development and social action.

**Educational programmes**

- Understanding schools (and/or colleges of Further and Higher Education): their working structures; role in the community; school assemblies; religious and moral education, in church and non-church foundations.
• Being involved in the planning and leadership of baptism preparation, confirmation groups; Alpha/Emmaus/Credo groups; home groups; children's and youth work; marriage preparation; parenting classes.

**Occasional offices**

• How theology, policies, preparation, practice and follow-up connect.

**Pastoral work**

• Visiting at home and in hospital/hospice, prison, etc.
• Participating in healing services.
• Ministering to the dying and bereaved.
• Exploring how the Church's tradition of ‘healing, consoling, guiding, reconciling and nurturing’ is explored and lived out in the workplace and wider community.

**Church government**

• Awareness of local, regional, national and international structures.

**Administration**

• Exercising the management of time.
• Dealing with paper and money.
• Preparing for and chairing meetings.

And other areas relevant to you or your context not covered by the above.

**Creating the Training Agreement**

**Planning:**

For the first year, there needs to be a substantial meeting between student, supervisor, training minister and ERMC staff mentor. Thereafter, the student, training minister and supervisor are encouraged to create the annual training agreement during the summer, ready for the new academic year.

Please note that students on the full-time contextual pathway have a different training agreement. Please contact the director of pastoral studies or the student's staff mentor for details. (It may also be helpful to remind your staff mentor that you are on this pathway before the visit.)

**Before the meeting** the student should compile a list outlining such things as:

a) The time required for secular work commitments.
b) Time planned over the year for personal and family relaxation (at least six weeks clear of church 'duties' per year including family holidays).
c) The requirements of the training course, including evening sessions, deadlines and residential (the ERMC timetable is usually sufficient for this).
d) Current commitments in the local community (part of a choir or sports club, acting as school governor, etc.). Decisions will need to be made as to which of these can be maintained alongside study. Try to keep those that provide training opportunities, relaxation or personal development because such links are also vital for the mission of the Church.
e) Planned patterns of individual and corporate prayer, study and daily life. ERMC expects that a student will average 15 hours per week of training (although some periods of time will be busier than others.) This includes time for the elements specified in the Training Agreement as well as evening classes and work on assignments.
f) Complete or review the Ministerial Skills Checklist from the start of training.
During the meeting

a) **Review the lists** compiled by the student and note any significant dates when the student will be unavailable. (Students should NOT be required to be involved in any church activity on a Sunday after returning from a residential.)

b) **Agree the dates** when the theological reflection supervisor and student will meet for supervision to review progress in ministerial formation (every 4-8 weeks).

c) **Agree the dates** for preaching and leading worship during the year and meet with the training minister for feedback and supervision. NB: These should be in addition to scheduled meetings for prayer and business.

d) **Consider the four areas for vocational growth.** Each will need thinking about on its own terms but there is a limit to what can be covered in a single year. 3-4 items will need to be prioritised for work on this year.

**Learning Outcomes.** Using the prompts above, outline three - four formational learning outcomes for the coming year. The **Learning Outcome** needs to be relatively specific to be attainable. You also need to consider how this outcome will be achieved (i.e. the **Method**), what resources (human and otherwise) will be needed and how you might discern that it has been achieved (**Assessment**). For example ‘Become more holy’ is most commendable as a Learning Outcome, but how will the student know when they have arrived at such an exalted state?!

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome:</strong> To develop confidence in preaching.</td>
</tr>
<tr>
<td><strong>Method:</strong> To preach three times this year.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Discussion with Incumbent, using the preaching feedback form as a basis for constructive criticism.</td>
</tr>
</tbody>
</table>

| Learning Outcome: | To improve personal, devotional prayer life. |
| Method: | To discuss current prayer life with my Spiritual Director, develop together a new rule of life relating to prayer that works with the demands of training and practice one new form of prayer. |
| Assessment: | To hold a termly review with my Spiritual Director of my prayer life. |

e) Finally, the student should **complete the Training Agreement form** on the form available for download from the Regional virtual learning environment. The student should then collect signatures and submit them to the Principal for final approval.

**Appendices and Forms**

These appendices consist of drafts of the relevant forms. Students should download the latest version of these forms from the Regional virtual learning environment.

1. **Training Agreement**

   A sample Year 1 Home Church Training Agreement is shown here. There are different versions for penultimate and final year students depending on the residential module being undertaken. The relevant version should be downloaded by the student, completed and signed by all parties. It should be returned to the ERMC Office for the Principal’s signature by the end of October each year.

   **NB:** ERMC reserves the right to enter into conversations with the Training Minister if we feel the student is being asked to do too much (or too little, though the latter is rarely the case!)
2. Sermon Feedback Form

Good feedback can be a strategic tool in enabling students to develop their ability to preach at a variety of services. We offer some ‘prompts’ on the feedback form for both preachers and listeners. As preaching is a draining experience it is better that the feedback does not come immediately after the sermon but when the preacher has had at least a day or so to step back from the event and view it more objectively.

We suggest the supervising minister and, as appropriate, one or two members of the congregation are asked to consider these questions before and during the sermon and return the forms afterwards. It can also be beneficial to gather for oral feedback as a group, to explore what makes for a good sermon.

When the sermon is being formally assessed the minister should complete the form electronically and email it for inclusion in the portfolio.

3. Worship Feedback Form

As with sermons good feedback helps a student grow and we attach some suggested questions. When the service is being formally assessed the minister should complete the form electronically and email it for inclusion in the portfolio.

4. Checklist of Ministerial Skills

This form should be completed only at the start of training. The student should review it firstly with their staff mentor to determine which items should be a priority for training and which should be left for curacy. Also, some indication will be given as to which year would be best to undertake the particular skills training. The student and training incumbent should then look to include the specified items in the appropriate annual training agreement.

5. Reporting

This gives an overview of the reporting processes.

The Training Agreement for Worship and Preaching

Student Name..........................................................................................................................................................................

Year: 2021-2022...........................................................................................................................................................................

Church or Benefice .................................................................................................................................................................

Training Minister’s Name .........................................................................................................................................................

Theological Reflection Supervisor’s Name (if different).................................................................................................................

This Training Agreement sets out the vocational and formational training priorities for the first year of training including but not limited to work in the training Church. Due to the pressure of training, students training part-time will not normally do more than what is listed here, without agreement of the Staff Mentor. (Students on full time pathways will, however, do more.)

Introduction to Worship and Preaching Assessment

These are two separate modules but are being taught together at weekends / study days for students accessing them this way. Other students will be taking them separately at evening classes.

Please refer to the module guides for details of the assessment activities. The training agreement should tie in with these. Guidance is provided separately for supervisors on how to induct students into planning and leading worship and into preaching.
Practical Ministry Activities

There are other activities which may help the student to engage with these modules and to grow into ministry. Supervisors should discuss with the student and the staff mentor whether and how these are to be used. These are:

1. Community audit – to help the student understand the community they are ministering in. This refers to the parish, benefice or community served by the chaplaincy, NOT to the congregation. Materials are provided to students to help with this. This audit is useful for other modules also so students should keep their audit results for future use.
2. Congregation audit - to help the student understand the congregation(s) they are ministering in. Materials are provided to students to help with this. This audit is useful for other modules also so students should keep their audit results for future use.
3. Worship and preaching audit – to help the student appreciate the breadth of worship and preaching undertaken in the benefice etc.. This is especially helpful if the student has belonged mainly to one congregation is a multi-congregation church or benefice. Materials are provided to students to help with this. This audit is useful for other modules also so students should keep their audit results for future use.
4. Visits to other churches – this is a compulsory part of Reader training in Norwich diocese and is very useful in helping students appreciate the breadth of Christian worship. Materials are provided to students to help with this. This exercise is useful for other modules also so students should keep their notes for future use.

In order to fit in the practical training activities, it is important to plan them in advance and so get an overview of the year. This initial plan should be flexible as circumstances change.

All or most of the following will need to be undertaken this year and should be incorporated into the student's plan of work for the year:

a. A sermon preached to a congregation in the benefice / chaplaincy and on which formal feedback is given as part of the preaching module.
b. Other preaching opportunities prior to this. We recommend at least three.
c. Planning and leading an act of worship on which formal feedback is given as part of the worship module.
d. Other opportunities to plan and lead worship prior to this. We recommend at least three.
e. Opportunities to lead intercessions, read lessons, be part of a team offering prayer ministry, serve at the eucharist, distribute communion and act as a sidesperson / welcomer if they do not do this already.
f. Some form of audit of church and community as listed above.

Identifying Priorities

A ministry checklist is provided to help with this. It is important to use this as a tool to help you and not to be over-rigid in its interpretation. The aim is to identify what areas of ministry the student already has experience of and therefore needs little further training in and areas where the student needs to be introduced to new skills and experiences. Not everything needs to be covered this year and a review of the checklist is advised at the beginning of each year.

Circumstances change and so some things which were planned may not happen and unexpected opportunities may arise. Please be flexible and feel free to revise plans as the year progresses.
Learning Outcomes for practical ministry

However, experienced you are, there is always room for development in leading worship and preaching. Students will normally set a learning outcome for these areas and specify how they will undertake and assess development in it. In addition, there may be other vocational goals to set for this year in the areas of growth as a practical theologian; in personal and spiritual development, personal and professional relationships and/or in practical and ministerial skills. As the start of training involves a time management adjustment we ask First Year students to specify a goal for family/work/study/life balance as well. Students should complete this form after a conversation with their local church supervisor and in dialogue with their staff mentor.

Example:

**Learning Outcome:** To develop confidence in preaching.

**Method:** To preach three times this year.

**Assessment:** Discussion with Incumbent after the sermon, using the preaching feedback form as a basis for constructive criticism.

**Learning Outcome:** To improve personal, devotional prayer life.

**Method:** To discuss current prayer life with my Spiritual Director, develop together a new rule of life relating to prayer that works with the demands of training and practice one new form of prayer.

**Assessment:** To hold a termly review with my Spiritual Director of my prayer life.

The following Learning Outcomes are proposed for the coming year:

1. **Preaching and Leading Worship Learning Outcome:**
   
   **Method:**
   
   **Assessment:**

2. **Vocational Learning Outcome 1:**
   
   **Method:**
   
   **Assessment:**

3. **Vocational Learning Outcome 2:**
   
   **Method:**
   
   **Assessment:**

4. **Life Balance Learning Outcome:** To attempt to balance work, life and study.
   
   **Method:** I aim to achieve this balance by:
   
   **Assessment:**

Are there any other factors (for student, Training Minister/Supervisor) that may impact on this coming academic year (e.g. impending move or interregnum, change in employment, possible health intervention, etc)? Please let the Staff Mentor know as soon as possible of any factors that subsequently change during the year.
Are there any additional areas for attention as regards academic matters – areas where the student feels they may need extra help, e.g. with Study Skills, planning assignments, etc or objectives that they are going to set themselves in terms of their study patterns?

I commit myself to this training partnership.

Signed:          (Please print or type names.)

...........................................  (Student)  ...........................................

...........................................  (Training Minister)  ...........................................

...........................................  (Additional Supervisor if applicable)  ...........................................

...........................................  Staff Mentor  ...........................................

...........................................  Principal/Director of Training  ...........................................

Once completed, Ordinands should send a copy to the ERMC Office and Readers in Training should send a copy to their Director of Reader Training.

Feedback Form for Assessed Sermon

This form should be used for sermons preached in church situations.

Thank you very much for agreeing to assess our student. Your feedback will be very valuable as they seek to improve as a preacher. Please do not put the student's name on this form – they will insert their Student Id.

SID Number:  

Type of Church & Congregation
(Please do not name the Church.)

Time, Date, Church Season
**Bible Readings**

**Theme of Sermon** (What seemed to be the main theme?)

**Aim of Sermon** (What did the sermon seem to aim to achieve?)

*Circle the numbers below to indicate assessment and add any comments either under the heading or at the end.*

### Relation to Bible

<table>
<thead>
<tr>
<th>Misinterpretation or unrelated to Bible passage.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Presents valuable truth from Bible passage.</th>
</tr>
</thead>
</table>

### Appropriate level

<table>
<thead>
<tr>
<th>Too elementary for congregation.</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Too hard for congregation to understand.</th>
</tr>
</thead>
</table>

**N.B. These numbers are intentional!**

### Structure

<table>
<thead>
<tr>
<th>Confused no sense of getting anywhere.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Clear structure and sense of progressions.</th>
</tr>
</thead>
</table>

### Language

<table>
<thead>
<tr>
<th>Boring, technical words, convoluted sentences.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Vivid or everyday words, simple sentences.</th>
</tr>
</thead>
</table>

### Relevance

<table>
<thead>
<tr>
<th>Not related to people's situations and concerns.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Relating to people's situations and concerns.</th>
</tr>
</thead>
</table>

### Interest

<table>
<thead>
<tr>
<th>Difficult to concentrate, mind wanders.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Grabs and holds attention.</th>
</tr>
</thead>
</table>

### Making a difference

<table>
<thead>
<tr>
<th>Nothing to change or develop people.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Gives people a challenge, encouragement or insight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical application</td>
<td>Helps people change attitude, behaviour or understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not provide any practical help.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of illustrations</th>
<th>Clear and pertinent illustrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No or inappropriate illustrations.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audibility</th>
<th>Easy to hear words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult to hear.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variety in delivery</th>
<th>Changes of pace, pitch, volume.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monotonous.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression &amp; conviction</th>
<th>Manner of speaking brings out meaning of words and expresses preacher's commitment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn't appear to feel what is said.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rapport</th>
<th>Aware of congregation and responding to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just focussed on script.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Would have liked to hear more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should have stopped sooner.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

What would you be likely to remember/want to take from the sermon?

What would you particularly like to commend about the sermon?

In what ways might the preacher improve his/her message and/or delivery?

Any further comments?

Signature: (optional) ________________________________
Preacher's Reflection
The student should indicate here their own reflection on preaching this sermon and the feedback:

Worship Feedback Form
Please do NOT use the student's name on this form.
Student's ID Number

Details of service

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
<th>Type of Service</th>
<th>Type of Congregation</th>
</tr>
</thead>
</table>

What role did the student have in planning the service?

How well did the student collaborate with others in planning?
What role did the student have in leading the service?

How well did the student share leadership of the service with others?

What would you like to commend about the planning and leading of this service?
What are the areas where the student needs to develop further?

Please grade the student's planning and leading as Pass (P) or Fail (F).

Your name and signature

Your position in the church

Student Reflection on above Comments:
A Check-List of Practical Ministerial Skills

Please tick the appropriate box showing the amount of experience you feel you have in this area and whether you feel it needs to be a priority for your training with ERMC. If you feel something of which you have little experience can be left to learn in curacy or will have minimal relevance to your future ministry then it need not be a priority.

This form should be brought to your first Summer School for discussion with your Staff Mentor and to the first meeting with your Training Minister and Mentor. You should then review/adapt the priorities once a year.

**Leading Worship**

<table>
<thead>
<tr>
<th>A Lot of Experience</th>
<th>Some Experience</th>
<th>No Experience</th>
<th>Training Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of voice in church</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public reading in different church settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing and leading intercessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading Morning &amp; Evening Prayer (Common Worship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading Morning &amp; Evening Prayer (BCP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting at Communion (Common Worship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting at Communion (BCP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing Communion vessels/linen &amp; setting altar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing and leading a Service of the Word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing an All Age Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Communion with reserved sacrament (where this is the tradition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healing Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments on experiences and priorities for leading worship:
### Preaching

<table>
<thead>
<tr>
<th></th>
<th>A Lot of Experience</th>
<th>Some Experience</th>
<th>No Experience</th>
<th>Training Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preaching to adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Age talks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's talks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preaching at Special Services (Remembrance, Easter, Christmas, Civic Service, Baptisms, etc)</td>
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</tr>
</tbody>
</table>

*General comments on experiences and priorities for preaching:*

### Pastoral Care

<table>
<thead>
<tr>
<th></th>
<th>A Lot of Experience</th>
<th>Some Experience</th>
<th>No Experience</th>
<th>Training Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting infirm at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praying with people who are troubled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting at Funeral and with bereavement visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit to ‘back’ of funeral parlour and crematorium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting at Baptism, plus preparation and follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skills or other pastoral skills training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriage preparation</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
General comments on experiences and priorities for pastoral care:

**Leadership and Ministry**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with children in church contexts</td>
</tr>
<tr>
<td>School assemblies and school visits</td>
</tr>
<tr>
<td>Working with youth in church contexts</td>
</tr>
<tr>
<td>Leading house or nurture group sessions</td>
</tr>
<tr>
<td>Leading Alpha/Emmaus or evangelistic course sessions</td>
</tr>
<tr>
<td>Working collaboratively and in teams</td>
</tr>
<tr>
<td>Training in team work – exploration of your own team working and leadership styles</td>
</tr>
<tr>
<td>Preparing for and chairing meetings</td>
</tr>
</tbody>
</table>

General comments on experiences and priorities for leadership and ministry:
Reporting

In the penultimate and final years of training, ERMC is required to report on the progress of Anglican Ordinands to the sponsoring Bishops. This process is an open one and draws on reports from the Training Minister/Supervisor and any Placement Supervisors for the year. Each student completes a personal assessment which reviews the year in terms of what has been learnt and experienced. The Staff Mentor meets the student to reflect on these reports before s/he drafts the ERMC report. That report is reviewed by the staff team and eventually signed by the Principal. It is then shared with the student before it is sent to the Bishop. This process tends to start around January for final year students. For three year students the first year reporting process is more informal but still involves a report from Supervisor and Training Minister (needed for the TMM1321 Foundations for Ministry Portfolio) and a self assessment.

However, it is helpful in this Handbook to have some indication of the questions which we ask those who report on you to answer. Reports are written under 6 categories, which are now linked to a set of some thirty learning outcomes at the point of ordination. It is difficult to distinguish within the categories just who might be best to comment so we ask that you answer what you can under each section but if you cannot answer the question, then please don’t worry! It is vital that you give as much evidence as you can to back up what you say.

Christian Tradition, faith and life

1. What evidence is there that the student is integrating what they learn into their own life and practice, that is to become a reflective practitioner?
2. To what extent does the student show a capacity to engage with traditions of thought and practice different from their own?
3. How open are they to new insights as well as to faithful obedience to that handed down to us?
4. What patterns of study and reflection are emerging for use in on-going ministry?
5. What areas for development are there here?

Mission, Evangelism and Discipleship

1. What experience has the student had of the mission and evangelism of the church?
2. What evidence is there of a developing and embodied understanding of mission and evangelism?
3. What experience and skill does the student have in enabling others to grow in Christian discipleship?
4. What qualities would you discern in your student with regard to an ability to communicate that which has been learnt?
5. What areas for development are there here?

Spirituality and Worship

1. What comments might you make about the student’s development in skills of preaching and leading public worship?
2. What evidence is there of the student’s understanding of the nature and scope of being a public and representative minister within the Church of England?
3. What areas for development are there here?
4. What evidence is there of the student being a person of prayer whose spirituality has grown and deepened during their training?
5. To what extent do you discern that the student’s personal commitment to Christ and to discipleship has changed during this period of formation?

**Personality, character and relationships**

1. What would you regard as the student’s strengths and weaknesses and how aware do you think that they are of these?
2. What evidence have you seen of an openness, maturity, integrity and stability within the student in the face of change, pressure and the public expectations of the role of ordained clergy?
3. How would you describe the manner in which the student forms relationships to others?
4. What areas for development are there?

**Leadership, collaboration and community**

1. What kind of leadership style does the student exhibit?
2. What evidence is there that there leadership is collaborative?
3. What evidence is there of the student’s capacity to empower others in leadership?
4. What areas for development are there?

**Vocation to and ministry within the Church of England**

1. How has their account of their vocation grown and/or changed during their training?
2. Our students are asked to be people who can engage with complexity and difference within the Church of England. What willingness of this have you seen over the past year?
3. How would you describe your student’s willingness to be supervised, to be loyal, working within professional boundaries and the accountability frameworks of the Church?
4. What areas for development are there?

More details about the Formation Criteria for ordination which ordinands must meet can be found here: https://www.churchofengland.org/sites/default/files/2017-10/formation_criteria_for_ordained_ministry.pdf