



ERMC Placements Handbook 2023-24

A Guide to Placements, Formation and Academic Study



ERMC
EASTERN REGION MINISTRY COURSE
C A M B R I D G E

WELCOME!

Placements form an integral and invaluable aspect of ministerial formation. For many students, being on placement provides a nurturing and challenging context in which they grow more fully and intentionally into the identity of a ministerial candidate. For some, placements can give a strong sense of the student's future direction of travel; for others, they can afford students one-off opportunities to experience an aspect of ministry which will stay with them for life. All ministerial students undertake placements: ordinands under the care of the ERM Director of Pastoral Theology and lay minister students under the care of their Diocesan Lay Ministry Training Officer or equivalent.

This booklet provides all that students and supervisors need to know with regard to placements undertaken as part of study through the Eastern Region Ministry Course, especially for those studying for Common Awards validated by Durham University. Students undertaking study as part of training for licensed lay ministry in the Church of England may be required to produce additional work directly for their Diocese; they will provide separate guidance on this.

We recommend that you consult this handbook before arranging placements with ERM. However, policies change and you should always refer to ERM Moodle to keep up to date.

Key contacts

ERM Director of Pastoral Theology
The Revd Lucy Dallas
ljcd2@cam.ac.uk
01223 760 444

ERM Administrator
Mrs Anne Sims
admin@ermc.cam.ac.uk
01223 760 444

St Albans Lay Ministry Training Officer

Ely Diocese Ministry Training Officer

Norwich Diocese Lay Ministry Training Officer
The Revd Charles Read
charles.read@dioceseofnorwich.org
01223 882331

CHURCH PLACEMENTS



For ordinands: most church placements are usually undertaken during the Lent period in the second year of study with ERM as part of a Reflective Practice module, students having taken on new roles in their home churches at the start of their ministerial training.

Please note that some variations on this timetable exist, particularly for **Lay Ministry students**; please refer to your diocesan Lay Ministry Officer or equivalent for lay ministry students or Director of Pastoral Theology for ordinands (contact details are found on p.2 of this document) to confirm the timing and duration of your placement if you are not sure.

Church placements afford students the opportunity to experience a church very different to their own; all students are encouraged to 'step out of the boat' and immerse themselves in a church whose worship tradition, mission, shared life and local community exposes them to new situations which will stretch, challenge and equip them to serve as widely deployable ministers excited by the breadth of the Church of England.

What does this mean for students?

Be ready to try something new! So you've no idea what a thurible is? You don't know your cassock from your hassock? You've never used PowerPoint in worship or been involved in prayer ministry? You live in a village and have no experience of what

church is like in the city? You're in a single parish and would like to know how benefices work together? You'd love to see how a Local Ecumenical Partnership or a cathedral serves its community? This is your opportunity to 'step out of the boat' and undertake a placement that will broaden your horizons.

NB It is mandatory that you complete Safeguarding training before you begin your church placement.

For students: How to go about finding a church placement

Step One: Think about what is *feasible*. The church placement is measured not in days but in hours; we ask that you give between 40 and 60 hours to this integral part of your training. That is a very elastic time-frame; this is because preparation and reflection are included in the time, so writing sermons and preparing intercessions, for example, form part of your placement hours – and the time it takes to do these things varies greatly from person to person.

If you are able to undertake a placement locally to where you live, you'll need to think about practicalities such as transport and timings. Do you need a car, realistically, to get to that rural benefice on a Sunday morning? Will you get home from work in time for the Bible Study? Looking at potential placement churches' websites and listings on A Church Near You will give you an idea of what the church has going on and how you might get involved.

You'll need to think about the timings as they are spread over the duration of the placement. Staying with your placement church throughout Lent and Holy Week is ideal, enabling you to develop relationships with people over a period of weeks and helping you to gain deeper insight into the church and community as well as giving you greater scope for involvement in leading, preaching and assisting in services. If you are travelling some distance in order to undertake your church placement for formational or geographic reasons, it is far more likely that your placement will take the form of an intensive week. With the support of the Director of Pastoral Theology, you'll need to think about accommodation, travel arrangements and hosting arrangements. You may need to book time off work well in advance and / or arrange childcare for the duration of your absence. We recognise the sacrificial nature of intensive placements on ordinands and their families, and we wish to support them in such placements.

Step Two: Talk to your incumbent and explore together what might be *fruitful*. They know you, and they know the local area with its churches and clergy. You don't have to decide where your placement will be straight away; it might take a couple of conversations as you discern together where might be a good context for this vital part of your training. ERM staff have very good local knowledge and contacts across the Eastern Region, so if an idea is mooted that is somewhat unfamiliar, note it down for discussion with your Staff Mentor, Director of Pastoral Theology or LMO.

Step Three: Talk to your Director or Pastoral Theology or LMO; they will need to agree the placement. If, for any reason, they consider the proposed placement less helpful for your formation, they will discuss this with you and suggest alternatives.

Step Four: Once your placement has been agreed in principle, get in touch with the potential placement supervisor using the form appended (see Appendix 1) and copying in your LMO or Director or Pastoral Theology as appropriate. If the placement is confirmed, complete the Rationale Form (see Appendix 2) and arrange to visit the supervisor in person if possible, or to meet online if not so as to discuss the placement. Share the working agreement and report form with them (see Appendices 3 and 4) and agree with them the dates, times and activities of your placement. Once your working agreement has been finalised, which could be either before or at the start of your placement, send it by email to the relevant person (either your LMO or Director of Pastoral Theology and ERMC administrator).

What if I have a problem while I'm on placement?

If you fall unwell during your placement or if the placement becomes untenable suddenly (for example due to your Placement Supervisor becoming unwell), please let your Director of Pastoral Theology or LMO know as soon as possible.

If you have any safeguarding concerns while you are on placement, contact Charles Read (ERMC Safeguarding Lead) straight away as a matter of urgency.

After Your Placement

Allow time to reflect on what you have experienced, encountered and done during your church placement. Your Local Supervisor should not expect you to preach or lead for four weeks after your placement in order to give you time and space to reflect and write up your notes for your module assessment.

Your placement supervisor will write a report on you soon after your placement has finished (see Appendix 4). Read it carefully and prayerfully, taking on board points for your formational growth. You will need to append the report in your module assessment.

For Supervisors

Supervising ministerial students is a rewarding experience. The placement church or social context is a place to gain experience of the practical skills that are needed for ministry. However, training with ERMC comprises only the first stages of initial ministerial education and much of the practical learning will be carried out once the student has been licensed or ordained. Our programme, therefore, includes only a

circumscribed amount of ministerial skills in an individual programme devised at the start of training.

Many of our supervisors have reported that having a ministerial student on placement affords a wonderful opportunity to take a step back and to reflect on the nature, value and challenges of what they do. Put simply, to supervise a placement 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 specific placement context. In most instances, the supervisor will also engage in the kind of informed theological reflection which lies at the heart of making connections. Most of our supervisors are Christian ministers engaged in church ministry, and / or social contexts such as chaplaincies, charities and projects. However, not all of our supervisors are Christians, though, especially in social context placements; all do have an appreciation of and respect for the contribution which Christian ministers make to public life, and we are most grateful to and for our non-Christian social context placement supervisors.

You may be approached as a potential supervisor by either the ministerial student, or by the tutor with responsibility for the student's pathway. The time commitment, amounting to somewhere between 40 and 60 hours, can be discussed with the student so that a fruitful, feasible timetable is agreed. Many of our students work and have family commitments, meaning that each placement is negotiated individually. We encourage students to meet with supervisors at least once before the placement starts so as to consider the 'Working Agreement' which sets out the specific plan to which the supervisor and student commit.



APPENDIX 1a

Church Placement Rationale Form

Ordinands: Please complete this form and return it to Lucy Dallas by email at ljcd2@cam.ac.uk by the end of January 2024.

Lay Ministry Students: Please complete this form and return it to your relevant LMO by email by the end of January 2024.

If you encounter any problems completing this form by then, please contact your LMO or ERMCC DOPT to discuss the issues.

Rationale for Placement – please write in brief what the rationale is for your placement and how you think it will enrich your ministry.

Details of Placement

Name and Address of
Placement Church /
Benefice:

Supervisor Name:

Supervisor Address:

Supervisor email:

Supervisor phone
number:

Dates of Placement:

Style of worship:

Local demographic:

Is there anything else which you feel that we should know about this placement?

APPENDIX 1b

CHURCH PLACEMENT WORKING AGREEMENT FORM

INTRODUCTION

This placement aims to build on the work already done by the student and their *Local Supervisor/ Training Minister* through the annual Training Agreement, please ask the student for a copy of this.

Placements offer a real opportunity for new encounters. They are meant to stretch the student by exposure to the unfamiliar and the challenging and the unpredictable nature of ministry or a new context. The experience may, at times, be disorienting.

This Agreement is intended to help student and supervisor come together and plan the time, before or at the point when the placement actually gets under way to ensure a common understanding and expectation. This Agreement, then, will be guided both by the content of the module guidance and by the individual circumstances of your particular placement.

This form can be used for both placements but is part of the *required assessment for the Church Placement (Reflective Practice in Context)*.

Please use it to clarify some specific aims for how learning and growth will take place through the placement. This can be further discussed and monitored by the end of the placement, when the Supervisor comes to write their report. It can also suggest some focus for other parts of the assessment portfolio. Aims and intended outcomes should relate to, or be integrated with, others already agreed within your training as a whole.

The following document is an editable Word document; please edit and expand it as necessary in order to complete the form as fully as you can.

For the RPC assessment, please place a copy in the Appendices.

CHURCH PLACEMENT WORKING AGREEMENT

Name:

Name of Supervisor:

Nature of Placement:

Placement Dates:

Think through the following questions:

What aspects of this placement are you most looking forward to?

Are there any aspects of this placement which are causing you anxiety or which you will find particularly challenging?

What are your hopes for learning and gaining experience in this placement?

With your Placement Supervisor

At an early meeting together, think through the aims below and discuss the experience you have already had in these areas and what needs further development. NB: Some aims will be more applicable to some placements than to others.

General Aim for this placement: *This need only be stated in one or two clear sentences:*

Specific Aims/Outcomes

Reflect on how you might, through this placement:

- hope to develop your ministerial and professional practice in the wider mission of God, particularly in engaging with the community's missional needs?
- pay attention to others and your impact on others?
- offer your gifts in this placement and work collaboratively with others?
- hope to extend your understanding of ministry and mission and engage in critical theological reflection on the experiences?
- profile and analyse the context and identify significant social factors affecting this particular context?

Using these questions, which are based on the learning outcomes, as stimulus, create some specific aims for the Placement. Try to connect your aims with the assessment questions.

Work Plan

Indication of length and number of working periods, and activities needed to complete the necessary hours of 'direct placement experience' and meet the outcomes above:

When and in what format do you intend to have supervision sessions?

Signature of Student:

Signature of Supervisor:

.....

.....

Date:.....

Student and Supervisor should each keep a copy of this Agreement. Signing commits the supervisor to completing a report on the student which needs to be returned within two weeks of the completion of the placement.

APPENDIX 1c

CHURCH SUPERVISOR'S REPORT FORM



Supervisor's Report Form for Church Placements 2021-22

Student's Name:

Placement Supervisor's Name and contact details:

.....
.....
.....
.....

Placement Location/Context:

Date of Placement: From To
.....

Please send this form, by email to Revd Lucy Dallas: ljcd2@cam.ac.uk

Copies of this form should be retained by the Supervisor and the student. Depending on the academic pathway, it may be necessary for the student to submit this form with their written work.

Notes to Supervisors: Please record your comments on the student's work under whichever headings are relevant below. Please do not feel obliged to answer every question. If you feel unable to answer any of the questions, please just leave them blank.

It is important to discuss your report with the student before it is returned to ERM C. If you have significant concerns about the student's work, please contact the Principal or another staff member to discuss these concerns before completing the report.

Present theological material appropriately to a specified group.	Excellent	Successful	Borderline	Fail
<p><i>What opportunities has the student had, if any, to do this, eg lead prayers; preach; be involved in weddings, baptisms, participate in leading at Eucharistic service, lead small groups, etc?</i></p> <p><i>What were their strengths in this area?</i></p> <p><i>What areas for further learning/development have you identified?</i></p>				

Make use of supervision to improve practice and self-awareness.

Successful

Fail

Do you have any concerns about the student's ability to receive feedback or willingness to grow in self-awareness?

Further Comments

Are there any other relevant comments you would like to make?

Overall Mark**Excellent****Successful****Borderline****Fail**

Signed
(Placement Supervisor)

Date

Student Remarks

Signed
(Student)

Date

I have discussed this form with my Supervisor and I retain a copy to submit with my written work.

APPENDIX 1d

RESEARCH ETHICS CONSENT FORM



To be completed by the Parochial Church Council or equivalent and shared as appropriate with church congregation in advance of the start of the placement.

We understand that the ERMCM student is undertaking this placement as part of a course of academic study involving interaction with people. Conversations and encounters from the student's placement learning may be used as the basis for theological reflections, which may or may not be written, spoken and / or assessed as part of a Durham University Common Awards programme.

Conversations and encounters, when used in such ways, will be anonymised; the names and identifying features of individuals, families, churches and communities will not be included.

Signature(s) on behalf of the PCC or equivalent:

Date:

SOCIAL CONTEXT PLACEMENTS



What is a social context, exactly?

For the purposes of your placement, a social context is any institution, charity or chaplaincy in which a Christian minister might be invited or expected to take a role. What you might do in a social context depends entirely on the context. You might feel that you don't 'do' very much that is specifically recognisable as mission and ministry; you might spend evenings chatting over cups of tea in a hostel for vulnerably-housed people, or you might join a local interfaith group. As you think about your social context placement, think about the world beyond the walls of the church building. What interests, excites or intrigues you? What kind of chaplaincy would you like to explore? Ideas might include:

- School chaplaincy;
- Prison chaplaincy;
- University or college chaplaincy;
- Airport or town centre chaplaincy;
- Hospital chaplaincy;
- A local, national or international ecumenical or interfaith group;
- A charity working to meet needs, such as financial hardship or the integration of newcomers to the local area.
- *Talk to the Director of Pastoral Theology or your LMO about your ideas!*



ERMC SOCIAL CONTEXT PLACEMENT WORKING AGREEMENT

Name:

Name of Supervisor:

Nature of Placement:

Placement Dates:

Think through the following questions:

What aspects of this placement are you most looking forward to?

Are there any aspects of this placement which are causing you anxiety or which you will find particularly challenging?

What are your hopes for learning and gaining experience in this placement?

With your Placement Supervisor

At an early meeting together, think through the aims below and discuss the experience you have already had in these areas and what needs further development. NB: Some aims will be more applicable to some placements than to others.

General Aim for this placement: *This need only be stated in one or two clear sentences:*

Specific Aims/Outcomes

Reflect on how you might, through this placement:

- hope to develop your ministerial and professional practice in the wider mission of God, particularly in engaging with the communities missional needs?
- pay attention to others and your impact on others?
- offer your gifts in this placement and work collaboratively with others?
- hope to extend your understanding of ministry and mission and engage in critical theological reflection on the experiences?
- profile and analyse the context and identify significant social factors affecting this particular context?

Using these questions, which are based on the learning outcomes, as stimulus, create some specific aims for the Placement. Try to connect your aims with the assessment questions.

Work Plan

Indication of length and number of working periods, and activities needed to complete the 40 hours of 'direct placement experience' and meet the outcomes above:

When and in what format do you intend to have supervision sessions?

Signature of Student:

Signature of Supervisor:

.....

.....

Date:.....

Student and Supervisor should each keep a copy of this Agreement. Signing commits the supervisor to completing a report on the student which needs to be returned within two weeks of the completion of the placement.



Social Context Placement Form

Rationale for Placement – please write in brief what the rationale is for your placement and how you think it will enrich your ministry.

Details of Placement

Name of Placement

Supervisor Name

Supervisor Address

Supervisor email

Supervisor phone
number

Dates of Placement



Social Context Placement Supervisor's Report Form 2023-2024

Student's Name:

Placement Supervisor's Name and contact details:

Placement Location/Context:

Date of Placement: From To

This form should be sent by email to Revd Lucy Dallas: ljcd2@cam.ac.uk

Copies of this form should be retained by the Supervisor and the student. Depending on the academic pathway, it may be necessary for the student to submit this form with their written work.

Notes to Supervisors: Please record your comments on the student's work under whichever headings are relevant below. If you feel that any of these questions are irrelevant to your context, please feel free to disregard them. ***It is important to discuss your report with the student before it is returned to ERM.*** If you have significant concerns about the student's work, please contact the Principal or another staff member to discuss these concerns before completing the report.

Demonstrate appropriate engagement with individuals or groups in the context[s] concerned.	Excellent	Successful	Borderline	Fail
<i>In what other activities has the student been engaged?</i>				
<i>What were their strengths in these areas?</i>				
<i>What areas for further learning/development have you identified?</i>				
Make use of supervision to improve practice and self-awareness.	Excellent	Successful	Borderline	Fail
<i>What supervision has the student received?</i>				
<i>How well has the student made use of that time?</i>				
<i>In what ways has the student demonstrated self-awareness?</i>				

Do you have any concerns about the student's ability to receive feedback or willingness to grow in self-awareness?

Work accountably to a Supervisor, collaboratively with colleagues and with understanding of the exercise of a representative role.	Excellent	Successful	Borderline	Fail
<p><i>How confident did you feel that the student was acting responsibly and accountably, within the bounds of their agreed role?</i></p> <p><i>How well did the student understand the dynamics of being a representative person rather than being a private individual?</i></p> <p><i>How collaboratively did the student work with colleagues and others encountered in the placement?</i></p>				

Further Comments

Are there any other relevant comments you would like to make?

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Overall Mark	Excellent	Successful	Borderline	Fail

Signed Date
(Placement Supervisor)

Student Remarks if Desired

Signed Date
(Student)

I have discussed this form with my Supervisor and I retain a copy to submit with my written work.

PLEASE RETURN A COPY OF THIS FORM TO ERMIC WITHIN 2 WEEKS OF THE PLACEMENT'S END. Thank you.

APPENDIX 1d

RESEARCH ETHICS CONSENT FORM



To be completed by the supervisor and shared as appropriate with others in the organisation in advance of the start of the placement.

We understand that the ERM C student is undertaking this placement as part of a course of academic study involving interaction with people. Conversations and encounters from the student's placement learning may be used as the basis for theological reflections, which may or may not be written, spoken and / or assessed as part of a Durham University Common Awards programme. Conversations and encounters, when used in such ways, will be anonymised; the names and identifying features of individuals, families, churches, organisations and communities will not be included.

Signature(s) on behalf of the organisation:

Date:

PLACEMENT LEARNING POLICY

Structure of placements

Placements may take place as part or all of a module, or may constitute a full or part year of an academic programme.

When a placement is undertaken as part of a module, the learning outcomes for that placement are determined by the module.

Placements are an integral part of the following Common Awards modules currently offered by ERMIC.

- TMM1447 and TMM2527 Foundations for Reflective Practice in Context (Short)
- Reflective Practice in Context (Long)
- Further Reflective Practice in Context (Long)
- Reflective Practice Placement (Level 7)
- Corporate Engagement with Context A
- Corporate Engagement with Context B
- Developing Mission and Ministry in Context

Placements that students are required to undertake but which are not part of a formally accredited programme have the following learning outcomes:

At the end of the placement, students should:

- Be able to root theological training and formation in the life, ministry and mission of the given context.
- Be able to bring assumptions, both theological and practical, into fruitful contact with practice in order to provoke further questions, stimulate reflective practice and theological reflection, thus deepening formational learning.
- Demonstrate some hands-on experience in a range of ministerial practices.
- Be able to demonstrate learning at several levels including personal and spiritual development; personal and professional relationships; ministerial skills; growth in knowledge and understanding of the ministry and mission of the church.

Approval of placements

Approval of a Compulsory / Standard Optional Placement

Where a placement forms a compulsory part of a programme of study or a standard option and are therefore included in the programme specification and regulations, students registered for the programme negotiate with the Director of Pastoral Theology or LMO as relevant the programme of work which will meet the learning outcomes of

the placement. This document usually takes the form of a **Working Agreement** which agreed between the placement supervisor, the student and the institution, and a copy is kept by both the institution and the student.

Approval Process for an Optional Placement

Where a placement has not been approved as a compulsory part of, or a standard option within, a programme of study but the institution wishes to permit a particular student to undertake a placement, a *Working Agreement* must be agreed by the placement supervisor, the institution and the student and copies kept by the institution and the student.

Information for placement providers

Once a placement has been approved, the Director of Pastoral Theology or LMO is responsible for ensuring that placement providers are informed of:

- a. the intended learning outcomes of the placement;
- b. the role of the placement in the programme of study;
- c. and the criteria by which the institution will assess the placement: this is especially relevant when a module requires the student to carry out a specific project in the placement.

Approval of placement providers

ERMC accepts that the following categories of placement providers should normally be able to provide placements of an appropriate standard:

- a. for ecclesial placements: churches, college chapels, fresh expressions of church
- b. for social context placements: schools, universities, hospitals, hospices, civil society organisations, armed forces, faith based organisations.

Note that notwithstanding the above, the Director of Pastoral Theology or LMO must ensure that the learning outcomes of the placement can be met and must monitor placements to ensure that the expected standards are reached. The Director of Pastoral Theology or LMO must also take steps to address problems.

Smaller organisations, for example those which are restricted to the country of the placement and/or are otherwise unknown (including arrangements made by students for themselves and 'personal' arrangements), are more problematic and care will be taken to ensure that appropriate information about the placement provider is received. This should be provided by the student where they are arranging the placement and it should be made clear to students that ERMC reserves the right to withhold approval from such arrangements. Approval may also be withheld from placements which are offered by entirely reputable organisations but where the placement is inappropriate to the learning outcomes and the programme of study.

The procedure for identifying church-based placement and social context-based placement providers will be the responsibility of the student, with guidance from ERM staff. Each placement, both church-based and social context-based will require the approval of the Director of Pastoral Theology or LMO.

Student support and guidance

Placement handbook

Students undertaking a placement will be provided with a placement handbook (or equivalent document, which can be provided online if appropriate). The handbooks will cover the following areas:

- a. Clear information about the role of the placement in the programme of study, its learning outcomes, the implications of the placement for progression and/or degree classification, the assessment criteria and the mode(s) of assessment to be used.
- b. Clear information about their obligations within the placement.
- c. Information on a contact in the host organisation, where appropriate, to whom students can take problems in the first instance;
- d. Information on the support available to the student from the institution while on placement, including a point of contact in case of emergency and information on dealing with problems or complaints.
- e. Work expectations.
- f. Safeguarding information.
- g. Information on insurance.

Pre-placement briefing

In addition to the placement handbook, students will be given the opportunity to discuss prior to departure:

- a. clear information about their own personal programme of work during the placement, as detailed in the Working Agreement;
- b. basic information about the host organisation and its location. Notes from previous students can be invaluable;
- c. information about travel arrangements to and from the placement including any responsibility on the part of the student for making such arrangements;
- d. information about accommodation arrangements. It is not essential for ERM to arrange accommodation for placement students but all students (in the UK and abroad) must be told what to expect and what they will have to arrange for themselves. For students travelling abroad institutions will provide general advice including 'common sense' guidelines about location, travel to and from the placement and the types of accommodation typically available. Notes from past students are very helpful and consideration is given to building up dossiers of 'tips' to which the students can have access while they are abroad as well as before they leave.

- e. general 'cultural' information (do's and don'ts). This may relate to the conventions of a foreign country or to professional expectations within the local church. In some cases such expectations may be made clear by the host organisation but the institution will ensure that students obtain essential information;
- f. the pastoral support available to the student during the placement and where ERMIC is unable to make pastoral visits the channel of communication for support during placement;

This information will be provided via pre-placement briefing sessions, informal conversation, or through the provision of documentation, depending on the circumstances.

Support during placements

ERMIC will consider the feasibility of pastoral visits from a member of staff (usually the student's Staff Mentor, Director of Pastoral Theology or LMO as appropriate).

Where pastoral visits cannot be undertaken it is especially important to develop channels of communication for students during their placements; to ensure that procedures for de-briefing students are robust; and to take steps to avoid sending future students to locations which have presented problems.

Post-placement

On return the Director of Pastoral Theology or LMO will seek feedback from students on their placement, and use this to support the review and enhancement of placement provision.

Assessment

Placement learning may be assessed:

- a. at threshold level (pass/fail) if the placement is additional to a full programme of study and does not contribute a percentage of the marks to the classification of the degree;
- b. by means of the appropriate criteria and marking scheme for the module.

The placement handbook will make clear to students how assessment is to be carried out.

Monitoring and review of placement learning

The responsibility for the quality of placement learning rests with ERMIC. ERMIC must therefore consider placement learning within their annual review (for example the Director of Pastoral Theology, together with LMOs could submit a report to the annual review detailing strengths, weaknesses, developments and action points associated with the placement scheme as a whole and/or individual providers as appropriate). Placement learning provision will also be considered during periodic review.

In terms of the ongoing management of placements, ERMIC will:

- a. appoint a designated placement co-ordinator (the Director of Pastoral Theology) to take responsibility for managing placements for ordinands and provide support to LMOs;
- b. document the information regarding the aspects of the placement covered by these guidelines and make this easily available to students, staff and placement hosts; this will include information and policies on ethics in research and confidentiality.
- c. establish mechanisms with host organisations, where appropriate, by which good practice can be reinforced and problems addressed - either as they arise or within a routine (possibly annual) review, which may be face-to-face or by correspondence / email / video-conferencing etc. Such problems may be academic, pastoral or administrative.