

# Candidate Review

## Handbook for Presbytery and Council Assessors (Training)



Church of Scotland

**Ministries Council**



## Table of Contents

Section	Content
1	<b>Purpose of Handbook</b> <a href="#">Introduction</a> <a href="#">Ministers of the Gospel</a>
2	<b>Route to Ministry – <a href="#">Candidature to Exit Certificate</a></b> <a href="#">Candidature Review Information</a> <a href="#">Academic Requirements</a> <a href="#">Placements</a> <a href="#">Ministries Training Network</a> <a href="#">Church Law</a> <a href="#">Conferences</a> <a href="#">Speech Training</a> <a href="#">Summary of Academic Study, Placements, Portfolio and Conferences</a>
3	<b>Assessors' Role</b> <a href="#">Act X 2004</a> <a href="#">Expectations and Responsibilities Document</a> <a href="#">The Review: Purpose and Format</a> Responsibility of the Assessors <ol style="list-style-type: none"> <li>1) <a href="#">Report Reading</a></li> <li>2) <a href="#">At the Review meeting: Presbytery Assessor (Training)</a></li> <li>3) <a href="#">At the Review meeting: Council Assessor</a></li> <li>4) <a href="#">At the Review meeting: Staff member</a></li> </ol>
4	<b>Appendices</b> <ol style="list-style-type: none"> <li>I) <a href="#">Nomenclature</a></li> <li>II) <a href="#">Briefing sheet for the Review Panel</a></li> <li>III) <a href="#">Guidelines to the Indicators for Assessment</a></li> <li>IV) Sample Reporting forms               <ol style="list-style-type: none"> <li>i) <a href="#">Learning Covenant</a></li> <li>ii) <a href="#">Supervisors Appraisal</a></li> <li>iii) <a href="#">Annual Review Report</a></li> <li>iv) <a href="#">Supervisors and the Portfolio</a></li> <li>v) <a href="#">Competencies Full-Time Word &amp; Sacrament Candidates</a></li> <li>vi) <a href="#">Competencies Diaconal Candidates</a></li> <li>vii) <a href="#">Competencies OLM Candidates</a></li> </ol> </li> </ol>

Any general enquiries please contact the Training Team on [MinistriesTraining@churchofscotland.org.uk](mailto:MinistriesTraining@churchofscotland.org.uk)

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[http://www.churchofscotland.org.uk/resources/subjects/ministries\\_resources#cps](http://www.churchofscotland.org.uk/resources/subjects/ministries_resources#cps)



## **Section One –The Purpose of the Handbook**

### Introduction

Welcome to the handbook for all involved in the Candidate Review process. Candidates for all ministries are reviewed at regular intervals throughout their training. This ensures that training meets both the needs of the candidate, the requirements of the Ministries Council and that candidates are given training that fits them for ministry in today's Church. It also provides the opportunity to deal with problems as they arise. The Training Task Group oversees this work on behalf of the Council. Overall policy decisions are discussed by this Task Group and submitted to the Council Executive for approval, which in turn operates under the broad strategic directions endorsed by the Ministries Council. The implementation of all policy will be undertaken by the Training Task Group in conjunction with staff members. The Presbytery, however, also has a responsibility for the care of the candidate and, as the holder of the candidate's nomination, has power to make decisions regarding the candidate's progress.

The principles, which form the structure of the present process of formation, are as follows:

- The importance of the integration of theology and practice
- The essential nature of good supervisory practice for the ongoing development of candidates
- The development of recognised teaching placements
- The development of a substantial conference programme, beginning in student life, continuing throughout all practical placements prior to ordination
- Encouraging a sense of belonging to the church from the point of selection
- Developing and extending peer group formation
- The desire to have a consistent and coherent system of practical experience in ministerial formation

This handbook falls into three sections. In this section, in addition to this introduction, you will find a summary of the Report of the Board of Ministry to the General Assembly of 2000, "Ministers of the Gospel", outlining the vision for ministries which underpins all the Council's work with the candidates

Section two includes background material relating to the training process. Here you will find an outline of the Candidate Review process and information regarding the practical and academic aspects of the training.

Section three relates directly to the roles and responsibilities of Presbytery and Council Assessors with regard to Candidate Review.



## **Extract from Ministers of the Gospel Report. (General Assembly 2000)**

In the introduction to this report the Board lays out the theological biblical and doctrinal foundation of the Church as the body of Christ, whose members all exercise a ministry as an expression of the one ministry of Jesus Christ, of which the ordained ministry of Word and Sacrament is but one. The Gospel in Word and Sacrament orders the life of the Church and equips God's people for service and to this end some are called to this ministry. The purpose of the ordained ministry is to keep the Church faithful to its nature and calling as the people of God, in worship and witness, fellowship and service. The report goes on to explore the manner in which this ministry is to be exercised in today's culture.

### **Ministers of the Gospel – Serving Jesus Christ**

There is only one ministry, the ministry of Jesus Christ. The report explores this ministry outlining the biblical basis for the way we understand it in both its aspects; the earthly ministry and the continuing heavenly ministry. This confession of Jesus Christ leads the Board to make three points about the ministry of the Church and the ministry of Word and Sacrament.

First, only the whole people of God can demonstrate all aspects of the one ministry of Jesus in and to the world.

Second, within that context the ordained ministry of Word and Sacrament has a specific role.

### **Christ's Gift to the Church**

The Church of Scotland affirms that its Presbyterian government is agreeable to the Word of God and subject to continuing reform in accordance with that Word, contemporary mission and ecumenical dialogue and believes that Christ has gifted to his Church an authorised form of ministry to pass on the Apostolic teaching, as preachers and teachers of the Gospel. In the Church of Scotland, that order of ministry has been known as the ordained ministry of the Gospel in Word and Sacrament. While this does not take the place of the ministry of the whole people of God, it has been and is a particular ministry that ensures the right ordering of the Church's life and service around the apostolic Gospel, through hearing Christ in Scripture and receiving Christ in the Sacraments.

### **The Integration of Person and Practice in Ordained Ministry**

The third point therefore, is this: if ministers of the Gospel are to serve in this way, not only must their particular service be put in the proper context of the one ministry of Jesus Christ and the wider ministry of the whole people of God, they must also be people who seek to integrate who they are as persons in Christ with the particular functions they fulfil in the service of Jesus Christ.

### **A Three-fold Affirmation of Ministry Today**

First, we affirm that only the ministry of the whole church can reflect the height and depth and length and breadth of the one earthly and continuing ministry of Jesus Christ in the world. The Church is a community of service. All Church members are called and commissioned in baptism to this life of service in Jesus Christ.

Secondly, as an essential part of the health and growth of the Church's ministry, we also affirm that the Ascended Christ gives to his Body the Church the gift of a ministry of the Gospel, in Word and Sacraments, the purpose of which is to keep the Church faithful to its nature and calling as the Body of Jesus Christ.

Thirdly, we affirm that person and practice joined together in the one ministry of Jesus Christ should never be separated in the Church's discernment and development of those women and men called to serve Jesus Christ as ministers of his Gospel.

### **Ministers of the Gospel – Serving in a Changing Society**

The Church of Scotland has a clear mission as a national Church, as set out in Article Three of its Articles Declaratory to share the Gospel throughout Scotland. The report outlines the kind of service needed from ministers of the Gospel by the Church of Scotland under several headings.

- **A Changing Scotland;** including social, economic and cultural change.
- **The Nostalgia Trap;** the myth of a "golden age" when churches were full.
- **No Single Solution**
- **A Pluralist Context**
- **A Secular Society;** but not necessarily less moral or spiritual.

- **Religious Affiliation – what does it mean today?**
- **An Ageing Population**
- **A Mobile Society**

This analysis leads to three questions for ministry.

- To what extent does it simply go along with ministering to a changing Scotland, seeming to condone the changes; and to what extent does it provide alternative moral frameworks?
- In such a changing society, how valid is the traditional model of the full-time ordained and parish ministry, premised on its 'professional' status?
- To what extent is the Kirk still implicitly thirled to a traditional world in which the 'parish' is viewed as fairly static and immobile, in which 'place' is known socially and geographically?

Social trends have profound implications for what we consider to be appropriate forms of church life and mission, and also appropriate models of ordained ministry for a variety of changing local situations. The one ministry of Jesus Christ must be made incarnate time and again within contemporary Scotland, in all its social and cultural diversity and particularity. This, then, will require ministers who are:

- faithful to the unchanging Gospel and can minister appropriately to a changing Scotland
- people who can cope creatively with the impact of a changing Scotland on their own lives and ministry. We must not separate the impact of social change on the person in ministry from its impact on his or her functions and roles in ministry.

### **Ministers of the Gospel – Serving the Church**

In a wide-ranging consultation, the Board invited members of both church and community to consider what might be an appropriate model of ordained ministry for the 21<sup>st</sup> century. This resulted in the following responses:

- **Team Ministry;** allowing other ministries to flourish alongside that of Word and Sacrament
- **Group Practice;** an answer to the problem of the expectation of “multi-competency”
- **People of Passion;** an holistic passion for the Gospel; for the pastoral needs of the local congregation; and for building two-way links between the Church and the wider community.
- **Good Interpersonal Skills;** to be genuine team- and bridge-builders
- **Working with other Churches**
- **Committed to Life-long Learning;** perhaps the best learning grows out of open-minded self-awareness, and demands a willingness in ministers to allow themselves a degree of appropriate vulnerability.
- **The Church as a Partner;** not only with other denominations, but also with society at large.
- **Meaningful Participation;** this issue links closely with that of the formation of teams in ministry and it reflects the measure to which church members have often felt excluded from the possibility of exercising their role within the ministry of the whole people of God.

As a result of this consultation it became clear that the Church is looking for ordained ministers who can integrate who they are as persons in Christ with their distinctive calling in the ministry of Word and Sacrament; in collaborative and reflective patterns of working and leadership and in ways that enable and empower the people of God for their ministry in Christ. The Church looks for the fruit of this integration of person and practice, in ministers who sustain a spiritual passion for their calling, a healthy self-awareness and good humour, and an openness to continuing development and supportive appraisal.

### **Profile of Ministers of the Gospel**

This, being neither definitive nor exhaustive, is constantly open to review and revision and has a clarity and consensus about the theology and practice of ordained ministry to agree a profile that the Church can own and affirm.

### **Ministers of the Gospel - Called and Ordained**

One essential way of keeping the Church faithful to the Gospel and its ministry is through the service of the ordained ministry of Word and Sacrament – Ministers of the Gospel. Christ calls from his Body mature Christian women and men gifted and ready to give this particular service. The Church affirms their call, prepares those selected for service and then authorises and enables them to exercise this particular form of ministry in a variety of settings, dependent always on the enabling power of the Spirit of Christ.

An underlying assumption of all the Board's reflections on ordained ministry has been that ministers of the Gospel will increasingly work in a range of settings, requiring flexibility and a variety of different skills, not least within changing and diverse types of parish ministry itself. However, within this range of settings, the Board believes that there is still a distinctive and common ministry of the Gospel that must always be exercised which is distinct from but complementary to other forms of service.

The call to the Ministry of Word and Sacrament must normally begin in the local context of the congregation as members participate fully in the worship and witness of the Church and as others recognise their gifts and potential for this particular ministry. A call commonly includes three elements. These are:

- A personal call from God to an office of service within the ordered ministry of the Church; marked by a clear and shared sense that God has called someone because of that person's specific gifts and character traits;
- The testing and validating of one's fitness for that particular service – functionally, personally and theologically – by a governing body of the Church, through a recognised process of ministerial formation;
- Confirmation of this personal call by means of a public call from a community of God's people, ordinarily a local congregation.

The word ordination is derived from the word "order". In ordination, the Church orders itself for ministry, identifying and authorising women and men with particular gifts to equip and lead it in serving God's reign in the world, through holding it to the Gospel in Word and Sacrament. The Board identified the following qualities which should be evident in those called to this form of ministry.

- **Maturity of Faith**
- **Sound Judgement**
- **Healthy Self-Awareness**
- **Sensitivity Toward the Needs of Others**
- **Manner of Life That Is a Manifest Demonstration of the Christian Gospel**
- **Personal Integrity in All Aspects of Life**
- **Lives Marked by the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-control (Gal. 5:22-23)**
- **Lives Lived in Communion with God**
- **Truthfulness**

Along with these personal attributes, Ministers of the Gospel need to develop certain abilities to be able to fulfil their calling as those gifted by God for this service. Three at least are essential:

- **The ability to discern and communicate the Gospel**
- **The ability to exercise a personal presence in ministry**
- **The ability to sustain a disciplined passion in the following of Jesus Christ.**

Ministers of the Gospel are called by God and ordained by the Church to show these attributes and abilities as they fulfil their vocation in:

- **Proclaiming the Word with Authority**
- **Celebrating the Sacraments**
- **Forming Christian Community**
- **Building up the Body of Christ**
- **Leading the Church through its structures**
- **Witnessing prophetically in all aspects of life**

Given such a practical theological profile of the attributes and abilities of the ordained ministry, how is such a ministry of the Gospel to be exercised in practice in the context of the three perspectives on ministry set out at the start: the ministry of Christ; mission in a changing society; and the concerns of the Church? In the future, it should be axiomatic that ministers of the Gospel will exercise their particular calling in the following three styles:

- **COLLABORATIVE APPROACH:** this requires commitment, a range of skills and a level of maturity from all involved in the process.

Here are some pointers to what a truly collaborative ministry involves, taken from another recent Roman Catholic report from England and Wales, as cited by Grundy (pp.59, 60):

- Involvement in collaborative ministry demands conscious commitment to certain values and convictions;
- Collaborative ministry begins from a fundamental desire to work together because we are all called by the Lord to be a company of disciples, not isolated individuals;
- Collaborative ministry is committed to mission. It is not simply concerned with the internal life of the Church. Rather it shows the world the possibility of transformation, of community and of unity within diversity;
- Collaborative ministry does not happen just because people work together or co-operate in some way. It is a gradual and mutual evolution of new patterns;

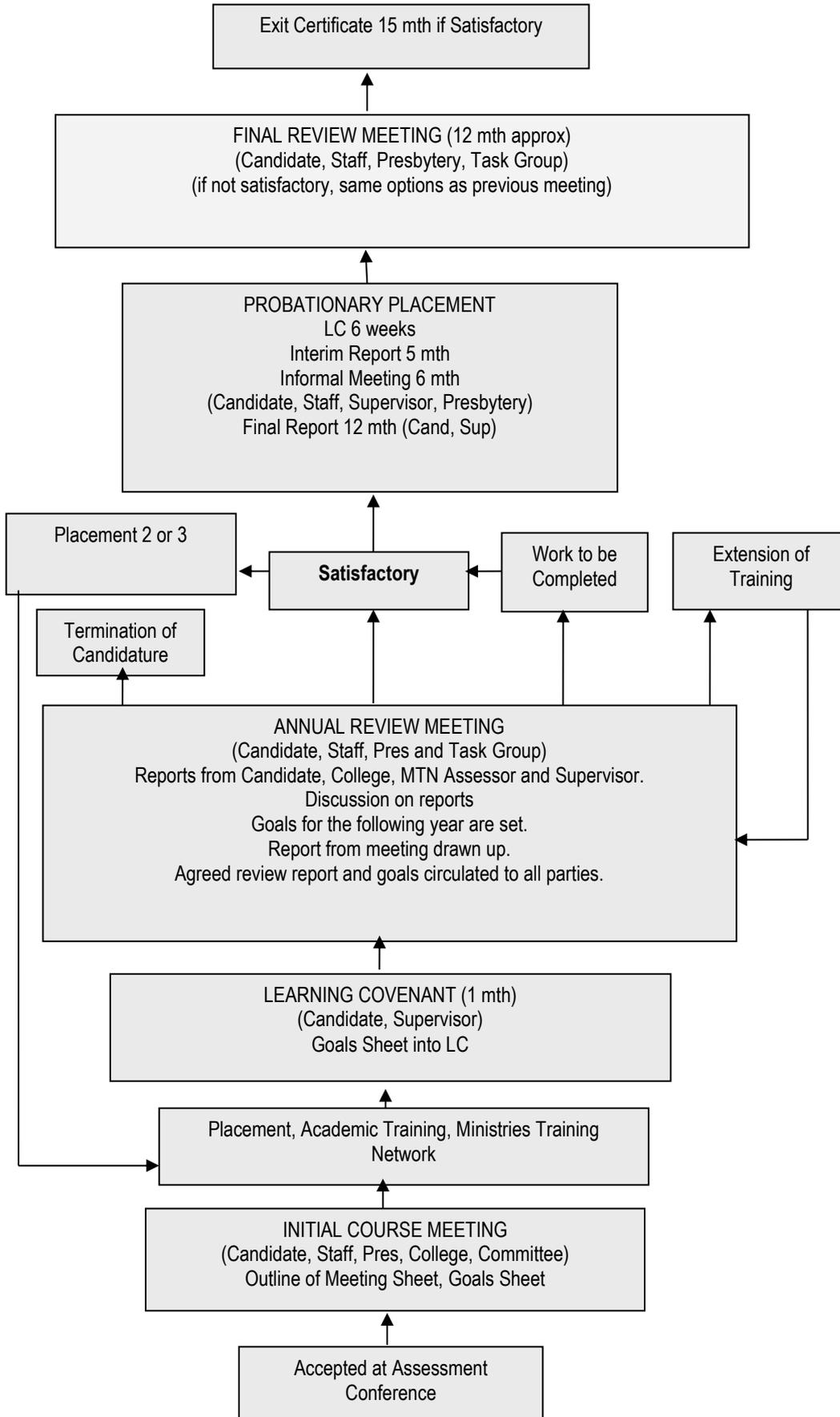
- Collaborative ministry is built upon good personal relations;
  - Collaborative teams, where personal relationships are important, highlight the importance of emotional maturity;
  - Collaborative parishes and teams generally place a high priority on developing a shared vision, often expressed in a mission statement, or in regularly reviewed aims and objectives;
  - The courage to face and work through conflict, negotiating until a compromise is found, and even seeking help in order to resolve it, are not weaknesses but signs of maturity and commitment;
  - The desire for shared decision-making is the natural outcome of working collaboratively;
  - Teams need to work very hard at how they communicate, and enable different members to take responsibility for what they think and feel.
- **REFLECTIVE PRACTICE:** Mission prompts questions about social change. Seen from this sociological perspective, tomorrow's ministers will have to be capable of working in a climate of uncertainty and change, as our social analysis indicated. Fresh insights from the Gospel, new ways of being church and more appropriate ways of serving others will have to be found, time and again, in many different situations. Ministers will need training in leading congregations through change, which is often experienced as a grief process of loss, before renewal. The Church will require ministers who are able to help it think creatively, reflect critically and act wisely, in collaboration with others - in the light of the Gospel and in response to a changing Scotland. At the same time, authentic pastoral ministry alongside people in suffering and loss will always call for constancy in prayer and love.
 

*I mean by it the capacity, in the midst of the practice of ministry, to lead the church to act in ways that are faithful to the Gospel and appropriate within the situation. To [minister and] lead reflectively involves a kind of hermeneutic [interpretation] of practice. It entails the capacity to 'read' situations, and, in the midst of them, draw on resources of knowledge, experience, and skills - often by inventing new ones - to construct faithful and appropriate responses. It means also having an identity and personal style that inspire trust and confidence among those with whom one shares ministry. [Ministers] who function as reflective [practitioners and] leaders function with authority - not in a top-down, asymmetrical fashion but in partnership with laity. (Jackson Carroll, As One With Authority, p.122)*
  - **COMMITMENT TO FORMATION:** those called to be ministers of the Gospel must be open to continuing formation in the attributes and abilities that their office and service require. They must be formative, in the dictionary definition of that word, being people who are capable of development and growth. They must also be open to mutually supportive and accountable appraisal in the educational development and exercising of their own ministry.

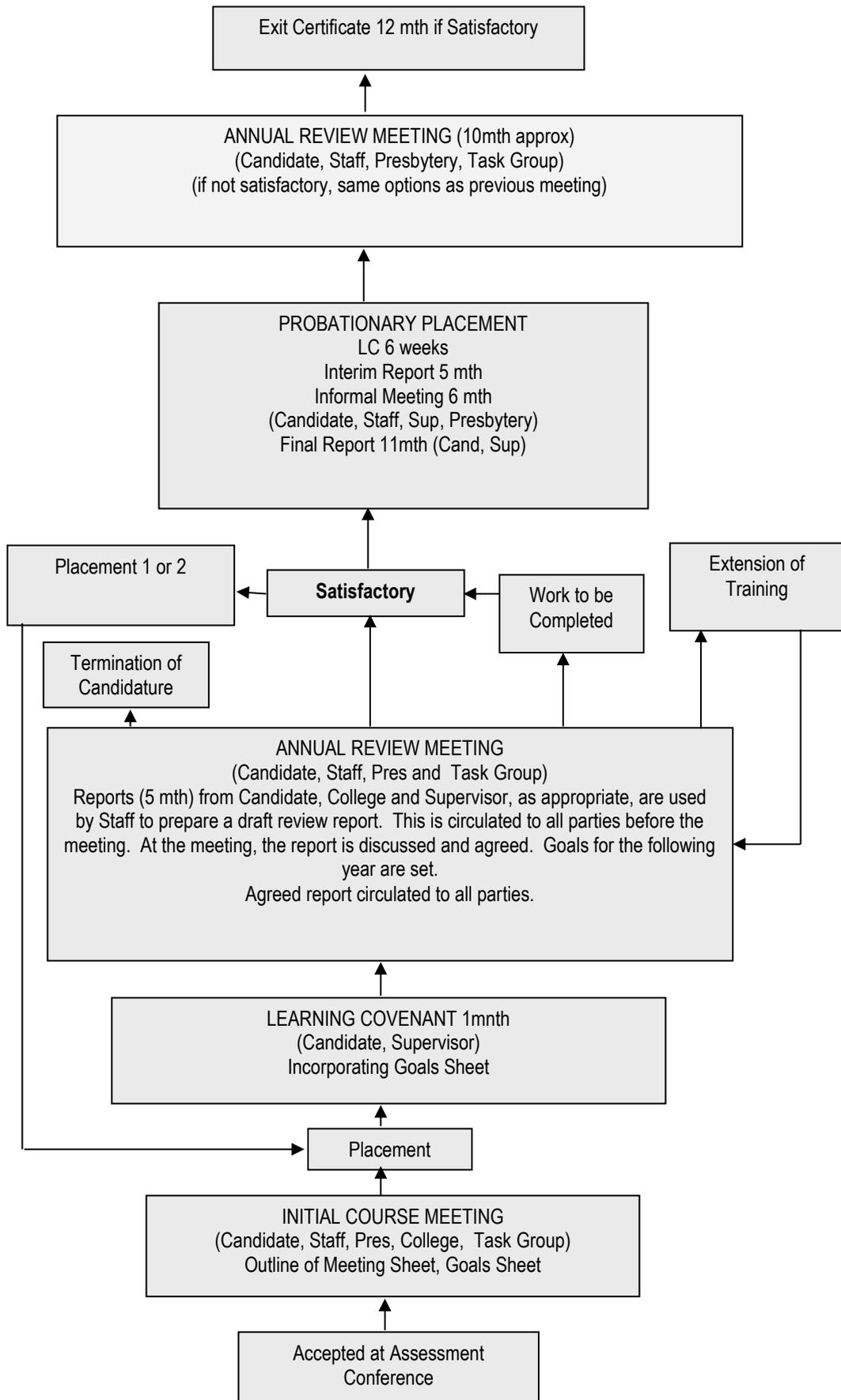
### **Ministers of the Gospel**

As those called and ordained to the ministry of Word and Sacrament, ministers of the Gospel in the 21<sup>st</sup> century must be reflective practitioners, collaborative leaders and formative learners. That is not to restrict ministers to a certain mould. The Board affirms and welcomes the range of personalities and approaches to ministry among those whom Christ calls into this particular service. However, the theology and practice of ordained ministry affirmed here by the Board and the wider Church requires a clear capacity and commitment among all ministers of the Gospel to deep reflection, genuine collaboration and continuing formation as persons in Christ and practitioners in ordained ministry.

**Section Two - The Route to Ministry - Candidature to Exit**



**ORDAINED LOCAL MINISTRY CANDIDATE REVIEW**



## CANDIDATE REVIEW PROCESS – DETAILED STRUCTURE

### Initial Course Meeting

After a candidate is accepted at an Assessment Conference Presbytery, Council staff will contact the Presbytery Clerk to make arrangements for an Initial Course meeting. The aims of this meeting are to:

- welcome the candidate to the training process;
- offer the candidate feedback from the Assessment Conference;
- ensure that the candidate is given a full briefing on his / her course;
- set goals for the first year of training under the headings of the *Learning & Serving Covenant*;
- ensure all parties acknowledge and sign the standard *Expectations & Responsibilities* document.

The personnel involved in the Initial Course meeting will be:

- a Representative of Presbytery;
- a Representative of the Council (this role may be undertaken by the staff member);
- a Representative of the Church College (where possible)
- the staff member responsible for care of the candidate;
- the candidate.

**Where possible, the Assessor of Presbytery and of the Council (where applicable) should be those who it is anticipated will participate in the Annual Review meeting at the end of the academic year.**

### Goal Setting

It is important that any goals set for a particular year of education and training are ones that are able to be achieved by the candidate without undue stress or anxiety. That is not to say that the goals should not be challenging, but the following guidelines are indicative of considerations that need to be taken into account in setting goals. Goals should be:

- as specific as possible rather than broad and vague;
- measurable in some way, where possible;
- achievable within the context of the placement or the university course;
- reasonable in the light of the candidate's current skills;
- manageable within reasonable time constraints.

All goals should be directed towards enabling the candidate to develop skills, whether in academic, practical or spiritual matters. Where a candidate is being asked to undertake something which has resource implications, the Council will be responsible for ensuring that resources are made available. In the event that resources are not available, the candidate will be informed of this by the Council and the goals appropriately adjusted.

The goals drawn up in the Annual Review meeting will be used by the candidate and supervisor in drawing up a *Learning and Serving Covenant* for the subsequent year of study and placement.

### Annual Review: Format and Outcome

Annual Reviews will be held towards the end of every year of training, regardless of whether a candidate is in academic study, or is engaging in placement work. If a candidate is not involved in a placement, the review will proceed as outlined below without any report from a supervisor, although the candidate will be required to fill out a self-appraisal report.

### Annual Review — Initial Training

During those years of initial training prior to the commencement of the Probationary Placement, the Annual Review will normally take place after the close of each academic year and before the beginning of the next phase of training (academic year or placement).

There are 6 sets of Requirements that a candidate must meet:-

### 1 Academic Requirements

Every candidate has a course prescribed for them by the Training Task Group.

#### The Course

12. (1) Immediately following acceptance as a prospective candidate, each candidate shall, for the purposes of section 13(a) below, have a course prescribed by the Candidate Task Group from amongst the following Courses:

**Course A** shall be followed by candidates who possess a degree (or equivalent qualification recognized by the Council for that purpose) in a discipline other than theology; and shall consist of three years' full-time undergraduate study at an accredited institution leading to the attainment of the BD degree.

**Course B** shall be followed by candidates who do not possess a degree (or equivalent qualification recognized by the Council for that purpose); and shall consist of four years' full-time undergraduate study at an accredited institution leading to the attainment of the BD degree.

**Course C** shall be followed by candidates who possess a degree (or equivalent qualification) in theology from a recognised institution; and shall normally consist of two years' full-time postgraduate study at an accredited institution, being a course approved in advance by the Task Group.

**Course D** shall be followed by candidates currently studying theology in the School of Divinity (however termed) at an accredited institution and having at least two years' study still to complete; and shall normally consist of two years' full-time undergraduate study at that School leading to the completion of the degree.

**Course E** shall be followed by candidates currently studying theology in the School of Divinity (however termed) at an accredited institution and having one year's study still to complete; and shall consist of one year's full-time undergraduate study at that School leading to the completion of the degree and one year's full-time postgraduate study at the same or another accredited institution, being a course approved in advance by the Task Group.

Candidates for the Diaconate and OLM Ministry also have academic requirements. In the case of the Diaconate this is prescribed by the Training Task Group. For the OLM Ministry a Certificate in Christian Studies is required pre-ordination, and a diploma post-ordination.

### 2 Placements

Every candidate for the full-time ordained ministry and the Diaconate is required to complete **4** placements during their training. Two of these are part-time during the academic session (i.e. October to Pentecost); one is a 10-week full-time summer placement and the final placement, which commences after the completion of academic education, is a 15-month full-time probationary placement. OLM candidates complete three placements of which the third is a twelve month placement comprising 10 hours plus a Sunday.

## Guidelines for the Operation of the Placement Scheme

As part of the Church requirements, four placements shall be undertaken by the candidate and must be completed to the satisfaction of the Training Task Group.

- (a) Three of these placements shall normally take place during the academic course; two of these periods of placement work shall be part-time, from 1 October to Pentecost, and last not less than 25 weeks. (see note one) The third period of placement work shall be full-time in the summer for not less than ten weeks. Holidays during term-time placements should be negotiated between the candidate and his/her supervising minister, however, the time spent working in the placement should still last not less than the 25 weeks period aforementioned. The full-time summer placement should normally be completed prior to the start of the compulsory candidates' conference in August/September. Holidays will therefore have to be arranged appropriately to accommodate this. These three placements will be arranged within the three year period prior to the candidate's expected completion of academic studies.

### PLACEMENTS

In setting work, Supervisors should at all times take account of the pattern of the academic year (which varies from University to University) and allow a certain leeway, including time off if necessary, around the time when a candidate has exams. This is particularly the case in first placements where candidates are coming to terms with a number of significant changes in their lives not least of which is, for many, the return to full-time study.

- (a) The candidate and supervisor must ensure that one of the part-time placements will involve Advent/Christmas and the other Lent/Holy Week/Easter. In each of these part-time placements, the candidate shall preach on a **maximum of six occasions** and be involved regularly in worship. Included in the **six** times when she/he may preach are to be **three full** services conducted in the presence of his or her supervisor.
- (b) Involvement in parish work/hospital/chaplaincy/other form of ministry will comprise **no more** than a Sunday and two 3½ hour sessions per week from 1 October until Easter, a total of 10 hours per week; and from Low Sunday to Pentecost on a "Sundays only" basis. Time for worship leadership/event leadership and preparation will be included in the 3½ hour sessions. The completion date may, however, be negotiated to finish earlier than Pentecost to allow the candidate to commence a summer placement immediately after his/her examinations are over.
- (c) Arrangements for a summer placement of 10 weeks shall be made to allow for candidates to prepare and attend any resit examinations. It will comprise a 40-hour week and involve the leadership of worship on Sundays where appropriate\*. Candidates will be expected to participate in a variety of pastoral duties. Time to prepare for worship and other responsibilities will be included in the hours worked with at least one full day off per week in agreement with the supervising minister. (see note two) The ten weeks may be split, by prior arrangement, in a 4:6, 5:5, or 6:4 week arrangement with a maximum of two weeks vacation. Candidates must not be unsupervised for longer than one week during this placement.

\*this may not be possible in, for instance, a hospital placement.

- (d) The final full-time placement of 15 months will commence on the first day of July, August, September or October in the year of graduation; in exceptional circumstances the Task Group shall have power to vary this arrangement. An Annual Review Meeting will take place after 12 months, at which it shall be decided whether the final placement can be sustained and whether the candidate is fit to be ordained in due course. Only after this approval is given, will he/she be able to preach as sole nominee. Where such approval has been given, the Training Task Group shall satisfy itself that the requirements of sections 13-17 of THE ACT have been fulfilled. The Ministries Council will then issue an Exit Certificate upon completion of the fifteen month placement. No-one will be inducted prior to the end of 15 months. (see note three) (Applications for vacant charges can be submitted after 12 months)

In the case of the OLM Ministry the final placement begins in October, the interim review will take place at 6 months and the final review between the 10<sup>th</sup> and 12<sup>th</sup> month.

- (e) In addition, students will be required to take part in the Ministries Training Network. This comprises monthly meetings of local groups designed to enable candidates to meet together for worship, peer support and learning. The written work from these meetings forms the basis of a portfolio of work which demonstrates the Candidate's integration of theory and practice and will be assessed by an independent marker. The proposals for a Training Network for candidates, which were approved by the Ministries Council, were also approved by the General Assembly of 2007.

**MINISTRIES COUNCIL**  
**Candidates Placement Guidelines**

The suggested process is at best a guideline. It is often the case that supervising ministers cannot offer all facilities to a student and it may therefore be appropriate to involve a neighbouring minister. If, for instance, there is no school within a parish but there is one in a neighbouring parish the minister who is chaplain might be approached and asked to assist. Alternatively the placement may offer specialist experience not covered below. The student's ability and previous experience should also inform the process.

**1<sup>ST</sup> AUTUMN PLACEMENT**

<b>WORSHIP</b>	<b>PASTORAL</b>	<b>INTERNAL ORGANISATION</b>
<ul style="list-style-type: none"> <li>• Basic use of the Lectionary</li> <li>• Sermon construction and preparation</li> <li>• Structure of prayers - available resources</li> <li>• Thematic choice and use of hymns - suggested lists</li> <li>• Understanding and presentation of ONE major festival (either Easter or Christmas)</li> <li>• Divisions of the Christian Year</li> </ul>	<ul style="list-style-type: none"> <li>• Limited pastoral work</li> <li>• Introduction to funeral/ bereavement process</li> <li>• Purpose and techniques of visiting - practice in straightforward congregational and parish work.</li> <li>• Mapping and understanding parish and environs.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of Church Courts and relationships</li> <li>• Role and function of Kirk Sessions</li> <li>• Understanding Kirk Session procedures and committee work.</li> <li>• Congregational Board procedures and committees.</li> </ul>

**2<sup>ND</sup> AUTUMN PLACEMENT**

<b>WORSHIP</b>	<b>PASTORAL</b>	<b>EXTERNAL ORGANISATION</b>
<ul style="list-style-type: none"> <li>• Developing breadth of prayer material and usage</li> <li>• Developing preaching skills</li> <li>• Concentration on other major festival</li> <li>• Speaking to older people</li> <li>• Reality of the Congregational Year</li> <li>• Speaking to children/ schools/nursing homes/ hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage preparation and involvement</li> <li>• Hospital visiting</li> <li>• Being with terminally ill</li> <li>• Difficult funerals and conduct of funerals</li> </ul>	<ul style="list-style-type: none"> <li>• Presbytery discipline and committee structure – visits of presbytery.</li> <li>• Ecumenical relationships</li> <li>• Schools, role of minister/ chaplain in primary/ secondary</li> </ul>

**SUMMER PLACEMENT - PARISH**

<b>WORSHIP</b>	<b>PASTORAL</b>	<b>EXTERNAL ORGANISATION</b>
<ul style="list-style-type: none"> <li>• Developing breadth of prayer material and usage</li> <li>• Developing preaching skills</li> <li>• Developing worship leadership skills</li> <li>• Contemporary worship</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday club if appropriate</li> <li>• More intensive pastoral work</li> <li>• Residential Homes and hospital visiting</li> <li>• Responsibility for funerals if opportunity presents</li> <li>• Chaplaincies (Hospital, Hospice, Industrial etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Parish organisation and administration</li> <li>• Kirk Session organisation</li> <li>• Team work if possible</li> </ul>

**SUMMER PLACEMENT – HOSPITAL**

<b>WORSHIP</b>	<b>PASTORAL</b>	<b>TEAM WORK</b>	<b>OTHER</b>
<ul style="list-style-type: none"> <li>• Leading worship where appropriate or possible</li> <li>• Prayers at the bedside</li> <li>• Liturgies for a variety of common situations e.g. blessing a still-born baby</li> </ul>	Experience different areas of the hospital e.g. <ul style="list-style-type: none"> <li>• General wards</li> <li>• Psychiatric</li> <li>• Intensive care unit</li> <li>• Maternity Ward</li> <li>• Bereavement care e.g. dealing with relatives</li> </ul>	<ul style="list-style-type: none"> <li>• Working as part of a multi-disciplinary team</li> <li>• Working with a specialist Chaplaincy team</li> <li>• Working in a multi-faith situation</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Theological reflection</li> </ul>

**PROBATIONARY PLACEMENT (after completion of degree studies)**

<b>WORSHIP</b>	<b>PASTORAL</b>	<b>ADMINISTRATION</b>	<b>OTHER</b>
<ul style="list-style-type: none"> <li>• Theology and practice of the Sacraments</li> <li>• Long term service planning</li> <li>• Contemporary worship</li> <li>• Other festivals, Harvest, Remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• Honing of pastoral skills</li> <li>• Children's work</li> <li>• Weekend retreats</li> <li>• Person to person skills</li> <li>• Personal support in place</li> <li>• Increased responsibility for funerals</li> </ul>	<ul style="list-style-type: none"> <li>• Immersion in ministerial routine</li> <li>• Visit to General Assembly</li> <li>• Team development</li> <li>• Flexible prioritisation</li> <li>• Minutiae of the desk.</li> <li>• Time Management</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encouragement of the "search" process</li> <li>• Reflection on all aspects of ministry and theology</li> <li>• Schools</li> </ul>

## MINISTRIES TRAINING NETWORK

### SEQUENCE OF MEETINGS

There will be one meeting per month, organised locally in groups of about 6 - 8 Candidates. These will be held between October and May and will be considered part of the placement. In addition Candidates will be required to journal – about 100 - 300 words per week, reflecting on the placement experience if they are on placement, otherwise on any worship, pastoral, academic experiences that cause them to reflect.

### CONTENT OF MEETINGS

Meetings will consist of biblical/theological reflection and reflection on case studies/verbatim reports brought by each candidate in turn. Candidates will take it in turn to open in worship, leading once during the year. If there are more months than Candidates, the facilitator will lead in the remaining months.

### ASSESSMENT

Assessment of development would be on the basis of growing spirituality, leadership skills and awareness of vocation. Once during the year candidates will be asked to reflect critically and theologically on externally provided material and such reflections would be assessed. The material will relate directly to the practice of ministry e.g. material on spirituality or leadership skills.

Each candidate would be asked to submit their verbatim/case study (not assessed) alongside a critical commentary which would include theological reflection on it (assessed). These two exercises would amount to the assessed work in the year.

Journals will be submitted at the end of the year and read by an independent advisor who would identify training needs on the basis of observable development. Journals would be expected to show critical reflection on practice, the development of reflective skills, awareness of vocational process and the identification of learning needs. A short critical commentary on the journal would be appended by the candidate, identifying their own perceived learning needs.

## **Spiritual Development**

It is clear that there are major areas of the Bible which are not examined in university classes or the exercises set by the Ministries Council. In view of this, the Academic Questions Task Group recommends that, as part of the process of candidates' spiritual formation, they undertake regular devotional reading of the Bible and vocational reflection on spiritual classics under the guidance of a Spiritual Adviser appointed by the Presbytery which sponsors the candidate and is responsible for their support during their preparation for ordination.

The candidates are encouraged to read and reflect upon a wide range of Biblical materials.

Throughout their candidature, their Spiritual Adviser should encourage reading and reflection and through presentation of reflective exercises and discussion assists candidates to become more familiar with the rich resources of Biblical literature.

Candidates are also encouraged to read spiritual classics as part of their exploration of different forms of understanding of the character of ministry and the Church.

Candidates may be provided with a list of Spiritual Advisers by the sponsoring Presbytery; this person may be someone who is not a member of the candidate's sponsoring Presbytery, particularly where the latter is at a considerable distance from the candidate's place of study. It is also recognised that candidates may wish to make their own arrangements.

While the role of the adviser obviously has a pastoral dimension, its primary function is to guide and support candidates in their spiritual exploration and growth.

Issues around the provision of training, support and development of spiritual advisers are part of the ongoing work of the Council.

### **4 Church Law**

It is a requirement for all candidates that they should have satisfactorily attended a course in Church Law. This is now provided as part of the Probationers' Conferences, which candidates are required to attend. An essay, set by the Principal Clerk's Office, is the method of assessment.

### **5 Candidates' Conferences**

The Ministries Council has devised a conference programme to complement the learning experience of both University and placements. These pre-ordination conferences are a compulsory part of training. They allow for a consistent and coherent programme to be followed by all candidates and also develop peer group formation from an early stage in training. They are designed to allow the candidates space for reflection, collaboration with fellow trainee ministers, encouragement and an increase in their sense of belonging to the Church.

OLM candidates attend the weekend of the August Conference in each year of training.

There are conferences in August/September and March/April each year and candidates must complete the full Conference Cycle, details of which are set out below. In addition, in the Probationary Placement, all candidates will attend a further four conferences. OLM Candidates attend the 1<sup>st</sup> and 3<sup>rd</sup> conferences which are held at the weekend.

The full details and timing of these conferences are notified to candidates nearer the time. The next pages provide details of the overall structure of the conference programme.

## Candidates Conference Programme

There are vital areas of ministry which are not catered for in the academic setting, but which must be considered seriously in formation for ministry – the Ministries Council has devised a conference programme which will hopefully complement the learning experience of both University and placements. These pre-ordination conferences are a compulsory part of training and are the result of research and feedback over recent years about the needs of ministers in training, and constructed after consultation with candidates' representatives from each of the Divinity Faculties. The Ministries Council welcomes such a consultation process and will continue to promote good communication at all times between itself and all candidates.

There will be a conference in Summer/Autumn of each year. The overall conference programme is rolled out over three years with three dedicated streams within each year: new candidates concentrate on Pastoral Care, 2<sup>nd</sup> year candidates on Worship and 3<sup>rd</sup> year candidates on Mission. In addition there are sessions on Church Law relating to these three areas of Church life and a number of plenary sessions which explore issues of significance to ministry in 21<sup>st</sup> century Scotland. Over the three years the following topics are covered in plenary:

Year A: Focus on Ministry: Being Presbyterian; Interfaith issues, Ecumenical issues, The Guild; Mission and Discipleship

Year B: Focus on Ministry: Being Inclusive (a broad church); Disability Focus; World Mission; Church and Society; The Diaconal Council

Year C: Focus on Ministry: Power and Privilege and Use of Authority; Race; Gender; Ministries Council; Crossreach

In addition there will be a spring conference taking the form of a spiritual retreat over 48 hours. These retreats will be in small groups – usually about 7 or 8 candidates.

OLM candidates have a training conference in the spring which covers areas which they miss in the autumn due to leaving after the weekend.

Exact dates of these conferences may vary slightly each year and will be advised to all candidates as soon as these are fixed. When you attend and complete this conference cycle may depend on the length of course you are following, so please confirm details with the TDO. Candidates will only start attending these conferences within three years of the expected completion of academic studies – the first three placements will also be arranged to coincide with this three year period. Any alterations to these arrangements will be on an exceptional basis and must be agreed by the Training Task Group.

In the probationary placement, all candidates will attend a further four conferences, lasting three to four days each, details of these are given in the Probationers' Handbook.

These conferences not only allow a consistent and coherent programme to be followed by all candidates, but also develop peer group formation from an early stage in training. The conferences allow space for reflection and collaboration with fellow trainee ministers and hopefully provide encouragement for one another and increase that sense of belonging to the Church.

## Probationers' Conference Programme

### 1. Exploring Worship (weekend)

- Leadership and Collaboration
- Worship & Music
- Prayer in Worship
- Church Law
- Remembrance
- Eucharist
- Prayer

### 3. Exploring Pastoral Ministry (weekend)

- Leadership and Collaboration
- Funerals and Bereavement Care
- Church law
- Marriage and the Law
- Baptism
- Towards Ordination

### 2. Exploring Mission: Tues - Fri

- Leadership and Collaboration
- Working with Young People:
- Working in Schools
- Mission
- Future Focus
- Pastor the Old, Nurture the New
- Tools for Engagement

### 4. Moving On: Tues - Fri

- Leadership and Collaboration
- Vacancy procedures
- Spirituality: Clergy self-care
- Preaching Workshop- Difficult Texts
- Preparing for 1st charge
  - The first Year
  - Creating a CV (optional)
  - General Trustees, Finance & Stewardship
  - Living in a Manse
- Enabling the Vision
  - Understanding the Parish
  - Planning agendas/chairing meetings
- Working with Elders

### Probationers at the General Assembly: Tues – Wed of GA

At 121 George St, Tues afternoon:      Understanding Congregational Accounts  
OSCR, Trusteeship and data protection

Tuesday evening:                      Discussion of the reports for the following day's business  
at Assembly. At this point the probationers will consider the  
reports and will aim to unpack the salient points and issues.

Wed    At the Assembly until the close of business  
Debrief and discussion on the day

## 6 Speech Training

It is one of the Church requirements that a candidate must have satisfactory attendance at, and performance in, courses in speech training. This must be completed before entering into the final placement.

At present, instruction in speech training takes place at the Candidates' Conferences. At some point during placements, each candidate will be heard by either Mr Richard Ellis or Mrs Gwen Haggart on one occasion. Candidates are responsible for ensuring that this visit to hear them conduct worship and preach, and to give feedback to the candidate, takes place.



## SUMMARY OF ACADEMIC STUDY, PLACEMENTS, PORTFOLIO AND CONFERENCES

<b>YEAR ONE OF STUDY</b>	
<u>Placement One</u> October to Pentecost At least 25 weeks Part-time (Sunday + 2 x 3.5 hours) Preach on at least 6 occasions (3 full services) Must include Advent/Christmas or Lent/Holy Week/Easter Paperwork: Learning Covenant, Portfolio, Final Report, MTN requirements	<u>Ministries Training Network</u> 8 meetings  <u>Conferences</u> x 2 Autumn (4 nights) and Spring Retreat (48 hours)
<b>YEAR TWO OF STUDY</b>	
<u>Placement Two</u> October to Pentecost At least 25 weeks Part-time (Sunday + 2 x 3.5 hours) Preach on at least 6 occasions (3 full services) Must include Advent/Christmas or Lent/Holy Week/Easter Paperwork: Learning Covenant, Portfolio, Final Report, MTN requirements	<u>Ministries Training Network</u> 8 meetings  <u>Conferences</u> x 2 Autumn (4 nights) and Spring Retreat (48 hours)
<b>ONE SUMMER DURING ACADEMIC STUDIES (flexible)</b>	
<u>Placement Three</u> Summer 10 weeks Full-time (40 hours per week) Paperwork: Learning Covenant, Portfolio, Final Report	
<b>YEAR THREE OF STUDY (Year of Graduation)</b>	
No placement	<u>Ministries Training Network</u> 8 meetings <u>Portfolio</u> – A Report on visits to a variety of religious worship experiences  <u>Conference</u> (Autumn, 5 nights)
<b>AFTER GRADUATION</b>	
<u>Probationary Placement</u> Full-time (40 hours per week) 15 months Starts on 1 <sup>st</sup> July, August, September or October Paperwork: Learning Covenant (6 weeks), Interim Report (5 mth), Final Report (12 mth)	<u>Portfolio</u> – 1 piece 1 Essay on ordination vows <u>Church Law</u> - Essay <u>Conferences</u> 4 x 2 - 3 nights, October, January, March, June
The programme culminates in an Exit Certificate at 15 months (12 months for OLM and Diaconal Candidates)	

It should be noted that this is a programme for a candidate in the last 3 years of academic study. There are many instances where a candidate follows an adapted programme, and flexibility is critical to the operation of the whole process. One example would be where a candidate has already completed all academic work before they are accepted at assessment conference. In this case, their placements etc would be condensed over a shorter time period. The summer placement would have to be placed between the 2 part-time placements, with the probationary placement commencing immediately after the part-time placements.



## **Section 3 – Assessors’ role**

### **ACT X 2004: REGULATIONS FOR SELECTION AND TRAINING**

#### **SELECTION AND TRAINING for the FULL-TIME MINISTRY**

*Regulations approved by  
the General Assembly  
of 1998  
and amended by  
the General Assembly of 1999, 2000, 2001, 2002, 2003 and 2004*

**X ACT ANENT SELECTION AND TRAINING FOR THE FULL-TIME MINISTRY AND ELIGIBILITY FOR ORDINATION** (Relevant sections only)

*Edinburgh, 20 May 2004, Session VII*

**X ACT ANENT SELECTION AND TRAINING FOR THE FULL-TIME MINISTRY AND ELIGIBILITY FOR ORDINATION (AS AMENDED BY ACTS II AND X 2005)**

*Edinburgh, 20 May 2004, Session VII*

The General Assembly hereby enact and ordain as follows:

Definitions

1. In this Act the following definitions apply:

- (a) "The Council" is the General Assembly's Ministries Council responsible for recruitment, selection and training for the full-time ministry.
- (b) "The Assessment Scheme Committee" is the Committee to which the Council delegates authority to determine matters relating to assessment and selection.
- (c) "The Candidate Supervision Committee" is the Committee to which the Ministries Council delegates authority to determine matters relating to university courses and practical training requirements in preparation for ministry.
- (d) "The Assessment Conference" is the body of trained Assessors to which the Ministries Council delegates authority to assess the calling and fitness of applicants for all forms of ministry (in terms of 6(1)), and to accept as prospective candidates those deemed appropriate.
- (e) "Ministry" is the full-time ministry of inducted parish ministers, and other posts requiring the same training and qualifications.
- (f) "Enquirers" are those who have registered for enquiry in terms of sub-section 2(1).
- (g) "Applicants" are persons who are seeking to be recognised as candidates for the ministry.
- (h) "Prospective Candidates" are persons who have been accepted by the Assessment Scheme Committee and who are awaiting the outcome of their application to Presbytery for nomination.
- (i) "Candidates" are persons who have been both accepted by the Committee and nominated by their Presbytery. The term "Candidate" may not be used of or by any person who has yet to be, or who has failed to be, nominated by Presbytery.
- (j) "Probationers" are persons currently undertaking the full-time probationary placement of fifteen months described in Section 17(1).
- (k) "Graduate Candidates" are those who have completed their training and received exit certificates in terms of Section 22, but who have not yet been ordained. The term is to be applied without limit of time to anyone in this situation.
- (l) "Accredited institutions" are academic institutions accredited by the Council for the academic formation of candidates"
- (m) "Recognised institutions" are academic institutions recognised by the Council for the purposes of paragraph 12(1)(c) and sub-paragraph 12(1)(f)(ii) below.

The Course

12. (1) Immediately following acceptance as a prospective candidate, each candidate shall, for the purposes of section 13(a) below, have a course prescribed by the Candidate Supervision Committee from amongst the following Courses:

- (a) Course A shall be followed by candidates who possess a degree (or equivalent qualification recognized by the Council for that purpose) in a discipline other than theology; and shall consist of three years' full-time undergraduate study at an accredited institution leading to the attainment of the BD degree, subject to the provisions of section 14 below.
- (b) Course B shall be followed by candidates who do not possess a degree (or equivalent qualification recognized by the Council for that purpose); and shall consist of four years' full-time undergraduate study at an accredited institution leading to the attainment of the BD degree, subject to the provisions of section 14 below.
- (c) Course C shall be followed by candidates who possess a degree (or equivalent qualification) in theology from a recognised institution; and shall normally consist of two years' full-time postgraduate study at an accredited institution, being a course approved in advance by the Committee.
- (d) Course D shall be followed by candidates currently studying theology in the School of Divinity (however termed) at an accredited institution and having at least two years' study still to complete; and shall normally consist of two years' full-time undergraduate study at that School leading to the completion of the degree.
- (e) Course E shall be followed by candidates currently studying theology in the School of Divinity (however termed) at an accredited institution and having one year's study still to complete; and shall consist of one year's full-time undergraduate

study at that School leading to the completion of the degree and one year's full-time postgraduate study at the same or another accredited institution, being a course approved in advance by the Committee.

(f) (i) For the avoidance of doubt, a student or graduate of theology at an institution not recognised by the Council for this purpose shall undertake Course A above, subject to the recognition of course credits by the academic institution at which Course A is to be taken.

(ii) For the avoidance of doubt, a candidate currently undertaking theological study at a recognised institution may choose either (A) to proceed in terms of (f)(i) above or (B) to complete their current course and then proceed in terms of Course C above.

(2) With the permission in advance of the Committee, a candidate following Course A or B may fulfil the requirements of the first year's study through part-time study over two years. For the avoidance of doubt, no candidate may undertake part-time study in any other circumstances.

13. The candidate shall satisfy the Candidate Supervision Committee of competence:

(a) in the following areas of study (during the period of academic training specified in section 12 above):

(i) Interpretation and use of Holy Scripture, both Old and New Testaments, including an introduction to methods of biblical criticism and analysis;

(ii) History of the Church, including the development of the Church of Scotland;

(iii) Principal doctrines of the Christian faith and their application to preaching and pastoral work;

(iv) Principles of Christian Ethics;

(v) Church, Ministry, Worship, Preaching and Sacraments;

(vi) Pastoral Care and Theology.

(b) in knowledge of the Bible and the Law of the Church, by fulfilling such assessment requirements as are set by the Candidate Supervision Committee;

(c) in all areas of practical knowledge required by the Committee, by active participation throughout their candidature (i) in such residential courses and conferences as are prescribed by the Candidate Supervision Committee and (ii) in seminars and events provided by the Church college attended by the candidate, such practical training being designed to promote competence in the following areas:

(i) Public worship and preaching;

(ii) Principles of effective communication;

(iii) Speech training;

(iv) Sacramental practice in the Church of Scotland;

(v) Church law and procedure;

(vi) Team working;

(vii) Leadership, support and encouragement of volunteers;

(viii) The practice of ministry and mission, including the minister as celebrant;

(ix) Personal prayer life.

(d) in the practice of ministry, by completing to the satisfaction of the Candidate Supervision Committee the four placements prescribed in section 17 below;

(e) in the area of child protection (this requirement to have been completed in advance of undertaking the practical training referred to in paragraph (c) above), and

(f) in other areas determined from time to time by the General Assembly.

14. The prior permission of the Candidate Supervision Committee is required by any candidate who, after starting one course of study, wishes to change course or change University. In the event of such a change of course or University the candidate shall notify the supervising Presbytery.

15-16 Sections 15 and 16 were repealed by Act X 2005.

#### Placements

17. (1) As part of the Church requirements, four periods of placement work shall be undertaken by the candidate, and must be completed to the satisfaction of the Candidate Supervision Committee which shall determine the length and content of each placement. The placements shall normally include three during the academic course (of which two shall be part-time and shall last not less than twenty-five weeks and one shall be a full-time summer placement lasting not less than ten weeks) and one full-time probationary placement of fifteen months commencing on the first day of July, August, September or October in the year of graduation; the Committee shall have power in exceptional circumstances to vary this arrangement. The candidate will not normally be permitted to engage in academic study through a university

or college or in remunerative employment or office during the course of the fifteen months full-time placement at the conclusion of the academic course.

(2) The supervisor of each placement will be chosen by the Candidate Supervision Committee and shall undertake training as specified by the Committee. The supervisor shall be responsible for supervising the placement according to the guidelines and standards established by the Candidate Supervision Committee, and shall produce assessment materials as required.

(3) The assessment materials shall be assessed by the Candidate Supervision Committee. It shall be competent for the Committee to refuse to sustain a placement.

(4) The Candidate Supervision Committee shall obtain from a candidate evidence that he or she has satisfactorily completed the prescribed degree course, whereupon the Secretary shall inform the candidate that he or she has permission to commence the final placement.

#### Supervision during Course

18. Throughout the course of training a candidate must remain under the oversight and pastoral supervision of a Presbytery, initially the Presbytery which nominated him or her, and shall inform the Presbytery of any change of address.

19. (1) Where a candidate's permanent place of residence changes following nomination so that the oversight and pastoral supervision of the nominating Presbytery is no longer possible, the candidate shall, within two months of changing residence, apply in writing to the nominating Presbytery, to be transferred to the supervision of the Presbytery within whose bounds he or she now resides. On granting such application the Presbytery shall forward an Extract Minute to that effect to the candidate, to the Presbytery within whose bounds the candidate now resides, and to the Candidate Supervision Committee. This sub-section shall not apply to candidates who move residence to a University centre for purposes of study, who shall be considered under sub-section (3).

(2) Prior to each official meeting with the candidates under its supervision the Presbytery shall initiate consideration of the circumstances of any candidate who has thus changed his or her permanent place of residence but who has not made formal application to transfer. The Presbytery shall thereafter raise with the candidate concerned the question of which Presbytery might most appropriately be responsible for the continuing supervision, and shall have power to effect a transfer to that Presbytery within whose bounds the candidate now has permanent residence. When such a transfer is effected an Extract Minute to that effect shall be sent forthwith to the candidate, to the Presbytery within whose bounds he or she now resides, and to the Candidate Supervision Committee.

(3) A candidate may, in exceptional circumstances, make application to be transferred to the supervision of the Presbytery within whose bounds is situated the University at which he or she is studying or proposes to study. If the application is granted the same procedure shall be followed as in sub-section (1).

#### Initial Course Meeting

20. (1) At the outset of the candidate's course an Initial Course meeting will be held, attended by the candidate, a representative of the Presbytery, a representative of the Ministries Council and whichever member of the staff of the Ministries Council has been allocated responsibility for the care of the candidate (which staff member may, for this purpose only, act also as the representative of the Council).

(2) At the Initial Course meeting the candidate and those representing the Presbytery and the Council shall subscribe (a) an Expectations and Responsibilities document, and (b) a Learning and Serving Covenant for the coming year, which shall describe academic, practical and personal goals agreed for the candidate in his or her first year in training.

(3) Other tasks of the Initial Course meeting, and its structure and procedure, shall be as determined from time to time by the Council.

#### Annual Review

21. (1) An Annual Review meeting shall be held at the end of each academic year in which training has been undertaken, whether or not the candidate has undertaken academic study during that year, and shall be carried out in terms of this section except during the final, fifteen month probationary placement when the provisions of section 22 shall apply. The functions of each meeting shall be to review progress, to affirm or revoke the candidate's status, and to subscribe a new Learning and Serving Covenant document for the coming year.

(2) In attendance will be the candidate, up to two representatives from each of the Presbytery and the Council, with the appropriate staff member present in an administrative capacity only. The meeting will be convened by one of the representatives of the Presbytery. The candidate may be accompanied by a companion, who may be the supervising minister of the candidate's most recent placement; the companion shall not be entitled to speak. No-one may act as a representative of the Presbytery or of the Council who has not received appropriate training as shall be determined and provided by the Council. For the avoidance of doubt, the representatives of the Presbytery shall be deemed to have the power to speak on behalf of the Presbytery at this meeting.

(3) At the Annual Review meeting the candidate's progress shall be reviewed, with reference to (a) the Expectations and Responsibilities and Learning and Serving Covenant documents and (b) the draft report prepared in terms of sub-section (4).

(4) The staff member shall receive written reports from the candidate, the supervising minister (if any) and the College (if academic study has been undertaken during the year); and shall use them, along with such Indicators for Assessment document as may be from time to time in use by the Council and the Expectations and Responsibilities document, to prepare a draft report for consideration at the Annual Review meeting. The separate reports and the draft report shall be circulated to all those attending the Annual Review meeting, and at the meeting the report shall be revised and agreed, and thereafter distributed by the Council to the Presbytery and the candidate. If any person present dissents from the report or any part thereof, their dissent and the reasons for it shall be recorded in the report, but shall not alter the status of the report for the purposes of this Act.

(5) The final report may contain one of the following conclusions:

- (a) that progress is entirely satisfactory; or
  - (b) that pieces of work require to be completed, or areas of work require to be improved, within a period of time specified in the report; or
  - (c) that an extension of training requires to be arranged by the Council and a further, final Annual Review conducted (this option may be exercised only once in respect of any candidate); or
  - (d) that the candidature should be terminated.
- The candidate may appeal against a decision in terms of paragraphs (5)(c) or 5(d), subject to the provisions of section 6(6).
- (6) Other tasks of the Annual Review meeting shall be as determined from time to time by the Council.

#### Final Placement and Sustaining the Course

22. The review process during the final (fifteen month) probationary placement shall be as follows:

(1) After six months, an informal review of the placement shall take place, conducted by a member of the Presbytery and the appropriate staff member, and any concerns shall be addressed either informally or by recourse to the procedures set out in section 23.

(2) An Annual Review meeting shall be held after twelve months, at which it shall be decided whether the final placement can be sustained and whether the candidate is fit to be ordained in due course: the Presbytery Assessor shall be appointed in such a way as to have powers to indicate the final approval of the Presbytery at this stage.

(3) Where such approval has been given, the Candidate Supervision Committee shall satisfy itself that the requirements of sections 13-17 have been fulfilled, including all academic requirements. Provided both requirements are satisfied, the Council shall have the power to issue an Exit Certificate upon completion of the fifteen month placement, at which point the candidate shall become a Graduate Candidate and shall then remain under the supervision of the Presbytery within whose bounds the final placement was undertaken, pending ordination to a charge or appointment.

(4) The Presbytery shall in each calendar year assess in terms of the criteria set out in section 9 above, the general suitability of each Graduate candidate and, if satisfied, shall issue a Graduate Candidate's Certificate confirming continuing approval, and shall advise the Ministries Council by 31 December. Candidates will have a right of appeal in the event of the Presbytery declining to issue a Certificate.

(5) A Presbytery must obtain a current Graduate Candidate's Certificate for any Graduate Candidate whose call or appointment is to be sustained by that Presbytery after 31 December of the year in which his or her Exit Certificate was awarded.

#### Complaints Procedure

23. The provisions of this section shall apply

- (a) where any party to an Expectations and Responsibilities document claims that another party is in breach thereof; or
- (b) where the Presbytery or the Council claim that a candidate has failed to fulfil his/her obligations under the agreed Learning and Serving Covenant; or
- (c) where a material complaint is made to the Council or Presbytery about the candidate's conduct during training.

Any such claim or complaint shall be intimated by lodging with the Convener of the Candidate Task Group a Concern Slip, which shall provide specific details thereof and shall be intimated by the Convener to all parties to the document or covenant.

24. (1) As soon as is reasonably practicable after receipt of a Concern Slip, one of the Council's Ministry Officers shall meet with all relevant parties and seek to resolve such claim or complaint to the satisfaction of all concerned.

(2) In the event that such resolution is not possible, any party to the document or covenant may request a formal meeting of all parties in order to determine what is required to effect resolution.

(3) Such a formal meeting shall be attended by up to two representatives of each of the parties to the document or covenant, and shall be called by the Council and shall be convened by a staff member of the Council, who will notify all parties in writing of the conclusions of the meeting. Such notification shall provide details of the consequences that will ensue in the event of failure by any parties to adhere to the conclusions of the meeting.

25. (1) In the event that no agreement is reached between parties at such a formal meeting as to the facts, or no agreed resolution is reached; or in the event that any party fails to adhere to the agreed conclusions, the Convener of the Candidate Supervision Committee shall convene a Hearing of all relevant parties.

(2) The Hearing shall be held as soon as is reasonably practicable. At such a Hearing the candidate shall be present and may be accompanied by a companion who shall not be entitled to speak. The panel for the Hearing, in addition to the Convener, shall comprise two representatives of Presbytery and two representatives of the Council, none of whom shall have had prior personal involvement with the claim or complaint giving rise to the Hearing. A Council staff member shall attend as an adviser.

(3) In the event that the claim giving rise to the Hearing relates to a breach by the Candidate Supervision Committee, or that the failure is by the Committee, the Hearing shall be convened by the Convener of the Council and not as in sub-section (1) hereof.

(4) At the Hearing all parties thereto shall be entitled to present evidence, to question witnesses and to make a concluding statement. At the conclusion of the Hearing, or as soon as may be practicable thereafter, the panel shall issue its decision and advise all parties. Such a decision shall be final and binding on all parties, subject only to appeal being made in the circumstances of, and in terms of, section 6(6) hereof.

#### Repeals and Amendments

26. Acts V 1985 and V 1998 are hereby repealed.

27 (1) In the following Acts references to Act V 1998 are hereby amended by the substitution of "Act X 2004", and references to sections 26 or 27 of Act V 1998 are hereby amended by the substitution of section 22 of Act X 2004: Act II 2000 s.1; Act III 2001 s. 2; Act IX 2001 ss. 1 and 6; Act IX 2002 ss. 9(1) and 9(3), 11; Act VIII 2003 s.20(3); Act XV 2003 s.5; Act XIII 2003 ss.1, 4, 6 and 8 (first sentence).

(2) Act IX 2001 is hereby amended as follows: in section 2 the first sentence is amended to read "Act X 2004, sections 2-11, 16 and 18-21 shall apply to the Diaconate.";

(3) Act IX 2002 is hereby amended as follows: (a) in section 10, by the deletion of "sections 3 to 12 of Act V 1998 (as amended)" and the substitution of "sections 3 to 11 of Act X 2004"; (b) by the amendment of section 12 to read "For the purposes of this Act, the Appeals procedure shall be that set out in section 6(6) of Act X 2004 Anent Selection And Training For The Full-Time Ministry And Eligibility For Ordination.";

(4) Act XIII 2003 is hereby amended as follows: (a) in section 7 all references to section 6 of Act V 1998 (as amended) shall be deemed to refer to section 6 of this Act; (b) in section 8 by the deletion of the last sentence.

**EXPECTATIONS AND RESPONSIBILITIES – SAMPLE DOCUMENT**

**Church of Scotland**

**EXPECTATIONS AND RESPONSIBILITIES  
FOR  
CANDIDATES IN TRAINING,  
THE MINISTRIES COUNCIL AND PRESBYTERIES**

## 1. Preamble — The Ministry of the Body of Christ

From New Testament times onwards, Christians have recognised and acknowledged that there are different expressions of ministry which make up Christ's body, the Church (John 21:20-22; Acts 6:1-7; 13:1-3; 15:36-41; Rom 12:3-8; 1 Co 12:1-31; Eph 4; 1 Tim 3:1-13). While historically there have been times when the leadership of the Church was almost entirely dominated by ordained clerics, at least from the time of the Reformation onwards, there has been a gradual recovery of the concept of the *ministry of the whole people of God* as the holistic expression of the one ministry of Jesus Christ, in whose name and footsteps the Christian Church is planted. The presbyterial form of government of the Church of Scotland offers to the Church catholic one particular outworking of this holistic ministry, within which is recognised the specific calling to ordained ministry, be it of Diakonia or of Word and Sacrament. It is for this particular ministry of Jesus Christ that Candidates in Training seek to prepare themselves, and to which the Ministries Council and the Presbyteries of the Church of Scotland pledge their cooperation and support.

In seeking wholeness for all creation, Christ's ministry is concerned with God's desire, proclaimed by the prophets, for justice, peace and integrity (Mic 6:8). Amongst the characteristic attitudes that Jesus embodied in a ministry to others were the following:

- *collaborative* — it drew together disparate individuals into a living community of faith expressed in radical discipleship;
- *formative* — it was founded upon and shaped around teaching, preaching, prayer, affirmation and admonition;
- *reflective* — it rooted itself in the study and living out of God's law expressed in the scriptures and brought to life by the Spirit.

It is these attitudes also, highlighted in the Board of Ministry's *Ministers of the Gospel* Report (GA, 2000), which continue to underpin the ministry of the Church of Scotland today. That ministry is expressed through parishes and Presbyteries, enabled and resourced by the work of the Ministries Council.

## 2. Introduction and Definitions

In the light of this understanding of Christ-like ministry, and as part of its commitment to mutually accountable and participatory structures, the Church of Scotland Ministries Council exercises, in partnership with nominating Presbyteries, the following policy with regard to *expectations and responsibilities* of parties involved in the ongoing review of Candidates in Training for ministry. This document is not intended to cover every eventuality which might arise in the course of a candidate's progress towards ordination. It does outline clearly, however, the framework of expectations which each party may reasonably have of the others and the responsibilities which each party holds towards the others throughout the period of Candidature.

This document represents a binding agreement between the named parties and the assent of the three parties to it marks the beginning of a candidate's training. In signing this document, the parties involved (Ministries Council; Presbytery; and Candidate) make a formal commitment to seek to live up to the expectations and responsibilities outlined. In the event that one or other party is unable, or fails significantly to meet these expectations and responsibilities, clear lines of action are indicated in section 6, below.

**Expectations:** by using the word "expectations" in this document, we imply the following: those actions, structures, support mechanisms, training opportunities, encouragements, guidelines and boundaries which each party may appropriately hope will be provided by the others. These are things to which each party may rightly see themselves as *entitled*, but within a framework of a collaborative relationship rather than an atmosphere of demand.

**Responsibilities:** by using the word "responsibilities" in this document, we imply the following: those actions, structures, support mechanisms, training opportunities, encouragements, guidelines and boundaries which each party may appropriately expect to provide for the others. These are things which each party may rightly see as being expected by others, but they are willingly offered as part of a collaborative and developmental relationship.

**Candidates in Training:** Applicants who are accepted at an Assessment Conference become prospective candidates until they are nominated by Presbytery. From the point of nomination onwards to the conclusion of the Fourth Placement (Probation), they are known as Candidates in Training and in fulfilling their Candidature shall have the expectations and responsibilities outlined below.

**Role of the Ministries Council:** the Ministries Council is responsible for providing an assessment process which leads to the acceptance of appropriate applicants as prospective Candidates in Training. Following nomination of an applicant as

a Candidate in Training by their Presbytery, the Ministries Council takes on the responsibility of overseeing an appropriate period of training, for which the expectations and responsibilities outlined below shall apply.

**Role of the Presbytery:** a Presbytery receives from the Ministries Council the names of those applicants whom the Ministries Council has assessed as suitable to become prospective Candidates in Training. At this point the Presbytery must decide if it concurs with the decision of the Ministries Council by nominating the persons concerned as Candidates in Training. If the Presbytery does so, it is then responsible for sustaining that nomination throughout the period of Candidature (annually). An exit certificate is issued by the Ministries Council on satisfactory completion of the *full* programme of training. This Certificate is signed by the Convener of the Ministries Council and issued to the candidate with due notice to the Presbytery Clerk. The Presbytery shall therefore have the expectations and responsibilities outlined below in relation to Candidates in Training and the Ministries Council.

### **3. Expectations**

#### **3.1 Candidates in Training**

As a Candidate in Training for ministry of Word & Sacrament or the Diaconate of the Church of Scotland, I may expect the Ministries Council and my nominating Presbytery (as appropriate) to maintain appropriate, open and honest lines of communication with me and to provide:

- a comprehensive briefing of the programme for all Candidates in Training at the outset of Candidature, including:
  - academic requirements
  - placement obligations
  - conference commitments
  - candidate assignment requirements
- a structured conference programme which includes such teaching and experiential learning additional to the prescribed academic course as may enable the integration of theological study and the practice of ministry;
- a structured course in Church of Scotland law and polity (*normally as part of the Conference programme*);
- careful marking and clear feedback on assignments (*normally within 4 weeks of receipt by the Ministries Council*);
- a variety of appropriate placements under supervision (*normally 2 x 25 weeks part-time; 1 x 10 weeks full-time; 1 x 15 months full-time*);
- supervision on placement by trained and accredited supervisors;
- a developmental Annual Review structure which:
  - as far as possible sets measurable and achievable goals in relation to personal, academic, spiritual and pastoral development
  - reviews these goals annually with a view to further development
  - offers appropriate support to enhance existing skills or to address any areas of weakness or concern
- administrative and pastoral support from Ministries Council staff;
- pastoral support from the nominating Presbytery (*or another Presbytery to whom this may be delegated by mutual consent during study*);
- support for spiritual development from a suitable person nominated by the Presbytery and trained by the Ministries Council

#### **3.2 Ministries Council**

As the body responsible for providing and overseeing the training of candidates for ministry of Word and Sacrament or the Diaconate of the Church of Scotland, we may expect that Candidates in Training will maintain appropriate, open and honest lines of communication with Ministries Council staff, supervisors and appropriate Presbytery personnel and will:

- engage in a full and open-minded way in a prescribed process of training, including:
  - a relevant course of academic study;
  - designated supervised placements;
  - the Candidates' Conference programme;
  - the Fourth Placement Conference programme
- submission of assignments according to published deadlines.

- observe and uphold the laws and doctrines of the Church of Scotland, (for example, the Church's policies on baptism and the ordination of women), and will not engage in any conduct which is declared censurable by the word of God, Act of the General Assembly, or established custom of the Church (Act iii 2001);
- complete such reflective forms and reports as may be required in relation to the Candidature process;
- make every effort to attain those goals set by the Annual Review meeting;

and further that Presbyteries will:

- engage in a collaborative way with the Ministries Council and candidates to enable the best quality of training and experience for Candidates in Training;
- provide the names of appropriate personnel for selection and training in relation to the Annual Review structure

### **3.3 Presbytery**

As the court of the Church responsible for the nomination and sustaining of candidates for the ministry of Word & Sacrament or the Diaconate of the Church of Scotland, we may expect that Candidates in Training will maintain appropriate, open and honest lines of communication with appropriate Presbytery personnel and will:

- engage in a full and open-minded way in a process of training prescribed by the Ministries Council, including:
  - a relevant course of academic study;
  - designated supervised placements;
  - the Candidates' Conference programme;
  - the Fourth Placement Conference programme
  - submission of assignments according to published deadlines.
- observe and uphold the laws and doctrines of the Church of Scotland, (for example, the Church's policies on baptism and the ordination of women), and will not engage in any conduct which is declared censurable by the word of God, Act of the General Assembly, or established custom of the Church (Act iii 2001);
- make every effort to attain those goals set by the Annual Review meeting;

and further that the Ministries Council will provide:

- appropriate selection and training processes for Presbytery personnel involved in the Annual Review structure;
- initial and regular in-service training for supervisors.

## **4 Responsibilities**

### **4.1 Candidates in Training**

As a Candidate in Training for ministry of Word & Sacrament or the Diaconate of the Church of Scotland, I understand that it is my responsibility to maintain appropriate, open and honest lines of communication with Ministries Council staff, supervisors and appropriate Presbytery personnel and will:

- engage in a full and open-minded way in a prescribed process of training, including:
  - a relevant course of academic study;
  - designated supervised placements;
  - the Candidates' Conference programme;
  - the Fourth Placement Conference programme
  - submission of assignments according to published deadlines.
- observe and uphold at all times the laws and doctrines of the Church of Scotland, noting in particular the Church's policies on baptism and the ordination of women, and will not engage in any conduct which is declared censurable by the word of God, Act of the General Assembly, or established custom of the Church (Act iii 2001);
- complete such reflective forms and reports as may be required in relation to the Candidature process;
- make every effort to attain those goals set by the Annual Review meeting;

### **4.2 Ministries Council**

As the body responsible for providing and overseeing the training for ministers of Word & Sacrament or the Diaconate of the Church of Scotland, we understand that it is our responsibility to maintain appropriate, open and honest lines of communication with Candidates in Training and will provide:

- a comprehensive briefing of the programme for all Candidates in Training at the outset of Candidature, including:

- academic requirements
- placement obligations
- Conference commitments
- Candidate assignment requirements
- a structured Conference programme which includes such teaching and experiential learning additional to the prescribed academic course as may enable the integration of theological study and the practice of ministry;
- a structured course in Church of Scotland law and polity (*normally as part of the Conference programme*);
- careful marking and clear feedback on assignments (*normally within 4 weeks of receipt by the Ministries Council*);
- a variety of appropriate placements under supervision (*normally 2 x 25 weeks part-time; 1 x 10 weeks full-time; 1 x 15 months full-time*);
- supervision on placement by trained and accredited supervisors;
- a developmental Annual Review structure which:
  - insofar as possible sets measurable and achievable goals in relation to personal, academic, spiritual and pastoral development
  - reviews these goals annually with a view to further development
  - offers appropriate support to enhance existing skills or to address any areas of weakness or concern
- administrative and pastoral support from Ministries Council staff

and further to provide for Presbyteries:

- appropriate selection and training processes for Presbytery personnel involved in the Annual Review structure;
- initial and regular in-service training for supervisors and those nominated by Presbyteries to provide support for spiritual development for Candidates in Training.

### **4.3 Presbytery**

As the court of the Church responsible for nominating candidates and annually sustaining Candidature for the ministry of Word & Sacrament or the Diaconate of the Church of Scotland, we understand that it is our responsibility to maintain appropriate, open and honest means of communication throughout the period of Candidature, and provide for Candidates in Training:

- a developmental Annual Review structure, in cooperation with the Ministries Council, which:
  - insofar as possible sets measurable and achievable goals in relation to personal, academic, spiritual and pastoral development
  - reviews these goals annually with a view to further development
  - offers appropriate support to enhance existing skills or to address any areas of weakness or concern
- pastoral support from appropriate Presbytery personnel (*or arrange for this from another Presbytery to whom this may be delegated by mutual consent during study*);
- support for spiritual development from a suitable person nominated by the Presbytery and trained by the Ministries Council;
- appropriate hosting facilities for the Annual Review meeting.

and further to provide for the Ministries Council:

- collaborative personnel to work together in offering Candidates in Training the best quality of training and experience;
- the names of appropriate personnel for selection and training in relation to the Annual Review structure

### **5. Role of Church Colleges**

Candidates in Training, with the exception of those who may already have completed all academic requirements before entering training, shall normally attend one of the three Church Colleges (Aberdeen: Christ's College; Edinburgh: New College; Glasgow: Trinity), St Mary's College in St Andrews or Highland Theological College. An Annual Report will be sought from the Principal/Master of the appropriate College. This report will be written using the agreed *Indicators for Assessment* in use in all other areas of the Candidature Review process, and will draw upon the reflections of those academic staff who have had regular contact and knowledge of the engagement of the candidate in the educational process throughout the year. The report will offer comment on both candidates' academic achievements and their engagement in

the wider educational process. This report will be made available to all parties involved in the Annual Review, including the candidate.

## **6. Procedure on Breach**

Where any party is considered by another to be in breach of the responsibilities set out in this agreement, the following procedure shall apply, as regulated by sections 23-25 of Act X 2004:

### **Stage One**

The first stage in dealing with any perceived non-material breach of this Agreement will be the lodging of a Concern Slip. These slips are available to all parties to be used to record any concerns which arise about the fulfilment of expectations and responsibilities. Concern Slips should be lodged in the first instance with the Convener of the Candidate Supervision Committee, who will take appropriate action (normally through the Training Development Officer). Concern slips will normally be held on file for a period of one year.

The Training Development Officer will discuss the matter with the parties involved and seek resolution of the issues on an informal basis. In the event that resolution proves impossible in this way, the matter will proceed to Stage Two.

### **Stage Two**

If a matter dealt with under Stage One has remained unresolved; or if a perceived material breach of this Agreement by a party is noted; or if a party continues in the same manner to breach the Agreement, subsequent to reaching initial resolution under Stage One procedures, then Stage Two procedures shall apply.

At this stage, a formal meeting of the parties shall be held to seek resolution. A formal meeting can be called by any one of the parties, and arrangements shall be made for such a meeting by the staff member (except in cases where the staff member is implicated – see above).

The formal meeting will reach a conclusion about steps which need to be taken to resolve the breach, and these conclusions will be notified to parties in writing. This written document will also contain an indication of any further steps or penalties which may be incurred by failure of a party to adhere to the conclusions. The document will normally be held on file for a period of one year.

In such cases, the formal meeting shall normally be attended by Assessors of all three parties to this Agreement. A staff member will normally act in an advisory and support role to this formal meeting.

In the event that any matter remains unresolved, or any party remains aggrieved, parties should proceed to Stage Three.

### **Stage Three**

If a matter dealt with under Stage Two has remained unresolved; or if a serious matter of discipline arises in relation to any party; or if a party remains in breach of resolutions reached in Stage Two, then Stage Three procedures shall apply.

At this stage, a formal hearing shall take place, at which parties may present evidence of the relevant facts. The hearing will be convened by the Convener of the Candidate Supervision Committee, or in the event that the Committee is perceived to be in breach, by the Convener of the Ministries Council. The candidate will be present and may bring a companion in an observing role. The hearing Panel will comprise two members of Presbytery and two members of the Ministries Council who have had no prior involvement with the issues, with a staff member in attendance.

The decision of the hearing will be binding on all parties. In the event that a Candidate in Training has his or her status removed as the result of such a hearing, there will be a right of appeal in terms of the conditions set out in section 6(e) of Act X 2004.

Signed:

*(Candidate)*

*(on behalf of Presbytery)*

*(on behalf of Ministries Council)*

## **The Review: Purpose and Format**

There are a variety of reviews held over the course of the Candidate training, and each has a different purpose.

- The Initial Course meeting introduces the Candidate to the course and sets goals for the coming year
- The Annual review reviews the year that has passed, assess the Candidate's progress, and set goals for the coming year.
- The Interim Review is held during the probationary period with the aim of ascertaining that training is progressing in a satisfactory manner
- The Final Review reviews the probationary period and assesses the Candidate's suitability to enter ministry. The Review Panel must agree that the Candidate may proceed to ordination.

At any review there are four possible decisions:

1. That the Candidate continues to the next stage of training or to ordination.
2. That outstanding pieces of work must be completed before the candidate can proceed.
3. That an extension of training is required to significant address areas.
4. That candidature is terminated.

The following conditions apply to the review:

- it will normally take place either in the candidate's home Presbytery, or in the Presbytery in which the candidate's university studies are being undertaken. In the interests of good stewardship, however, another venue, mutually agreeable to all parties, may be chosen on a regional basis;
- it will normally be convened by the Presbytery Assessor, as the nominating body, and always set in the context of prayer and support for the candidate;
- the membership of the Review Group shall comprise up to two representatives of Presbytery and up to two of the Council, with a Council staff member present in an advisory and administrative capacity;
- the Review meeting will last up to one hour with the candidate present;
- the Review Group will set aside fifteen minutes before and after meeting the candidate to consider the content and outcome of the Review meeting;
- in advance of the Review meeting, all parties will have received reports from:
  - the candidate (including a record of any University results if applicable);
  - the supervisor;
  - the College (where applicable);
  - the Council (through an appropriate staff member);
- the Review meeting will take the form of an extended conversation between the parties, focussing on
  - what has gone well;
  - what has been difficult;
  - the extent to which the goals set have been achieved;
  - what the candidate has learned about him/herself over the year;
  - what goals should be set for the next phase of training.
- the candidate is entitled to bring a companion to the Review meeting, and this person shall have the status of an observer only;
- during the Review meeting, the draft report prepared and circulated in advance by the staff member, will be appropriately amended and approved by all parties;
- following the meeting, the agreed report will be circulated to all parties;

- if any party wishes to disagree with any points in the report, this may be done in writing and appended to the report. Changes shall not normally be made to the report following agreement by the Presbytery and Council Assessors, except in the case of any factual inaccuracies identified by any party;
- the report will contain the joint decision of the Presbytery and Council with regard to sustaining of candidature for the year.

### **Annual Review – Probationary Period**

During the fifteen-month Probationary Period (Fourth Placement), the review sequence will be as follows:

- after a period of approximately six months, an informal review will take place. At this review consideration will be given to the progress of the placement and any necessary action will be taken to ensure that the candidate is able to gain maximum benefit from the probationary period. This initial review will be conducted by the Presbytery Assessor and the staff member responsible for care of the candidate. In the event that some serious concern is raised, this will be reported to the Training Task Group, whereupon appropriate action will be outlined by the Task Group;
- after a period of approximately eleven months, a normal Annual Review meeting will be held in which a final decision on the candidate's fitness to enter ministry will be determined. At the end of such a review meeting, which indicates a successful outcome to a candidate's probationary period, the report will indicate that an Exit Certificate may be issued by the Council at the end of the fifteen month period. The Presbytery Assessor so empowered by Presbytery, will indicate the satisfaction of the Presbytery and note this in the final report;
- at the successful conclusion of the probationary period, the Exit Certificate will be issued on behalf of the Council. From this point onward, the candidate is referred to as a Graduate Candidate. Certificated Candidates normally remain under the care and supervision of the Presbytery within whose bounds the probationary period was successfully completed, until such time as a call or appointment is sustained by that Presbytery;

### **Annual Reviews — Non-Sustaining of Candidature**

In the event that the parties fail to agree at any Annual Review to sustain the candidate or the probationary period, the following options are available:

- the candidate may be given a specified period of time in which to complete the areas of work or outstanding pieces of work that have not been completed or have given cause for concern;
- an extension of training, subject to the approval of the Council, to allow matters of concern to be addressed;
- an agreement is reached that candidature should be terminated (subject to normal appeal procedures set out in the Act).
- following the meeting an agreed report will be circulated to all parties

An agreement to terminate candidature should be made by the Council and Presbytery Assessors present at the Review meeting and subsequently reported to and minuted by the Presbytery and the Training Task Group.

The assessment of the candidate throughout the years of candidature shall at all times take place against the criteria outlined in the Council's *Indicators for Assessment*. In addition, all parties will comply with the *Expectations & Responsibilities* outlined in respect of them in the standard document.

### **Annual Reviews : Reports**

The following parties shall submit reports in good time for all other parties to receive and read them in advance of the Annual Review meeting:

- **Candidate:** the candidate will make a presentation to the review panel and submit their portfolio for review

- **Supervisor:** the supervisor will complete a report on the development of the candidate during the placement under headings relating to the *Learning Covenant*;
- **College:** the College will complete a report (where applicable) under the direction of the Principal / Master. This may be delegated to those members of College staff who have had direct knowledge and experience of the candidate during the year, and will be signed by the Principal / Master;
- **Council:** on receipt of the above reports, a member of staff (normally the one in whose care the candidate has been placed throughout the year) will prepare a draft review report. This draft will be circulated with other reports to all parties for discussion, amendment and adoption at the Annual Review meeting.

The aims of all reports should be to:

- give affirmation to the candidate for achievement;
- identify any areas for potential future development;
- note any concerns either already resolved during the year, or still outstanding.

It is important to emphasise that, within the boundaries of normal confidentiality, *all* reports are open to all parties involved in the Annual Review process.



## Responsibility of the Assessors

### 1) Report Reading

As part of the Candidate Review process, every Candidate is assigned a Presbytery Assessor who will be part of the interviewing panel at Annual Review. However, the role of the Presbytery Assessor is to assess the candidate as they go through the training process and includes assessing the forms candidates and supervisors submit. The purpose of this is to ensure that the Learning Covenant is well thought through as a basis for learning and contains good and measurable goals and that the final report relates to the LC, reporting diligence and providing a fair and honest summary of the placement. Forms for comments on the Learning Covenant and Final reports are provided. Samples of these can be found at Appendix IV

The LC should provide a good basis for learning. It should show evidence of having been thought through and reflected upon, not put together in a hurry or without due care and attention. Goals should address appropriate areas of experience and be:

- as specific as possible rather than broad and vague;
  - e.g.; *Consider bereavement issues, including: Regular visiting of Mary Macleod. Funerals; make a pre / post-funeral visit, and be involved in a funeral service.*  
Rather than; *Bereavement care*
- measurable in some way, where possible;
  - *Invite people on the fringe of church for a meal and conversation.*  
Rather than; *Working with the Parish Grouping*
- achievable within the context of the placement or the university course;
  - *Meet with*            *Session Clerk*  
                              *Property Convener*  
                              *Treasurer*  
                              *Publicity Coordinator*  
*Reflect on these roles with supervisor and consider their relationship to one another and the wider church.*
- reasonable in the light of the candidate's current skills;
  - E.g., for a first placement; *attend a funeral and take part in a funeral service when possible and appropriate.*  
Rather than; *lead a funeral service*
- manageable within reasonable time constraints.

Equally, for instance “preach six times” is not a helpful goal. It gives no indication about how the candidate's preaching might develop or what issues might need to be addressed over the year. A much better goal would be, “preach six times, each time reducing dependency on notes” or “preach six times in different settings in a manner appropriate to each setting. Reflect with supervisor on the difference between one setting and another”.

The “complete” section should be ticked if the relevant box has been filled in. If it has been left blank and the assessor considers that it should be filled in the form will be sent back to the supervisor and candidate. The comments box relates to the content of the boxes in the covenant and is for the assessor to indicate any concerns about the goals, or to praise any particularly well thought out goals if that seems appropriate. This can be left blank if there is no particular comment to make. Again, if there are concerns, perhaps about lack of goals, or goals which are too imprecise to be helpful, the Assessor can note this and the form will be returned for updating.

Final report forms should report diligence on the Learning Covenant. They should show evidence of the Candidate's exposure to and experience of the range of tasks of ministry, and development in terms of gifts,

skills and the Indicators for Assessment (Appendix II). The supervisor's report should be fair and honest which means constructively critical with an assessment of performance rather than just a list of what has been achieved. Similarly a Candidate's report should show self awareness in what has been learned and what is still to be learned.

The Assessment boxes on the final page should clearly relate to the comments made by the supervisor in the body of the report and should take into account the stage of training. Satisfactory: the candidate shows good ability and potential; needs addressed: the candidate shows a mixed performance and there is room for improvement; unsatisfactory: the candidate shows insufficient signs of ability or development for the stage of training. For instance a report under Mission and Outreach which indicates that there was little opportunity to gain experience of this, should not lead to a "satisfactory" tick in the box at the end. Equally a report under Worship and Preaching which indicated that the candidate struggled with Children's talks and had made little improvement, would lead to a tick in the "needs addressed" box.

Under Indicators for Assessment, has the supervisor given robust evidence for his or her assessment? The candidate's and the supervisor's reports should clearly refer to the same experience of placement. If there are glaring differences, why is this so? If there are elements of the Learning and Serving Covenant unaddressed, why is this/ and are they significant areas which should prevent a candidate going forward in training or can they be picked up in the next placement?

The Task Group representative is also given the comments form to complete. Training in this is offered annually.

## 2 ) At the Review Meeting: Presbytery Assessors

Presbytery Assessors should be aware that they carry full delegated powers from Presbytery to make any decision on behalf of the Presbytery (Act X 2004, 21.2)

Ideally the candidate should be accompanied by the same Presbytery Assessor throughout the Review process.

It is the responsibility of the Presbytery Assessor to convene all review meetings therefore the Assessor should come to the meeting prepared to open the meeting with prayer and ensure that all is carried out and in good order.

All relevant reports will be circulated in advance of the meeting and must be read and commented upon in good time. Any concerns should be intimated *as soon as possible* to the TDO in order that the Candidate might be apprised of the fact that the meeting may not be straightforward. The TDO will then liaise with the candidate and the supervisor.

It may be helpful, in the event of concerns being raised, for the Council and Presbytery Assessors to meet, or have other contact, in advance of the Review meeting.

In reading the report the following issues should be borne in mind:

- To what extent have the parties fulfilled the learning and Serving Covenant? Are there any areas of work/experience outstanding and if so what plans, if any, are in place to address these? It will be the responsibility of the Review Panel to ensure that the candidate is receiving adequate training at each stage.
- Has the candidate had a full experience of ministry appropriate to this stage of training and the candidate's needs? This is particularly important in the case of the Probation Interim Review, as there are only six months remaining in which to address any areas of weakness.
- Are there any specific issues arising from the report which need attention? These must be highlighted, both in reports and at the interview.
- Are there any identifiable problems to be addressed? These too must be highlighted.
- What has gone well?
- What challenges has the candidate faced and how has s/he dealt with these? If the Candidate's capacity to deal with challenges causes concern, this must be fully explored both in reports and in interview.
- Has the candidate's progress, as indicated under the Indicators for Assessment, been sufficient to allow progress to the next stage of training. For instance, are Leadership skills developing appropriately, are Interpersonal skills good, and appropriately expressed.

### At the meeting

The Presbytery Assessor's responsibilities are:

- To provide the venue
- To convene the meeting opening with prayer
- To take a lead in discussion with the Candidate
- To decide, along with the Council Assessor, whether the Candidate should proceed to the next stage.
- After the decision has been taken, to inform the Candidate of that decision

A broad agenda for a review meeting would be as follows:

1. open with prayer (Presbytery Assessor)
2. introduce and welcome all parties (Presbytery Assessor)
3. check practical details (Staff)
4. discuss reports and placement experience (Panel)
5. Candidate leaves the room while the decision is made (Panel)
6. Candidate is recalled and informed of the decision (Presbytery Assessor)  
N.B. If there is difficulty in coming to a decision the Candidate should be recalled and informed that the decision will be communicated in writing as soon as possible. If the decision is a negative one, the Candidate should be informed, in writing, along with the reasons for the decision and any further action proposed, as soon as possible.
7. Outline of the process from that point on (Staff)
8. The meeting is closed in an appropriate manner (Council Assessor)

### 3) At the Review Meeting: Council Assessors

The Council Assessor carries full powers to make decisions on behalf of the Council

All relevant reports will be circulated in advance of the meeting and must be read and commented upon in good time. Any concerns should be intimated *as soon as possible* to the TDO in order that the Candidate might be apprised of the fact that the meeting may not be straightforward. The TDO will then liaise with the candidate and the supervisor.

It may be helpful, in the event of concerns being raised, for the Council and Presbytery Assessors to meet, or have other contact, in advance of the Review meeting.

In reading the report the following issues should be borne in mind:

- To what extent have the parties fulfilled the learning and Serving Covenant? Are there any areas of work/experience outstanding and if so what plans, if any, are in place to address these? It will be the responsibility of the Review Panel to ensure that the candidate is receiving adequate training at each stage.
- Has the candidate had a full experience of ministry appropriate to this stage of training and the candidate's needs? This is particularly important in the case of the Probation Interim Review, as there are only six months remaining in which to address any areas of weakness.
- Are there any specific issues arising from the report which need attention? These must be highlighted, both in reports and at the interview.
- Are there any identifiable problems to be addressed? These too must be highlighted.
- What has gone well?
- What challenges has the candidate faced and how has s/he dealt with these? If the Candidate's capacity to deal with challenges causes concern, this must be fully explored both in reports and in interview
- Has the candidate's progress, as indicated under the Indicators for Assessment, been sufficient to allow progress to the next stage of training. For instance, are Leadership skills developing appropriately, are Interpersonal skills good, and appropriately expressed.

#### At the meeting

The Council Assessor's responsibilities are:

- To take a lead in discussion with the Candidate
- To decide, along with the Presbytery Assessor, whether the Candidate should proceed to the next stage.
- To close the meeting in an appropriate manner

A broad agenda for a review meeting would be as follows:

1. open with prayer (Presbytery Assessor)
2. introduce and welcome all parties (Presbytery Assessor)
3. check practical details (Staff)
4. discuss reports and placement experience (Panel)
5. Candidate leaves the room while the decision is made (Panel)
6. Candidate is recalled and informed of the decision (Presbytery Assessor)  
N.B. If there is difficulty in coming to a decision the Candidate should be recalled and informed that the decision will be communicated in writing as soon as possible. If the decision is a negative one, the Candidate should be informed, in writing, along with the reasons for the decision and any further action proposed, as soon as possible.
7. Outline of the process from that point on (Staff)
8. The meeting is closed in an appropriate manner (Council Assessor)

#### **4) At the Review meeting: Staff member**

- To ensure that the meeting is arranged with sufficient notice and at a date time and place suitable to all.
- To ensure all parties have access to all documentation and are fully briefed. To arrange for all reports to be submitted timeously and distributed to all parties. At all times the TDO will be available to liaise with all parties and, if necessary, to offer support and advice.
- To take notes during the discussion, which should be agreed by all parties at the end of the meeting. These notes will then be circulated to all parties after the meeting and agreed by all parties. Where the notes are lengthy it may not be possible to agree them at the meeting, but they should be circulated and agreed as soon as possible thereafter.
- To inform the candidate of the due process relating to the next stage of training.



## Appendix I

<b>Discernment</b>		
<b>Vocations Conference</b>	A day conference which gives a wide picture of the opportunities for service in the Church of Scotland. Attendance is a mandatory requirement for those considering making an application for one of the recognised ministries in the Church (Ministry of Word and Sacrament (full-time or OLM), Diaconal Ministry, and Readership).	
<b>Healthlink 360 (HL360)</b>	Screening interview arranged by HL360 and the enquirer. HL360 send their report to the Vocations Team with one of two decisions; 1. The enquirer can proceed into a discernment placement; 2. The enquirer should not be allowed to proceed in the process. If not allowed to proceed, there is an opportunity to reapply after a given time period – maximum 3 applications. The report will go forward with other relevant paperwork into the Discernment process.	
<b>Discernment Placement</b>	An applicant will be assigned a Mentor and Presbytery Assessor (Vocations) by the Ministries Council. They will then embark on a period of reflection and discernment of call, with the possibility of some practical experience. This period can last anything from 3 - 12 months, and the mentor decides when the applicant is ready to proceed to the next stage. The Applicant must attend the placement Church at least 1 Sunday per month and meet with their Mentor at other times during the month. The Applicant should dedicate 8 hours per week to the placement. The Mentor should meet with the applicant at least 1 hour per fortnight for reflection. The Presbytery Assessor (Vocations) should meet with the applicant at least once per month. The Applicant, Mentor and Presbytery Assessor (Vocations) are all required to write a report which goes forward with other relevant paperwork into the Discernment process.	
<b>Local Review</b>	The period of Discernment culminates in a Local Review. This Review makes the decision as to whether or not an Applicant for Ministry of Word and Sacrament (full-time or OLM) or Diaconal Ministry is ready to proceed <b>to be further assessed at a National Assessment Conference</b> , or in the case of a Reader Applicant, <b>to training</b> .	
	<b>Mentor</b>	Participates fully in the Local Review and decision making process, offering appropriate insight into the Applicant. The Mentor can help the Applicant to bring out areas that might otherwise be missed, but should avoid acting as advocate.
	<b>Presbytery Assessor(VOCATIONS)</b>	Participates fully in the Local Review and decision making process, ensuring all relevant Presbytery matters are covered. Ensures appropriate pastoral support is in place for the Applicant.
	<b>National Church Assessor</b>	Chairs the Local Review and drafts the Local Review Report.
<b>National Assessment Conference (NAC)</b>	The NAC is open to all those who have been recommended to it by the Local Review. Over an intensive 24-hour period, the Applicant's call	

	continues to be tested. There is a strong focus on group and interpersonal skills, these being tested by a variety of participative group exercises. Applicants are interviewed by two Church Assessors and a Psychologist Assessor. Those accepted for training must be Nominated by Presbytery.	
<b>National Assessors</b>	National Assessors (either Church or Psychologist) are selected via a rigorous selection process and engage in on-going training. They work collaboratively at NAC to reach a decision as to whether someone is accepted for training or not accepted for training.	
	<b>Church Assessor</b>	Interviews are conducted in pairs, covering a wide area, including issues of call and commitment.
	<b>Psychologist Assessor</b>	Interviews are conducted alone, covering a wide area, with particular focus on interpersonal/group skills and developmental issues.
	<b>Director</b>	The Director (an experienced Church Assessor) has overall responsibility for a NAC.
<b>TRAINING</b>		
<b>Candidates</b>	Those accepted through the Assessment process into training for any of the recognised ministries of the church.	
<b>Supervisors</b>	Appointed to oversee and assess the practical placements required of candidates in training. All supervisors are assessed, selected and trained for the task of supervision by the Ministries Council.	
<b>Training Task Group</b>	Represents the Ministries Council in overseeing all matters relating to training candidates for ministry.	
<b>Presbytery Assessors (TRAINING)</b>	Along with representatives of the Training Task Group, are responsible for assessment of candidates at each stage of training.	
<b>Candidate Review</b>	A developmental, goal-based process of assessing progress through training. Each year a panel comprising assessors from Presbytery and the Ministries Council, through the Task Group, review the previous year, ascertain whether this has been satisfactory, and identify learning goals for the coming year.	

As part of this process, Presbytery supplies the following personnel\*:

- Presbytery Assessor (Vocations)
- Presbytery Assessor (Training)
- Mentor (during the discernment placement and pre assessment)
- Supervisor (after assessment and during training for ministry).

The training for each of these roles is different and being trained for one role does not mean that you can automatically assume responsibility for another. Lists of people trained for the various roles are available from the Church Office (Ministries Council).

\*Please note that the Mentor and Supervisor are **appointed** by the Ministries Council while the Presbytery Assessors are **appointed** by the Presbytery

## **Appendix II**                      **Ministries Council Candidate Review**

Briefing notes for review panel (Council & Presbytery assessors)

Reports should be read no less than 10 days in advance of the review meeting and any concerns/comments communicated to the TDO who will then liaise with candidate and supervisor. They will be read and commented upon by both Council and Presbytery Assessors

Ideally the candidate should be accompanied by the same Presbytery Assessor throughout the Review process.

In reading the report the following issues should be addressed:

- Is there sufficient information in the reports to conduct the interview in a helpful manner.
- To what extent have the parties fulfilled the learning and Serving Covenant? Are there any areas of work/experience outstanding and if so what plans, if any, are in place to address these?
- Has the candidate had a full experience of ministry appropriate to this stage of training and the candidate's needs?
- Are there any specific issues arising from the report which need attention?
- Are there any identifiable problems to be addressed?
- What has gone well?
- What challenges has the candidate faced and how has s/he dealt with these?

At the meeting

**PLEASE NOTE: Assessors should arrive at the meeting 15 minutes before the Candidate in order to confer over the interview.**

The Presbytery Assessor's responsibilities are:

- To convene the meeting opening with prayer
- To take a lead in discussion with the Candidate
- To decide, along with the Council representative, whether the Candidate should proceed to the next stage.\*
- To provide the venue (in the case of Probation final reviews only)

The Task Group Assessor's responsibilities are:

- To take a full part in the discussion
- To decide, along with the Presbytery Assessor, whether the Candidate should proceed to the next stage.
- After the decision has been taken, to inform the Candidate of that decision
- To close the meeting in an appropriate manner

Staff responsibilities are:

- To ensure all parties have access to all documentation and are fully briefed
- To take notes during the discussion which should be agreed by all parties at the end of the meeting
- To inform the candidate of the due process relating to the next stage of training.

Agenda:

1. open with prayer (Presbytery Assessor)
2. introduce and welcome all parties (Presbytery Assessor)
3. check practical details (Staff)
4. discuss reports and placement experience (Panel)
5. Candidate leaves the room while the decision is made (Panel)
6. Candidate is recalled and informed of the decision (Task Group Assessor)  
N.B. If there is difficulty in coming to a decision the Candidate should be recalled and informed that the decision will be communicated in writing as soon as possible. If the decision is a negative one, the Candidate should be informed, in writing, along with the reasons for the decision and any further action proposed, as soon as possible.
7. Outline of the process from that point on (Staff)
8. The meeting is closed in an appropriate manner (Task Group Assessor)

\* Presbytery Assessors should be aware that they carry full delegated powers from Presbytery to make any decision on behalf of the Presbytery (Act X 2004, 21.2)



### **Appendix III- Candidature Review Process: Indicators for Assessment**

These indicators are used throughout the processes of assessment and training for all candidates throughout the Church of Scotland. The qualities and skills named here are not all of equal importance, nor is the list comprehensive, but it does give supervisors a guide as to the areas to consider when drawing up the final report. **There is no suggestion that each candidate must meet all indicators!** The indicators can also be used to identify any areas which could be developed as the formation process continues. The 6 main areas will form the basis of the report discussed at the Review Meeting. This is held at the end of each academic year, and a decision is made jointly by Presbytery and the Training Task Group as to a candidate's continuing suitability. The supervisor's report makes an important contribution to this meeting.

Each of the 6 areas is listed below, along with suggested indicators.

#### Integration of Life and Faith:

*How and in what ways does the candidate bring together the different parts of life under the heading of spirituality? In what ways has their background and life experience influenced them and brought them to this point?*

The candidate:

- shows commitment to a Christ-like form of service;
- displays a degree of integrity of word and action;
- exhibits balance in talking about faith;
- has a disciplined approach to personal devotion;
- is open to exploring different expressions of spirituality;
- relates well to people with differing expressions of spirituality;
- is able to relax;
- has a breadth of interests other than Church life.

#### Interpersonal, Leadership and Teamwork Skills:

*How does the candidate relate to and deal with people? What leadership potential is evident? How does the Applicant work as part of a team? How does the applicant deal with conflict?*

The candidate:

- generates trust and displays honesty;
- forms positive relationships with a variety of types of people;
- works well in a team setting;
- is able to respond to others with flexibility;
- is patient and tolerant in expressing views;
- demonstrates listening and empathic skills;
- communicates well in language people understand;
- offers appropriate openness and vulnerability to relationships;
- shows self-awareness in relation to verbal and non-verbal communication skills;
- is able to offer and receive feedback in constructive ways.
- demonstrates the potential to offer leadership to others;
- shows awareness and understanding of different styles of leadership;

#### Openness to Learning:

*How does the candidate learn and how open are they to learning? How does the Applicant handle criticism, both just and unjust*

The candidate:

- shows an aptitude for listening and responds to ideas;
- is able to express themselves well both orally and in written work;

- enters constructively into dialogue;
- shows the ability to live with difference;
- responds appropriately to criticism;
- reads broadly: General: *fiction; non-fiction;*  
Theological: *different stances; different disciplines;*
- is able to formulate a cogent argument;
- shows awareness of the implications of lifelong learning;
- employs different styles of learning:  
Pragmatic: *looks first to the practicality and applicability of ideas;*  
Activist: *will try almost anything first to see if it works;*  
Reflective: *will first spend time thinking about the pros and cons;*  
Theoretical: *looks first to the connection between new and existing ideas.*
- works well with others who use learning styles other than the Applicant's preferred ones.

#### Preparation and Reflective Skills:

*How is the candidate preparing? How does the Applicant assimilate, analyse and integrate experience? How does the Applicant organise and manage their time and work?*

The candidate:

- is able to make basic connections between different kinds of experience:  
*church; community; intellectual; spiritual*
- generally presents as a well-integrated, holistic person;
- is reasonably self-aware and can recognise strengths and weaknesses;
- exhibits awareness of the global context and can relate it to the local;
- shows creativity analysing and interpreting experiences;
- gives proper space and time to the reflective process;
- shows the aptitude for coping with the intellectual demands of ministry;
- can assimilate and deal appropriately with negative or difficult life experiences;
- encourages others to engage in the reflective process.
- possesses good administrative and organisational skills;
- is able to manage time reasonably;
- copes adequately with stress.

#### Handling Change:

*How does the candidate initiate and respond to change and help others deal with it?*

The candidate:

- collaborates well in drawing up plans for change;
- works willingly at addressing identifiable weaknesses;
- is motivated towards the implementation of goals in an action plan;
- is able to offer and analyse differing perspectives on problems;
- tries to elicit and investigate alternatives;
- can assess the benefits and costs of change;
- demonstrates awareness of issues arising from the transition to the role of minister.

#### Discernment and Affirmation of Call:

*How does the Applicant view their call? In what ways has their call been affirmed? What is their understanding of the Ministry for which they are applying in the life of the Church of Scotland?*

The candidate:

- can clearly articulate a sense of call towards ministry;
- is positively motivated towards fulfilment of ministry;
- demonstrates knowledge of the life and structures of the Church of Scotland;

Appendix IV

Sample Reporting Forms

i)

	<b>Church of Scotland: Ministries Council</b>	<h1 style="color: #4F81BD;">Learning Covenant</h1>		
<p><b>Please save this form as: CANDIDATE NAME-Learning Covenant-LEARNING BASE</b>                  When complete return to the Ministries Council: <a href="mailto:fcunningham@churchofscotland.org.uk">fcunningham@churchofscotland.org.uk</a>                  Please find attached guidance notes on completing the form  <b>It is important that this document is completed in good time and submitted by the due date. Failure to do this may delay a candidate's progress in training.</b></p>				
<b>Candidate Name:</b>		<b>Form of Ministry:</b>		
Placement Learning Base:		Supervisor:		
Dates:		Report required by(Date):		
Placement no.:				
<b>SECTION 1: ANNUAL GOALS</b> (from Initial Course Meeting; Annual Review; discussion with supervisor)				
<b>SECTION 2: AIMS AND OBJECTIVES</b> (Please see Portfolio for guidance in this section)				
<b>SECTION 3: SUPERVISION COVENANT</b>				
<b>SECTION 1: ANNUAL GOALS</b> (from Initial Course Meeting; Annual Review; discussion with supervisor)				
	<b>Goal</b>	<b>Timescale</b>	<b>Support /resources</b>	<b>Outcome</b>
<b>Academic</b> 1. 2. 3. 4.				
<b>Practical/Professional</b> 1. 2. 3. 4.				
<b>Personal/ spiritual/ work-life balance</b> 1. 2. 3. 4.				
<b>SECTION 2: AIMS AND OBJECTIVES</b>				
Please indicate in each area what is expected of the candidate and how it relates to identified learning goals. Please be as specific as possible. <b>The tasks and criteria in the Training Portfolio may be used as a guide to required skills.</b>				
WORSHIP				
MISSION				

<b>PASTORAL</b>
<b>CHURCH MANAGEMENT</b>
<b>LEADERSHIP &amp; TEAMWORK</b>
<b>DISCIPLESHIP</b>
<b>COMMUNICATIONS</b>
<b>OTHER PROFESSIONAL and PERSONAL DEVELOPMENT</b>
<b>THEOLOGICAL REFLECTION</b>

<b>SECTION 3: SUPERVISION COVENANT</b>						
Supervisory Sessions	Frequency		Duration		Location	
Supervisor and Candidate Agree:	<ul style="list-style-type: none"> <li>That the purpose of supervision is to reflect on the supervisee's work and ministry as a developmental opportunity</li> <li>That while issues of a personal nature may arise, sessions are neither pastoral care nor spiritual</li> </ul>					

	<p>direction</p> <ul style="list-style-type: none"> <li>• That appropriate confidentiality will be maintained at all times*</li> <li>• That assessment will be on the basis of             <ul style="list-style-type: none"> <li>○ appropriate engagement with the placement and initiative taken</li> <li>○ assigned tasks completed in good time and to satisfactory standard</li> <li>○ openness to learning and capacity for reflection</li> <li>○ appropriate preparation evident</li> <li>○ evidence of developing skills and of personal growth</li> <li>○ evidence of strengthening call to the ministry for which the candidate is presenting</li> </ul> </li> </ul>
<p>Candidate Agrees:</p>	<ul style="list-style-type: none"> <li>• To engage fully in the placement</li> <li>• To prepare for supervision sessions through thoughtful reflection on work done, achievements, disappointments and any issues arising</li> <li>• To arrive at sessions punctually</li> <li>• To be open and honest at all times</li> <li>• To carry out all tasks with commitment and as fully as possible</li> <li>• To act on constructive feedback</li> </ul>
<p>Supervisor Agrees:</p>	<ul style="list-style-type: none"> <li>• To prepare for sessions through thoughtful reflection on work done, achievements, disappointments and any issues arising</li> <li>• To arrive at sessions punctually</li> <li>• To offer uninterrupted, structured and dedicated time and space</li> <li>• To offer attention, support and constructive challenge to increase professional competence and abilities and build up skill base</li> <li>• To offer a range of experiences and opportunities in the placement, with appropriate support</li> <li>• To be clear about expectations and aims of all work agreed and to give appropriate notice of tasks</li> <li>• To offer honest appraisal of work and abilities</li> <li>• To offer additional support if and when necessary</li> <li>• To undertake training and professional development in supervision as appropriate</li> </ul>
<p><b>Supervisor's Signature</b></p>	<p><b>Candidate's Signature</b></p>



ii)

 <p><b>Church of Scotland: Ministries Council</b></p>	<h1 style="color: #4F81BD;">Supervisor Appraisal Form</h1>
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**Please save this form as:  
“Candidate Name-Placement Appraisal Form”**

When complete return to the Ministries Council: [fcunningham@churchofscotland.org.uk](mailto:fcunningham@churchofscotland.org.uk)

Please find attached guidance notes on completing the form

<b>Candidate Name:</b>	<b>Form of Ministry:</b>
	Full-time Word & Sacrament; Diaconal; OLM

Placement 1 Learning Base:	Supervisor:
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Dates:	Report required by (Date):
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Placement 2 Learning Base:	Supervisor:
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Dates:	Report required by(Date):
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*Placement 3 Learning Base (if applicable):	Supervisor:
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Dates:	Report required by(Date):
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Probation Learning Base:	Supervisor:
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Dates:	Report required by(Date):
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**SECTION 3: SUPERVISOR’S ASSESSMENT – to be completed after sections 1 and 2**

**SECTION 1: TASKS OF MINISTRY**

**SECTION 2: INDICATORS FOR ASSESSMENT**

**\* NB: OLM candidates do not do this placement**

**SECTION 3: SUPERVISOR’S ASSESSMENT**

Summary	Satisfactory				Unsatisfactory				Needs further development or opportunities			
	PI	P2	(P3)	P4	PI	P2	(P3)	P4	PI	P2	(P3)	P4
PORTFOLIO												

WORSHIP													
MISSION													
PASTORAL WORK													
CHURCH MANAGEMENT													
LEADERSHIP & TEAM WORK													
DISCIPLESHIP													
COMMUNICATION													
OVERALL PROFESSIONAL and PERSONAL DEVELOPMENT													
THEOLOGICAL REFLECTION													
PARTICIPATION IN AND ACTING UPON SUPERVISION													
INTEGRATION OF LIFE AND FAITH													
INTERPERSONAL, LEADERSHIP AND TEAMWORK SKILLS													
OPENNESS TO LEARNING													
PREPARATION AND REFLECTIVE SKILLS													
HANDLING CHANGE													
DISCERNMENT AND AFFIRMATION OF CALL													
<b>OVERALL ASSESSMENT</b>													

**SECTION I: TASKS OF MINISTRY ( The specific skills required may be found in the Training Portfolio or the Supervisors' Handbook )**

*Please note: this section relates to the candidate's gifts and skills for ministry. The next section relates to the candidate's qualities in ministry.*

PORTFOLIO	<ul style="list-style-type: none"> <li>▪ Has the Portfolio been kept regularly up-to-date during the placement?</li> <li>▪ Has the Portfolio informed the assignment of tasks and development of experience?</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	

WORSHIP	<ul style="list-style-type: none"> <li>▪ What involvement has the candidate had in worship leadership?</li> <li>▪ Comment both on the candidate's ability to preach from text and in context and communication skills with all age groups.</li> <li>▪ How many times did the candidate preach?</li> <li>▪ What involvement has the candidate had in the sacraments?</li> <li>▪ Comment on the candidate's theological understanding</li> <li>▪ In what areas and ways does the candidate need to improve?</li> <li>▪ Are there any areas of experience still outstanding?</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
MISSION	<ul style="list-style-type: none"> <li>▪ Community involvement, Chaplaincy, Ecumenical ventures/mission?</li> <li>▪ What has been the candidate's involvement?</li> <li>▪ Comment on the candidate's theological reflection on mission</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
PASTORAL WORK	<ul style="list-style-type: none"> <li>▪ Listening skills, bereavement care, home and hospital visitation?</li> <li>▪ How has the candidate functioned with people generally and with providing care for the congregation or organisation?</li> <li>▪ In what areas and ways does the candidate need to improve?</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	

CHURCH MANAGEMENT	<ul style="list-style-type: none"> <li>▪ What committees and/or courts has the candidate observed/attended?</li> <li>▪ Comment on the quality of the candidate's commitment to and reflection on these areas of church life.</li> <li>▪ Comment on the candidate's understanding of Church Law</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
LEADERSHIP & TEAMWORK	<ul style="list-style-type: none"> <li>▪ How has the candidate functioned within the team?</li> <li>▪ Contributions to planning, organising, recruiting, training, leading.</li> <li>▪ Response to authority?</li> <li>▪ Role in the team?</li> <li>▪ Appropriate leadership skills?</li> <li>▪ Comment as far as possible on the candidate's ability to exercise an enabling and collaborative ministry.</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
DISCIPLESHIP	<ul style="list-style-type: none"> <li>▪ Involvement in any Bible study group, new communicants' class or discipleship course</li> <li>▪ Contributions to youth groups or development</li> <li>▪ Participation in any chaplaincies</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
COMMUNICATIONS	<ul style="list-style-type: none"> <li>▪ Involvement with community groups or institutional fora (e.g. NHS or local government)</li> <li>▪ Exposure to congregational use of social media and web sites</li> <li>▪ Contributions to church magazines and other communications documents</li> </ul>
Placement 1	

Placement 2	
Placement 3 (if applicable)	
Probation	
<b>OVERALL PROFESSIONAL and PERSONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Which courses, if any, has the candidate undertaken outwith the core curriculum?</li> <li>▪ To what extent has the candidate progressed in this placement?</li> <li>▪ To what extent has the candidate been able to identify his or her own training needs?</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>THEOLOGICAL REFLECTION</b>	<ul style="list-style-type: none"> <li>▪ What areas of theological reflection have been covered and how does the candidate present as a reflective practitioner?</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>PARTICIPATION IN AND ACTING UPON SUPERVISION</b>	<ul style="list-style-type: none"> <li>▪ How well has the candidate prepared for supervision sessions, been proactive in bringing material for supervision, and shown evidence of acting upon constructive feedback</li> </ul>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	

<b>SECTION 2: INDICATORS FOR ASSESSMENT</b>	
<i>Drawing on information from above, please indicate to what extent the candidate displays the following qualities in their life and ministry</i>	
<b>INTEGRATION OF LIFE AND FAITH</b>	<i>How and in what ways does the Candidate bring together the different parts of life under the heading of spirituality? In what ways has their background and life experience influenced them and brought them to this point?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>INTERPERSONAL, LEADERSHIP AND TEAMWORK SKILLS</b>	<i>How does the Candidate relate to and deal with people? What leadership potential is evident? How does the Candidate work as part of a team? How does the Candidate deal with conflict?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>OPENNESS TO LEARNING</b>	<i>How does the Candidate learn and how open are they to ongoing learning (continuous ministerial development)? How does the Candidate handle criticism, both just and unjust?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>PREPARATION AND REFLECTIVE SKILLS</b>	<i>How is the Candidate preparing? How does the Candidate organise and manage their life and work? How does the Candidate assimilate, analyse and integrate their experience?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>HANDLING CHANGE</b>	<i>How does the Candidate initiate and respond to change and how does the Candidate help others to deal with it?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	

Probation	
<b>DISCERNMENT AND AFFIRMATION OF CALL</b>	<i>How does the Candidate view their calling? In what ways has their call been affirmed? What is their understanding of the distinct role of the Ministry for which they are applying in the life of the Church of Scotland?</i>
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	
<b>TRAINING NEEDS</b>	As the supervisor, what recommendations do you make to the candidate with regard to the candidate's education and preparation for ministry? Indicate other experiences, courses etc. which you feel may be useful to the candidate, also areas where the candidate needs to develop particularly, e.g., sermon construction, presentation skills, work-life balance etc.
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	

<b>Candidate's response to Supervisor's Report</b>	
Placement 1	
Placement 2	
Placement 3 (if applicable)	
Probation	

	<b>Supervisor's Signature</b>	<b>Candidate's Signature</b>
Placement 1		
Placement 2		
Placement 3 (if applicable)		
Probation		



CANDIDATE ANNUAL REVIEW REPORT				
Section 1: Candidate Details				
	DATE	TIME for PANEL	TIME for CANDIDATE	VENUE
CANDIDATE NAME				
PRESBYTERY ASSESSOR				
COUNCIL ASSESSOR				
STAFF				
Section 2: Summary of Year				
ACADEMIC REPORT	Year of Study		Satisfactory/Unsatisfactory	
COMMENTS FROM UNIVERSITY				
CONFERENCES ATTENDED				
PORTFOLIO				
MINISTRIES TRAINING NETWORK	Verbatim Commentary	Essay on the Practice of Ministry	Journal Commentary	
Satisfactory/Unsatisfactory				
MTN FACILITATOR'S COMMENTS				
SUPERVISOR'S COMMENTS*				
SUPERVISOR'S RECOMMENDATIONS*				
POINTS FROM PREVIOUS REVIEW				
GOALS FROM PREVIOUS REVIEW or INITIAL COURSE MEETING	Goal	Timescale	Support and resources	Outcome
Academic				
1.				
2.				
3.				
4.				
Practical				
1.				
2.				
3.				
4.				

Personal/ spiritual/ Work-life balance				
1.				
2.				
3.				
4.				

**THIS SECTION TO BE COMPLETED BY STAFF AT REVIEW MEETING (SECTIONS 3 and 4)**

**Section 3a: POINTS FROM DISCUSSION**

<p>AT THE REVIEW – staff to fill in this section as the discussion/conversation takes place.</p>	
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**Section 3b: MAPPING OF AREAS OF DEVELOPMENT**

	Satisfactory	Unsatisfactory	Needs further development or opportunities	Source/evidence: (AR; MTN; ARR; LC; PR - 1, 2 and/or 3; PF; SA; INT)
WORSHIP				
MISSION				
PASTORAL WORK				
CHURCH MANAGEMENT				
LEADERSHIP & TEAM WORK				
DISCIPLESHIP				
COMMUNICATION				
OVERALL PROFESSIONAL DEVELOPMENT				
THEOLOGICAL REFLECTION				
PARTICIPATION IN AND ACTING UPON SUPERVISION				
INTEGRATION OF LIFE AND FAITH				
INTERPERSONAL, LEADERSHIP AND TEAMWORK SKILLS				
OPENNESS TO LEARNING				
PREPARATION AND REFLECTIVE SKILLS				
HANDLING CHANGE				
DISCERNMENT AND AFFIRMATION OF CALL				
SUMMARY AND DECISION				

Section 4: Goals for 2015-2016				
These should be added by staff as they are identified and agreed during the discussion/conversation and/or as they are identified and agreed later in the Review.				
	Goal	Timescale	Support and resources	Outcome
Academic 1. 2. 3. 4.				
Practical 1. 2. 3. 4.				
Personal/ spiritual/ Work-life balance 1. 2. 3. 4.				

Abbreviations:

- AR: Academic Report
- MTN: Ministries Training Network Assessments
- ARR: Annual Review Report
- LC: Learning Covenant/s
- PF: Portfolio
- PR: Placement Report/s
- SA: Self-Assessment (not in placement form)
- INT: Review Meeting

Signed as agreed: \_\_\_\_\_ Presbytery Assessor  
 \_\_\_\_\_ Council Assessor  
 Signed as accepted: \_\_\_\_\_ Candidate

Possible Outcome:	
Decision 1.	Candidate proceeds to next stage of training
Decision 2.	Candidate completes outstanding work within an agreed timescale and then proceeds to next stage of training
Decision 3.	Candidate has an extension of training followed by a further review
Decision 4.	Candidature is terminated



## SUPERVISOR'S ROLE AND THE PORTFOLIO

### INTRODUCTION

Few can doubt that the pressures on Parish Minister today are unlike any from the past. Not only are the range of skills required increasing but the days when she or he could count on the support of knowledgeable office-bearers can no longer be taken for granted. As a result, a minister is very much the hub church management, leadership and communications as well as more traditional tasks. Moreover, this unprecedentedly wide spectrum of tasks must be performed against a background where outreach and mission to an increasingly individualistic parish can never have had a greater priority.

Recognising both the challenges and the opportunities in ministry to 21st Century Scotland, a key set of skills and the training objectives necessary to deliver them has been identified for both full-time and part-time Ordained Ministers by the Church of Scotland's Ministries Council. These form the basis of this Training Portfolio and indeed future assessment of the candidate's successful training.

These tasks are not required to be completed within one placement, but rather are to be accomplished over the relatively long period of all placements and Probation. Ultimately, it may not be possible to demonstrate competence in all the skills proposed. However, even the opportunity to discuss a skill with your candidate would impart valuable information for the future; a lead that could be quickly followed up when encountering a challenge in the early years after ordination. Moreover, the provision of the whole skills-set may also prompt as yet unconsidered avenues for exploration and reflection.

The candidates' portfolio is a method of recording their learning, both for reflection and to assess their progress. It takes the place of the Candidate Appraisal form which previously was completed by every candidate after every placement. Candidates found these forms repetitive and not altogether helpful and it is hoped that the portfolio will be a more personal and therefore more useful document recording learning undertaken, achievements and facilitating the identification of training needs. As it will follow the candidate throughout the entire period of training there is no need to address all the elements of each section in every placement. Indeed, they may reach the end of training with some areas left unaddressed however after each placement there should be evidence of good and broad experience under each of the headings.

### Using the Portfolio - An overview

As already mentioned, the Training Portfolio contains a comprehensive skills set to assist in meeting the challenges of early ministry.

Laid out in the Record Section, each of these has an overall heading and three related columns. These are:

**Heading** - This gives the overall domain in which the skill lies and there are 8 such domains for Full-time Ministry and 7 for Ordained Local Ministry.

**Area Column** - This gives a more specific skills grouping and scope for the specific skill to be learned & demonstrated.

**Task Column** - The specific task that will define the skill that is being learned and assessed. This is occasionally accompanied a brief guidance note.

**Progress Comment Column** - This is the space for comments to be made, usually by the candidate and signed off by the supervisor, as to how well a skill has been demonstrated. In some cases (e.g. Church Law) this may be a one-off assessment after a course and can be marked as completed. However, most other entries in this column (e.g. draft prayers) will be a record of ongoing

performance and should be filled in with pencil to allow future updating as attachments and the probation period progress. Clearly there is insufficient room for detailed comment; such comment should be entered into the final report by the supervisor and into the presentation at annual review by the candidate. Instead an 'aid memoire' is more appropriate.

Entries in this column constitute part of the provision of evidence of satisfactory skills performance.

**The overall principle in using the Portfolio effectively is to see it as a living document helping the student and supervisor keep an overview of the development of the necessary skills for ministry that will be fully demonstrable at the end of training.**

### **The Portfolio's role in Assessment**

The Portfolio has a number of roles in assessment:

**Self-Assessment.** A frequent survey of the Portfolio and updating by students will give a clear view of what standard needs to be demonstrated in a skill and also a sense of progress to their overall training.

**Supervisor Assessment.** A regular viewing of a Portfolio will assist in gaining a feel for a student's achievements in previous attachments, a reminder of current skills performance and indicator of areas yet to be addressed.

**Review Assessment.** It is planned that the Portfolio will play a key role in National Assessment at Reviews. To that end the Portfolio will be presented to the Assessors shortly before the actual meeting and then the Student will give a brief presentation on their progress in their attachment based on their skills achievement.

### **General Guidance Notes**

#### **Role of Student**

With regards this Training Portfolio, the student is required to:

- Understand its structure
- The different types of record or evidence each section requires
- Discuss with supervisor current performance each skill against the given criteria
- Gather evidence from all other training activities including retaining essays, sermons, reports of pastoral encounters and personal plans
- Routinely survey the portfolio to ensure that it gives an accurate statement of the current level of competence and progress in learning

In terms of the assessment process the student is required to:

- Be familiar with the each skill he/she is self- assessing
- Know the criteria for assessment
- Collect the evidence of a current training outcome or, with the agreement of the Supervisor, a learning experience from the past which gave rise to a current competence
- Evaluate the evidence using the relevant criteria
- Make a personal assessment decision whether the evidence or performance meets the assessment criteria and discuss with Supervisor

#### **Role of Supervisor**

The supervisor's role includes coaching, mentoring and assessment.

Supervision in the sense of coaching is a form of learning requiring a more experienced individual providing and sharing their knowledge directly with the individual. This training method usually provides the most direct approach to acquiring knowledge and is most appropriate for skills-based instruction. When combined with a

comprehensive and structured learning programme, coaching is one of the best methods of reinforcing new habits.

Supervision in terms of 'mentoring' is a one-to-one relationship based on encouragement, constructive comments, openness, mutual trust, respect, and a willingness to learn and share. It exists between a more experienced minister and a less experienced student. The mentor is a model, a motivator and a counsellor to the learner. The mentor's responsibilities include:

- Helping the student set long-term career goals and short-term learning objectives
- Helping the student understand the organisational culture
- Recommending and/or creating learning opportunities
- Transferring knowledge in the designated skills domains (c.f. Portfolio) and generic areas such as communication, critical thinking, responsibility, flexibility, and teamwork
- Pointing out strengths and areas for development
- Answering any questions
- Aiding reflection
- Providing guidance on personal matters

In terms of the assessment process the role of the Assessor is to:

- Inform the learner further about skills laid down in the Portfolio
- Support and guide the learner in the collection of evidence
- Help the learner develop and use their self-assessment abilities
- Ensure that the Portfolio is being used to indicate necessary skills and their performance criteria
- Conduct the skill performance assessments and provide feedback
- Ensure that the Portfolio's recording requirements have been met
- Engage with the National Assessment process by ensuring timely rendering of reports that are accurate, frank and fair

### **Guidance on the Evidential Sections**

The entire Portfolio is a collection of different types of evidence relating to the work being assessed. As already stated, the key evidence of skill's performance is the notes made in the 'Progress Comment' column, but it should also include a selection of the actual work completed by the learner.

When compiling the entire Portfolio, the learners should bear in mind that learning occurs in the following areas:

- Formal education & training programmes
- Formal and informal on the job education and training
- Self-study for enjoyment
- Informal experience gained in the workplace or community
- Non-formal in-house education and training

Whilst the supervisor and student may jointly plan the Portfolio's evidence, it is important to bear in mind that it is the **learner's** responsibility to collect the evidence and compile the portfolio.

The type of evidence required will be determined by current Ministries Council guidelines.

Ultimately, the guiding principle is the continuous development of a balanced portfolio which will then be assessed according to its:

- **V**alidity
- **A**uthenticity
- **C**urrency
- **C**onsistency
- **S**ufficiency



Competencies – Full-time Candidates

List of Competencies: Full-time Candidates Word & Sacrament

WORSHIP

Reference	Task
Full service of worship	<p>Draft and adapt prayers suitable for a wide range of liturgical and worshippers' contexts</p> <p>Deliver sermons and worship elements effectively in a wide range of context and acoustic environments.</p> <p>Describe liturgical structures and the appropriate time allocation for elements of worship.</p> <p>Explain the place, range and selection of appropriate hymns and church music</p> <p>Discuss with supervisor assisted by the Church's Organist, the following:</p> <ul style="list-style-type: none"> <li>• Hymnaries</li> <li>• Children's music</li> <li>• Anthems</li> <li>• Other musical items</li> </ul> <p>Lead effective and appropriate elements of worship for different ages of young people.</p> <p>Lead and retain a record of the following:</p> <ul style="list-style-type: none"> <li>• Children's addresses</li> <li>• Youth talks</li> <li>• All-age items</li> <li>• Primary School talk</li> <li>• Secondary School address</li> </ul>
Shorter act of worship	<p>Describe the types and purposes of shorter acts of worship</p> <p>Discuss, and where possible lead, a wide range of worship events such as:</p> <ul style="list-style-type: none"> <li>• Prayer Groups</li> <li>• Informal communions</li> <li>• <i>Ad hoc</i> services</li> <li>• Youth services</li> <li>• Services for such organisations (e.g. Guild)</li> </ul> <p>Demonstrate use of resources for shorter acts of worship</p> <p>Research, amend and utilise a range of materials.</p> <p>Discuss various leadership styles and group settings for short acts of worship</p> <p>Prepare and lead worship appropriately in a range of chaplaincy contexts (e.g. schools)</p> <p>Identify liturgies associated with pastoral care including healing</p>
Ecumenical context	<p>Discuss worship practices of key ecumenical partners.</p> <p>Discuss the liturgical focus of the Reformed tradition and that of the Anglican and RC churches.</p> <p>Where possible take part in an ecumenical religious event particularly worship.</p>
Funeral service	<p>Identify the pastoral objectives of the funeral service</p> <p>Explain how these pastoral objectives are met</p> <p>Explain the differing roles of minister and funeral director</p> <p>Perform a pre-funeral visit and discuss with family their wishes and Christian theology and practice</p> <p>Manage with Funeral Directors the programme and requirements of the service</p> <p>Conduct funeral services in crematorium, funeral room, graveside and church settings</p> <p>Explain the specific pastoral issues associated with services for young people and children</p>

	Explain the role of ritual and remembering in contexts of grief and loss
Holy Communion	Describe the role of the sacrament of communion and its theology Describe the range of Christian understandings of Communion Conduct a communion service in accordance with one form in Book of Common Order Conduct an appropriate 'home communion' Plan a membership course for new communicants
Infant Baptism	Discuss the sacrament of baptism and its theology, adult and children's Discuss the liturgy of baptism Explain the necessary discussions and possible issues with parents of children presented for baptism Discuss the sacrament of baptism and its theology
Adult baptism	Discuss the liturgy of baptism Describe the instruction necessary to an adult wishing baptism
Wedding ceremony	Explain the legal requirements for marriage services Describe one form of wedding liturgy from the Book of Common Order Explain the necessary discussions and issues with couples seeking a Christian marriage <ul style="list-style-type: none"> <li>• Divorced</li> <li>• Prior Children</li> <li>• Denominations</li> <li>• Inter-faith</li> </ul>
Alternative forms of worship	Outline new and emerging forms of worship Give examples of alternative forms of worship led and their contexts Appraise a congregation's potential to develop in worship Draft a plan to develop a congregation's calling and capabilities in worship Draft and adapt worship materials, concepts and reflection for a variety of contexts Manage, lead and contribute to worship in a wide variety of styles Appraise the impact, effectiveness and value of worship items and services.
General worship Leadership abilities and skills	Manage congregations to worship in a wide range of contexts Be able to encourage a spiritual environment conducive to worship Demonstrate the nurturing, enablement and coordination of contributions by others to worship
<b>Mission</b>	
Area Title	Objective
Marginalised & Poor	Explain the gospel imperative for the most marginalised. Explain how the Bible may be read in contexts of oppression and marginalisation Describe the Church's engagement with issues of justice in Scotland. Describe the Church's engagement with issues of justice in global context. Explain the Church's engagement with issues of justice in a historical context. Explain the economic and other forces behind issues of poverty and injustice.

Role of mission in the contemporary church	Demonstrate an in depth understanding of missional theology.
Mission in a range of contexts	Summarise the history of mission in Contemporary Scotland. Summarise mission in international contexts.
Mission course materials and methods	Describe the range of mission instructional approaches and materials. Retain some examples with comments in this folder.
Lead and assess missional courses	Lead one missional course and assess its impact and relevance in its context.
School Chaplaincy	Describe the Scottish Government guidelines on Religious Observance. Lead a primary school based act of Religious Observance. Lead a secondary school based act of Religious Observance.
Minister within a multi-cultural society	Demonstrate a sensitivity within a religiously diverse context.
Minister in a range of geographical contexts	Summarise mission within urban and rural contexts.
Debate faith, science and religious issues	Outline how current theology and sociology are engaging with science.
Mission and ministry in specific settings	Identify the challenges and possibilities in ministry/ mission in rural areas. Identify the challenges and possibilities in ministry/mission in priority areas in urban context.
Facilitate congregation's widest involvement with its community	Identify methods for community engagement and partnership.
<b>Pastoral</b>	
Area	Objective
General pastoral visitation	Explain pastoral care in terms of encounter, reflection and narrative. Describe relevant approaches in a wide variety of pastoral situations. Observe a range of pastoral visits and discuss approaches.
Pastoral visitation of the unwell	Identify specific issues and counselling approaches to the unwell with regards power, health and body. Summarise pastoral issues surrounding those in palliative care. Describe the particular problems in providing pastoral care to those with dementia. Describe the particular problems in providing pastoral care to those with mental illnesses including addictions.
Pastoral visitation of the bereaved	Summarise pastoral issues and possible approaches to those bereaved. Summarise stages of bereavement and rituals of remembering.
Ministry in cases of domestic abuse	Identify the role of ministers in cases of domestic abuse and the remit of other agencies.
Other pastoral issues and their counselling	Summarise other pastoral issues and possible counselling approaches. Summarise boundaries to clergy's pastoral care and relevant authorities for referral.

## Church Management

Area	Objective
The work of CofS courts and committees	Describe the CofS Court and committee structures.
The 'management structure' of congregations	Describe the usual 'management structure' of congregations. Summarise Presbyterian/reformed theology.
Protection of vulnerable groups	Recall accurately Child and vulnerable adult protection procedures and issues. Undertake the Church's Vulnerable Person Protection Course
Health and Safety issues.	Summarise methods of dealing with Health and safety issues arising for staff and building users.
Key ecumenical partners	Summarise the constitutions & practices of the Church of Scotland's ecumenical partners.
Chairing and contributing to congregational committees/ groups	Attend and chair a Congregational Board/Kirk Session under supervision.
Strategic planning in Organisations	Summarise the methods of strategic planning in organisations
Methods and 'pitfalls' in management in the voluntary sector	Explain the possible issues and approaches when working with volunteers
Methods of conflict Management	Describe methods of conflict management
Methods of managing change	Describe methods of managing change.
Role of being a line manager	Summarise duties and responsibilities of a staff line manager
Have a broad grasp of resource management and available resources	Discuss resource management and available resources Summarise congregational financial controls and requirements of OSCR.
Geographical and social context on Church Management	Summarise the differing issues surrounding rural, urban and priority parishes
The pastoral role and role of other agencies	Discuss the interface and possible conflicts with other agencies in pastoral cases (e.g. police, social services)

## Leadership

Area	Objective
Principles of leadership	Describe leadership styles and functions

Methods of teamwork	Describe team building strategies and approaches Lead a small team to a successful conclusion of a task Summarise strategies in team ministries
Delegation and supervision	Describe strategies for successful via delegation
Nurture and enable leadership in others	Describe methods for developing leadership skills in congregational members

## Communications

Area	Objective
Parish ministers & local bodies	Summarise likely interactions with local ecumenical, voluntary and statutory bodies (e.g. NHS, local government and national government)
Internet and multimedia communication	Author digitally projected presentations Describe the purpose of and issues related to Church- based websites, individual websites (e.g. blogs) and social media
Traditional communication with congregation and parish	Write a pastoral letter for a parish magazine Author/select suitable reflective material for a weekly Order of Service

## Discipleship

Area	Objective
Theological understandings of Christian growth and discipleship	Describe different theological understandings of Christian growth and discipleship
Church membership classes	Lead a church membership course
House Group concepts and leadership methods	Summarise current House Group concepts and leadership methods
Lead a Bible study	Facilitate a Contextual Bible study
Youth and elderly ministries	Explain principles and methods of youth and elderly ministries
Children's ministry concepts and leadership methods	Describe approaches, constraints and resources for different ages of young people
Other specialist ministries	Describe principles, methods and opportunities for ministries to other groups including chaplaincies

## Personal

Area	Objective
Time management strategies	Implement good time management principles
Personal spirituality	Maintain a journal related to personal spirituality
Personal reflectiveness on ministry	Maintain a journal reflecting on personal ministry (as per above)

Personal development	Draft a 5 year personal development plan
Personal development resources	Summarise the elements of CofS Study Leave Scheme and other development assistance
Life balance issues	Describe potential life balance issues and methods of resolution
Sense of call	Summarise all forms of ministries including parish ministry
Commitments and empowerment of ordination vows	Explore vows of ordination

## List of Competencies: Full-time Diaconal candidates

### WORSHIP

Reference	Task
Full service of worship	<p>Draft and adapt prayers suitable for a wide range of liturgical and worshippers' contexts</p> <p>Deliver sermons and worship elements effectively in a wide range of context and acoustic environments.</p> <p>Describe liturgical structures and the appropriate time allocation for elements of worship.</p> <p>Lead effective and appropriate elements of worship for different ages of young people.</p> <p>Lead and retain a record of the following:</p> <ul style="list-style-type: none"> <li>● Children's addresses</li> <li>● Youth talks</li> <li>● All-age items</li> <li>● Primary School talk</li> <li>● Secondary School address</li> </ul>
Shorter act of worship	<p>Describe the types and purposes of shorter acts of worship</p> <p>Discuss, and where possible lead, a wide range of worship events such as:</p> <ul style="list-style-type: none"> <li>● Prayer Groups</li> <li>● Informal communions</li> <li>● <i>Ad hoc</i> services</li> <li>● Youth services</li> <li>● Services for such organisations (e.g. Guild)</li> </ul> <p>Demonstrate use of resources for shorter acts of worship</p> <p>Research, amend and utilise a range of materials.</p> <p>Discuss various leadership styles and group settings for short acts of worship</p> <p>Prepare and lead worship appropriately in a range of chaplaincy contexts (e.g. schools)</p> <p>Identify liturgies associated with pastoral care including healing</p>
Ecumenical context	<p>Where possible take part in an ecumenical religious event particularly worship.</p>
Funeral service	<p>Identify the pastoral objectives of the funeral service</p> <p>Explain how these pastoral objectives are met</p> <p>Explain the differing roles of minister and funeral director</p> <p>Perform a pre-funeral visit and discuss with family their wishes and Christian theology and practice</p> <p>Manage with Funeral Directors the programme and requirements of the service</p> <p>Conduct funeral services in crematorium, funeral room, graveside and church settings</p> <p>Explain the specific pastoral issues associated with services for young people and children</p> <p>Explain the role of ritual and remembering in contexts of grief and loss</p>

Wedding ceremony	<p>Explain the legal requirements for marriage services</p> <p>Describe one form of wedding liturgy from the Book of Common Order</p> <p>Explain the necessary discussions and issues with couples seeking a Christian marriage</p> <p>Divorced</p> <p>Prior Children</p> <p>Denominations</p> <p>Inter-faith</p>
Alternative forms of worship	<p>Outline new and emerging forms of worship</p> <p>Give examples of alternative forms of worship led and their contexts</p> <p>Appraise a congregation's potential to develop in worship</p> <p>Draft a plan to develop a congregation's calling and capabilities in worship</p> <p>Draft and adapt worship materials, concepts and reflection for a variety of contexts</p> <p>Manage, lead and contribute to worship in a wide variety of styles</p> <p>Appraise the impact, effectiveness and value of worship items and services.</p>
<b>Mission</b>	
Area Title	Objective
Marginalised & Poor	<p>Explain the gospel imperative for the most marginalised.</p> <p>Explain how the Bible may be read in contexts of oppression and marginalisation</p> <p>Describe the Church's engagement with issues of justice in Scotland.</p> <p>Describe the Church's engagement with issues of justice in global context.</p> <p>Explain the Church's engagement with issues of justice in a historical context.</p> <p>Explain the economic and other forces behind issues of poverty and injustice.</p>
Role of mission in the contemporary church	Demonstrate an in depth understanding of missional theology.
Mission in a range of contexts	<p>Summarise the history of mission in Contemporary Scotland.</p> <p>Summarise mission in international contexts.</p>
Mission course materials and methods	<p>Describe the range of mission instructional approaches and materials.</p> <p>Retain some examples with comments in this folder.</p>
Lead and assess missional courses	Lead one missional course and assess its impact and relevance in its context.
School Chaplaincy	<p>Describe the Scottish Government guidelines on Religious Observance.</p> <p>Lead a primary school based act of Religious Observance.</p> <p>Lead a secondary school based act of Religious Observance.</p>
Minister within a multi-cultural society	Demonstrate a sensitivity within a religiously diverse context.
Minister in a range of geographical contexts	Summarise mission within urban and rural contexts.
Debate faith, science and religious issues	Outline how current theology and sociology are engaging with science.

Mission and ministry in specific settings	Identify the challenges and possibilities in ministry/ mission in rural areas. Identify the challenges and possibilities in ministry/mission in priority areas in urban context.
Facilitate congregation's widest involvement with its community	Identify methods for community engagement and partnership.
<b>Pastoral</b>	
Area	Objective
General pastoral visitation	Explain pastoral care in terms of encounter, reflection and narrative. Describe relevant approaches in a wide variety of pastoral situations. Observe a range of pastoral visits and discuss approaches.
Pastoral visitation of the unwell	Identify specific issues and counselling approaches to the unwell with regards power, health and body. Summarise pastoral issues surrounding those in palliative care. Describe the particular problems in providing pastoral care to those with dementia. Describe the particular problems in providing pastoral care to those with mental illnesses including addictions.
Pastoral visitation of the bereaved	Summarise pastoral issues and possible approaches to those bereaved. Summarise stages of bereavement and rituals of remembering.
Ministry in cases of domestic abuse	Identify the role of deacons in cases of domestic abuse and the remit of other agencies.
Other pastoral issues and their counselling	Summarise other pastoral issues and possible counselling approaches. Summarise boundaries to deacons's pastoral care and relevant authorities for referral.

## Church Management

Area	Objective
The work of CofS courts and committees	Describe the CofS Court and committee structures.
The 'management structure' of congregations	Describe the usual 'management structure' of congregations. Summarise Presbyterian/reformed theology.
Protection of vulnerable groups	Recall accurately Child and vulnerable adult protection procedures and issues. Undertake the Church's Vulnerable Person Protection Course
Health and Safety issues.	Summarise methods of dealing with Health and safety issues arising for staff and building users.
Key ecumenical partners	Summarise the constitutions & practices of the Church of Scotland's ecumenical partners.
Chairing and contributing to congregational committees/ groups	Attend a meeting of the Congregational Board/Kirk Session. Reflect on the role of the Deacon in relation to these groups.
Methods and 'pitfalls' in management in the voluntary sector	Explain the possible issues and approaches when working with volunteers

Methods of conflict Management	Describe methods of conflict management
Methods of managing change	Describe methods of managing change.
Have a broad grasp of resource management and available resources	Discuss resource management and available resources Summarise congregational financial controls and requirements of OSCR.
Geographical and social context on Church Management	Summarise the differing issues surrounding rural, urban and priority parishes
The pastoral role and role of other agencies	Discuss the interface and possible conflicts with other agencies in pastoral cases (e.g. police, social services)

## Leadership

Area	Objective
Principles of leadership	Describe leadership styles and functions
Methods of teamwork	Describe team building strategies and approaches Lead a small team to a successful conclusion of a task Summarise strategies in team ministries
Delegation	Describe strategies for successful task completion via delegation
Nurture and enable leadership in others	Describe methods for developing leadership skills in congregational members

## Communications

Area	Objective
Deacons & local bodies	Summarise likely interactions with local ecumenical, voluntary and statutory bodies (e.g. NHS, local government and national government)
Internet and multimedia communication	Author digitally projected presentations Describe the purpose of and issues related to Church- based websites, individual websites (e.g. blogs) and social media
Traditional communication with congregation and parish	Write a pastoral letter for a parish magazine Author/select suitable reflective material for a weekly Order of Service

## Discipleship

Area	Objective
Theological understandings of Christian growth and discipleship	Describe different theological understandings of Christian growth and discipleship
House Group concepts and leadership methods	Summarise current House Group concepts and leadership methods
Lead a Bible study	Facilitate a Contextual Bible study

Youth and elderly ministries	Explain principles and methods of youth and elderly ministries
Children's ministry concepts and leadership methods	Describe approaches, constraints and resources for different ages of young people
Other specialist ministries	Describe principles, methods and opportunities for ministries to other groups including chaplaincies

## Personal

Area	Objective
Time management strategies	Implement good time management principles
Personal spirituality	Maintain a journal related to personal spirituality
Personal reflectiveness on ministry	Maintain a journal reflecting on personal ministry (as per above)
Personal development	Draft a 5 year personal development plan
Life balance issues	Describe potential life balance issues and methods of resolution
Sense of call	Summarise all forms of ministries including the Diaconal ministry
Commitments and empowerment of ordination vows	Explore vows of ordination





## Mission

Area	Objective
Mission in the contemporary church	Demonstrate a understanding of missional theology
Modern & traditional methods of mission in a range of contexts	Demonstrate a knowledge of mission practices
Mission course materials & methods	Demonstrate a knowledge of mission instructional approaches & materials

## Pastoral

Area	Objective
General Pastoral Visitation	Explain pastoral care in terms of encounter, reflection & narrative Describe relevant approaches in a variety of pastoral situations Observe a range of pastoral visits & discuss techniques
Pastoral visitation of the unwell	Identify specific issues & counselling approaches to the unwell with regards power, health & body Outline pastoral issues surrounding those in palliative care
Pastoral visitation of the bereaved	Outline pastoral issues & possible approaches to those bereaved Outline stages of bereavement & rituals of remembering
Other pastoral issues & their counselling	Outline other pastoral issues & possible counselling approaches

## Church Management

Area	Objective
Church Law, practices and procedures	Recall specified areas of Church Law, practices and procedures
Management in key ecumenical partners	Outline the church structures & management practices in ecumenical partners
Protection of vulnerable groups	Recall Child & Vulnerable Adult protection procedures & define issues
Health & Safety issues with Church premises	Outline methods of dealing with Health & Safety issues arising for staff & building users
'Management structure' of congregations	Describe the usual 'management structure' of congregations
Congregational committees/groups	Contribute & facilitate a Congregational Board/Kirk Session under supervision
Strategic planning in organisations	Outline the methods of strategic planning in organisations
Management in the voluntary sector	Demonstrate an understanding the possible issues & approaches when working with volunteers
Conflict management	Describe methods of conflict management

Managing change	Identify & appraise methods of managing change
Resource management and available resources	Demonstrate a broad grasp of resource management and available resources

## Leadership

Area	Objective
Principles of leadership	Describe leadership styles & functions
Methods of teamwork	Describe team building strategies and approaches Demonstrate ability to lead a small team to a successful conclusion of a task
Facilitate leadership in others	Describe methods for developing leadership skills in congregational members Facilitate a small team project
Nurture and enable leadership in others	Describe methods for developing leadership skills in congregational members

## Discipleship

Area	Objective
Church membership classes	Demonstrate the ability to lead a church membership course
House Groups	Outline current House Group concepts and leadership methods
Bible study	Lead a Bible study
Youth & elderly ministries	Discuss and explore youth & elderly ministries
Specialist ministries	Outline principles and methods of ministering to special groups (e.g. Chaplaincies)

## Personal

Area	Objective
Personal time management	Demonstrate an implementation of time management
Personal spirituality	Draft/author a journal related to personal spirituality
Personal reflectiveness on ministry	Draft/author a journal reflecting on personal ministry (as per above)
Personal development	Draft a 5 year personal development plan
Life balance issues	Describe potential life balance issues & methods of resolution
Commitments and empowerment of ordination vows	Explore ordination vows