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✠ THE CHURCH OF ENGLAND

Curacy Handbook

2023-2024

Contents:

Key abbreviations:

IME: Initial Ministerial Education

SSM: Self Supporting Ministers

MSE: Ministers in Secular Employment

TI: Training Incumbent

TR: Theological Reflector

WLA: Working and Learning Agreement

ILP: Individual Learning Plan (note this is different to ILP in academic settings where it stands for Independent Learning Project)
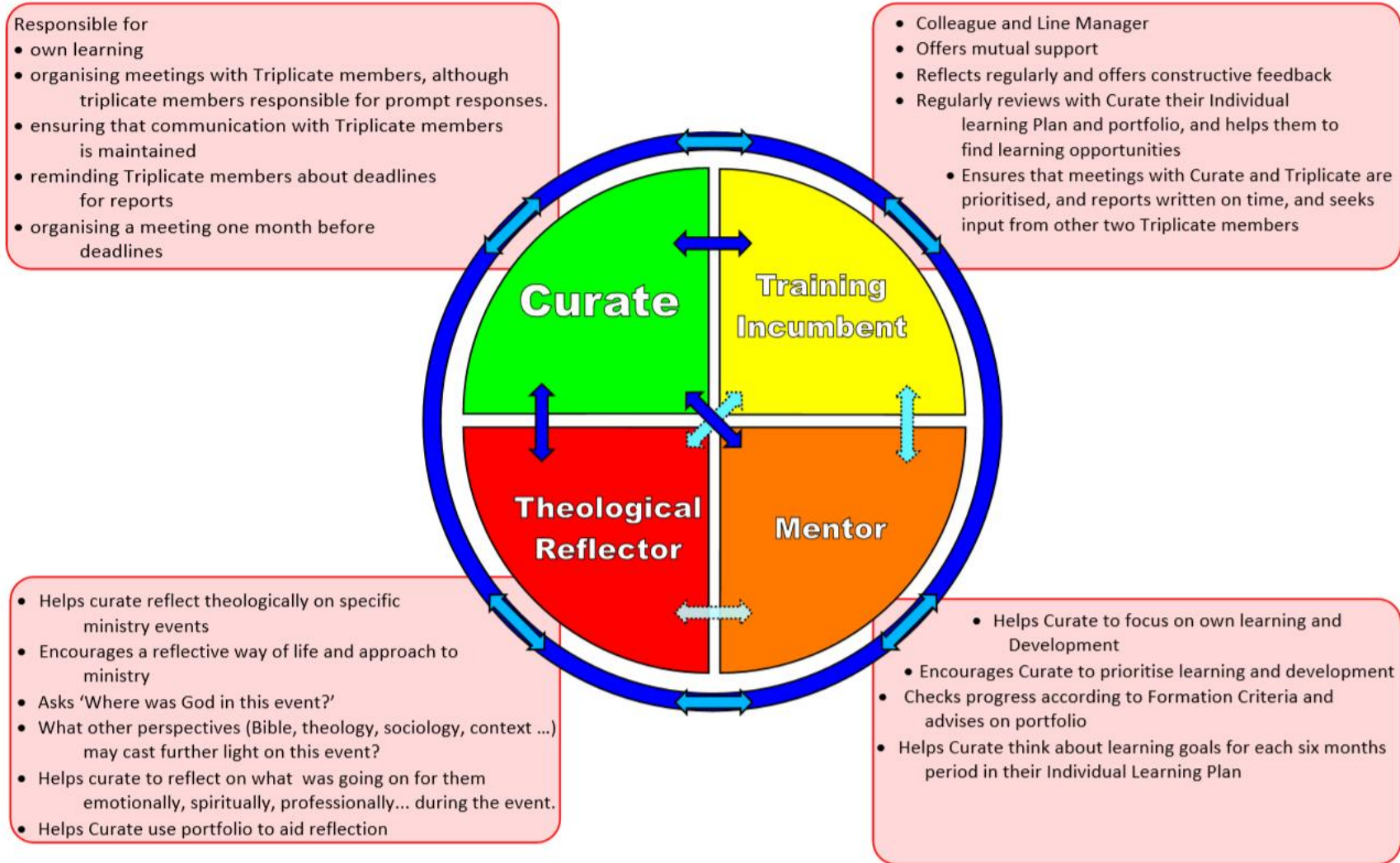
Welcome and Introduction

Welcome to this year's Curacy Handbook. This handbook is aimed to help curates, Training Incumbents (TIs), Theological Reflectors (TRs) and Mentors to understand the structure and requirements of training in Initial Ministerial Education (IME) part 2 in the Diocese of Lincoln.

Key dates to remember:

First Year	Second Year	Third Year
On arrival: Early conversations between TI and curate, ideally prior to or immediately ordination, should use the Working and Learning Agreement form to discuss expectations		
1st August: Completed Working and Learning Agreement to IME 2 Officer		September: Triplicate Meeting to review portfolios and plan report
August: All triplicate members' names and contact details sent to IME 2 Officer by end of August	November: Triplicate Meeting to review portfolio, WLA and ILP	**October IME session: Portfolios due in to IME 2 Officer for checking**
September: Meeting with curate, TI and IME 2 Officer, followed by Triplicate meeting to discuss confidentiality how to work together and review WLA and ILP	**November IME session: Portfolios due in to IME 2 Officer for checking**	**1st October reports due in from triplicates**
At the residential in Jan **Portfolios are due in to IME 2 Officer for checking**	November/December: IME2 Officer meetings with curate and TI	October/November: IME2 Officer meetings with curate and TI
February/March: IME 2 Officer meetings with curates and TIs		**** 15th December Portfolios due in for final submission ****
April: Triplicate meeting to prepare report		Towards the end of January: Sign off meetings
15th May reports due in from triplicates		February: Sign off usually expected by the end of February

Training Triplicates for Curates in the Diocese of Lincoln

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Responsible for
- own learning
- organising meetings with Triplicate members, although triplicate members responsible for prompt responses.
- ensuring that communication with Triplicate members is maintained
- reminding Triplicate members about deadlines for reports
- organising a meeting one month before deadlines

- Colleague and Line Manager
- Offers mutual support
- Reflects regularly and offers constructive feedback
- Regularly reviews with Curate their Individual learning Plan and portfolio, and helps them to find learning opportunities
- Ensures that meetings with Curate and Triplicate are prioritised, and reports written on time, and seeks input from other two Triplicate members

Curate

Training Incumbent

Theological Reflector

Mentor

- Helps curate reflect theologically on specific ministry events
- Encourages a reflective way of life and approach to ministry
- Asks 'Where was God in this event?'
- What other perspectives (Bible, theology, sociology, context ...) may cast further light on this event?
- Helps curate to reflect on what was going on for them emotionally, spiritually, professionally... during the event.
- Helps Curate use portfolio to aid reflection

- Helps Curate to focus on own learning and Development
- Encourages Curate to prioritise learning and development
- Checks progress according to Formation Criteria and advises on portfolio
- Helps Curate think about learning goals for each six months period in their Individual Learning Plan

Introduction to the Tripartite curate training system

Lincoln diocese operates a system of training triplicates for the supervision and support of curates. Curates who have gone through their curacy with a training triplicate have found that it is helpful to have an 'outside voice' in their training, in addition to the 'on the ground' support offered by their Training Incumbent.

First year curates, with the guidance and advice of their TIs, should give careful thought to who to ask to be involved in the training triplicate as Mentor and Theological Reflector. Guidance is given below about what these roles involve and some of the qualities to look for. Please aim to have a balance of genders and church traditions in the triplicate team, and remember that suitable candidates for Mentors and TRs may be lay as well as ordained. Curates and TIs should talk carefully about this in the early months of the curacy and should aim to have made a decision and be ready to inform the IME 2 Officer **by the end of August after ordination as deacon**, and to provide contact details of their Mentor and Theological Reflector. Occasionally the IME 2 Officer may suggest that the proposed people do not offer a sufficient balance, and ask you to think again. If you are struggling to find suitable candidates, please seek advice from the IME 2 Officer well before this date.

The Training Incumbent

The Training Incumbent is the traditional provider of training for curates, and is the role which is most familiar to vicars and curates. In the tripartite system, the Training Incumbent remains the day-to-day line manager and principle provider of training experiences. He or she is responsible for having an oversight of the training needs of the curate, supervising and giving feedback on the curate's work, and should be aware of his or her wellbeing and personal needs (including family needs).

The tripartite system should not take away from the role of the Training Incumbent; who will still provide supervision and theological reflection, as well as day-to-day management. Instead, it adds in other voices and provides alternative perspectives to supplement and enhance the supervision of the curate provided by the TI.

The TI should get to know the curate in the early weeks of working together, and understand the talents and experiences that he or she brings to ministry, to work out how together they may build on these and help the curate to develop in other areas. Curates will vary immensely in many ways, and a good TI is sensitive to the needs of his or her curate, and offers a supportive environment to help him or her to flourish and grow.

The curate and TI will need to discuss their expectations of one another and the working relationship early on the curacy, and should together build a **Working and Learning Agreement** (WLA, see appendix 4), which contains an **Individual Learning Plan** (ILP). The curate should send the WLA to the IME 2 Officer by 1st August after ordination as deacon. The meeting to agree the WLA is an opportunity for expectations of the curacy relationship, patterns of working, meetings and time spent on various activities clear. The WLA, including the ILP, should be reviewed in September when the training triplicate meets all together, and after that at least annually by the curate, with both their Training Incumbent and Mentor, to ensure that it is still appropriate as the curacy develops.

Curacies are a time primarily for learning and growth, and the first priority is always development in ministry for the curate, rather than 'getting things done'. **Full time curates should be given a day a week to spend on study and reflection**, and to attend the IME sessions (see appendix 5). Part time curates should be given an equivalent proportion (at least 15%) of time for study and reflection as well. **Attendance at IME days is compulsory for all curates, and curates should not organise holidays or make commitments to parish duties on these days.** In the case of curates in secular employment, a discussion will need to be had before the start of the curacy with the IME 2 Officer about how attendance at IME days can be managed.

In the case of SSM curates, Training Incumbents and curates should regularly review the time commitments which curates are able to give to work in the church. Expectations from the congregation can be difficult for self-supporting curates to manage, as many do not understand that they have commitments outside of church life. The TI needs to support their curate in managing these expectations, and to help him or her to keep to a realistic timetable for work in the parish.

For SSM curates in full or part time employment (MSE), it is important that Training Incumbents help curates to get the right balance of work in the church, in their paid employment, and time for family, friends and self, as well as for prayer, reflection and study. **Remember that ministry takes place in every part of life, including in paid employment**, and it will be helpful for each member of the training triplicate to offer support and reflection on what it means to be a deacon or a priest in secular employment, as well as in the parish, and how these compliment or compete with one another.

It is normally expected that curates who are able to give less than two days a week to parish ministry will take up to 5 years to complete their curacy. If this applies to you, please have a conversation with the IME 2 Officer to make a plan.

TIs will need to think carefully about the right level of supervision for their curate; different curates will come with different levels of previous experience and some may need closer supervision in the early days than others do. However, it is important that curates are neither left to 'get on with it', nor micromanaged in a way which can stifle development and personal expression in their developing ministry. As a general rule, with a new ministry experience, for example preaching, taking a funeral, baptism, wedding or family service, a curate should have the opportunity to watch one or more ministers lead one of these, and be given the opportunity to reflect on their observations afterwards. Then the first time they lead one for themselves this should be done with the TI or

another minister present to observe, support if needed, and give feedback on how it went. After that the curate should be trusted to lead this type of event in future, but should feel able to ask for further support and feedback as needed, and may need extra help for a particularly difficult ministry event (such as the funeral of a child).

It is particularly helpful for curates and their TIs to be open about the levels of independent ministry they feel it is appropriate for curates to exercise as the curacy progresses. This will increase over time, and TIs need to be willing to give curates enough space to exercise an area of ministry independently, with their support and supervision as needed. This involves a level of sacrifice in giving up close control over an area of church life, and TIs will need to be willing to entrust aspects of ministry into the hands of their curates when they are ready, although they always maintain oversight. Curates need to understand that their ministry is exercised under the authority of the incumbent, and that the activities they set up or are involved in will continue after they have left the parish, and should be sustainable in the longer term where possible and appropriate.

The curate will need open and honest feedback on their ministry, both on specific aspects (such as on a sermon, funeral or leading worship) and on how they are doing overall. This is done formally in the training triplicate reports (see below), but the contents of this should not be a surprise; any problems should be raised informally with the curate at the earliest point possible. Positive feedback is also important, and TIs need to balance being encouraging, spotting and appreciating the curate's strengths and areas of growth, with careful and constructive criticism and the identification of areas in need of further work.

Creating positive and open channels of communication is key, and time needs to be put into building these channels in the early days of the curacy. Training Incumbents of stipendiary curates should aim to include their curate in a staff meeting on a weekly (or possibly fortnightly) basis, to co-ordinate with the ministry team in the parish/benefice, to plan diaries, rotas and practical matters, but also to discuss issues of vision and direction, so that ministry of all team members is pulling in the same direction, and each member of the team feels valued.

In addition to this, **Training Incumbents and curates need to arrange regular appointments for supervision meetings.** This should not be to address practical issues or co-ordinate diaries, but should be specifically concerned with the training needs of the curate. It could be an opportunity to reflect on a ministry experience, to ask for help or guidance, or to discuss areas of ministry in which the curate needs more experience. The Formation criteria (appendix 1) should be periodically consulted in these supervision meetings as a guide to ensure that the curate is progressing in all areas. In addition, they should use the checklist of experiences (appendix 2) annually to ensure that the curate experiences a good range of aspects of ministry over the course of his or her curacy. Supervision meetings should **take place weekly** in most cases. For SSM curates with less time to offer and for curates in their third years, these meetings may be fortnightly. **Curates and TIs will need to agree upon and fill in an Agreed Record (appendix 3.2) at the end of a supervision meeting,** or at least once a month if every time feels too much. This should only take a few minutes but is a way of recording key topics discussed and any concerns raised or further action needed. These Agreed Records should be available to all triplicate members to see - best practice is to deposit these in shared drive such as google drive, so that all triplicate members can access them.

This helps to keep triplicate members to stay 'in the loop' about the key topics discussed, and saves time repeating topics unnecessarily. These should be agreed by both people in the meeting, but do not need to be signed as this creates unnecessary extra work.

Appendix 7 has a variety of resources which can be used or adapted as is helpful for your learning style. This includes a format for making a record of a supervision meeting (7.1, which can be used instead of 3.2 if desired), a format to help curates reflect on a ministry experience (7.2, which could be used by the curate in journaling, record keeping or as part of their Learning and Development Portfolio), and forms which can be used to ask for feedback on sermons (7.3) and worship leading (7.4).

Mentors and Theological Reflectors

Each curate will also have two other people involved regularly in their learning, the Mentor and the Theological Reflector (TR). These people may be **lay or ordained**, but should be selected as people with the insight and maturity to help curates to reflect on their learning and development, and to reflect theologically on their experiences, through the course of the curacy. They should provide an 'outside voice' and **so should not be directly involved in the parish in which the curate is placed**. Please seek a gender balance when selecting people for these roles (so if your TI is male, you should have at least one female triplicate member and vice versa). Please also try to seek a balance of traditions within your triplicate, so that the three 'voices' are sufficiently diverse to promote a breadth of thought.

Curates and their TIs should discuss who may be asked to be part of the triplicate in the early days of the curacy. If help is needed, they can ask the IME 2 Officer, who may have suggestions. The following guidance will help in deciding who may be appropriate for these roles. Please inform the IME 2 Officer of your chosen TR and mentor as soon as possible, and by September after ordination at the latest.

Mentors and TRs should aim to meet with curates at least every three months, and may do so more often if desired. The triplicate will also need to meet with all four members (TI, TR, Mentor and curate) once a year to review the curate's Portfolio, to discuss his/her progress towards meeting the formation criteria (appendix 1) and to review the WLA and ILP (appendix 4). The timetable on page 3 gives expected timings for these meetings – September and April of the first year, November of the second year, and September of the third year. Please see page 7-8 for suggested agendas for these meetings.

Mentors and TRs, along with Training Incumbent, should be aware of the wellbeing of the curate. It is helpful for the team to develop lines of communication with one another so that they are able to raise any concerns before they develop into major problems. The Agreed Record of triplicate meetings in Appendix 3.2 has a box to note any concerns raised, and welfare concerns can be noted here, and shared within the triplicate team so that all are aware that this issue should be kept an eye upon. In most instances, this should be enough to address any issues before they become a problem, but if the issue does need further help, please see appendix 6 for a framework of suitable people to whom

welfare concerns may be referred. This should be done at the earliest possible opportunity. It will normally be good practice to refer any concerns to the IME 2 Officer (as well as any others, as appropriate, such as the Rural Dean, Archdeacon, Adviser in Women's Ministry, Safeguarding team etc). If any concerns are raised which relate to the IME 2 Officer, the matter may be taken to others in this framework, including the Bishop of Grantham. The people in the Framework may be consulted by the curate him/herself, the triplicate or any member of the triplicate, or the IME 2 Officer, should the need arise.

Mentors are there to help curates to assess whether they are progressing satisfactorily towards achieving the nationally agreed formation criteria (appendix 1). For curates selected for permanent assistant status, they will need to ensure that there is evidence over the course of the curacy that they have met the first column in appendix 1 'at the end of IME Phase 2'. For curates selected to train for a position of responsibility, for example as an incumbent, they should also be working towards achieving the competencies in the other column for 'Post of Responsibility'. Curates who are currently SSM but who believe there is a possibility that they may wish in future to apply to change to stipendiary ministry may want to complete both columns. **Curates who are interesting in Pioneer Ministry may wish to complete section H of the Formation Criteria**. Curates who expect to remain within traditional ministerial parish or chaplaincy settings do not need to meet the criteria in section H.

It will be a helpful exercise, in the first or first few meetings between the mentor and the curate, to go through the criteria and to think for each section, what experience does the curate bring already in this aspect of ministry or how has he or she already developed these competencies? What experiences or qualities does she/he need to work on to develop further in this area, and how might he/she go about this? Appendix 1 can be adapted for this purpose (an electronic copy of this handbook, and of many of the appendices, will be available on the Diocesan website).

As the curacy progresses, this can be reviewed periodically to see how the curate is progressing towards being ready for 'sign off' in their third year. Another tool which can be used in the 'checklist of experiences' which lists a wide range of ministry experiences, in order to assess whether there are any areas in which more experience is needed. The checklist can be found in appendix 2. It should be reviewed at least annually, with dates of changes noted. These are not required experiences, all areas do not need to be rated highly, but it can be used as a tool to spot any gaps.

The Mentor should also advise curates as they build up their Learning and Development Portfolio (see below), by which they will be assessed at the end of their curacy. They may add comments on any of the pieces of evidence/reflections in the portfolio (these should be done in a contrasting colour, with the Mentor's name and date of the comment).

They should also help the curate to reflect on their WLA (see appendix 4) at the end of each year, to identify any areas which are in need to review, which can then be raised with the TI. The Mentor should discuss the ILP with the curate and help them to evaluate what areas to focus on as the curacy

progresses. The Mentor should also expect to contribute to the annual report (see below, and appendix 3.1), which is written together with the other members of the training triplicate.

Things to look for when selecting a Mentor:
1. The capacity to listen and help reflect with the curate on what has happened in the ministerial experience already gained and evaluate with the curate levels of competence and confidence in that particular aspect of ministry;
2. The capacity to assist the curate to identify the next set of training needs and to set timed targets for these to be met and to properly challenge when they might be unrealistic;
3. To help the curate name the learning outcomes desired from each ministerial experience identified;
4. The ability to encourage the curate to take responsibility for taking the identified needs to the Training Incumbent and seeing that they are met;
5. The time to spare for meeting with the curate and other triplicate members, and also to attend annual training days.

Theological Reflectors are there to challenge curates to reflect critically and carefully on their ministry experiences and to learn from them, discussing the ups and downs of ministry, reflecting on where God is in their experiences and the theological questions these experiences raise. They should encourage the curate to consider what changes they will make to their future ministry as a result of their reflections. They should also encourage the curate to reflect on how they as a person, their vocation as a deacon or priest, their relationship with God and their relationships with others, are changing as a result of what they are learning. The curate is likely to be familiar with many different models of theological reflection from IME phase 1, and these could form the basis of the discussions if both parties find this helpful. Appendix 7.2 contains a format to help curates to reflect on and learn from a ministry event, and these questions could be used to stimulate discussion. However, models of theological reflection should only be used as far as they are helpful, and you will probably find, as time goes on, that discussions become more organic and less bound by a specific format.

Curates and their TRs should aim to meet together at least every 3 months. In addition, the TR will need to meet with the rest of the triplicate team once a year, to review the WLA and ILP and to plan the writing of the annual report (see pages 7-8 below for details of these triplicate meetings).

Theological Reflectors should also expect to contribute to the writing of the annual report (see below and appendix 3), should occasionally see the portfolio and help the curate to reflect on the learning that completing the portfolio is enabling, and may add comments on any of the pieces of evidence/reflections in the portfolio (these should be done in a contrasting colour, with the TR's name and date of the comment).

Things to look for when selecting a Theological Reflector:
1. Good listening skills;
2. The ability to help the curate in the process of integrating his/her theological studies with ministerial experience.

3. The capacity to reflect back to the curate what he/she has heard from the ministry experience;
4. The ability to help the curate locate the presence of God in the ministerial experience and look for appropriate ways of sharing that in the context of that pastoral engagement;
5. A creative way of helping the curate analyse the situation in hand by utilising the tools of scripture, tradition, reason and experience in assessing the ministerial experience;
6. The time to spare for meeting with the curate and other triplicate members, and also to attend annual training days

All three members of the tripartite model must;
1. Respect the confidentiality of the curate and any pastoral situations which he or she discusses in a supervision session (see appendix 3.2).
2. Have a genuine desire to be part of the tripartite model of training and a clear understanding of their role in it and where it fits with the others.
3. Encourage the curate to maintain their Learning and Development Portfolio. **They may wish to make comments on some of the entries in the portfolio, which they should do clearly in another colour, with their initials and date of the comments.**
4. Contribute to the writing of the report on the curate's progress in first and third years.
5. Meet once a year (twice in first year) with the other two members and the curate to evaluate the practical workings of the process and agree any changes to the WLA and the ILP. If it is felt that the curate would benefit from including the IME 2 officer in some of these meetings, please be in touch to arrange this.

Triplicate Meetings and meetings with IME 2 Officer:

Triplicates should expect to meet together with the curate annually, in the April of the first year (to plan the first year report), November of the second year, and September of the third year (to plan final report). In addition, there will be an initial meeting of the triplicate with the IME 2 Officer in the September of the first year.

The agenda of this first meeting (September of first year) will be as follows:

- 20 mins: Meeting of curate with IME 2 Officer
- 20 mins: Meeting of TI with IME 2 Officer
- 20 mins: Meeting of TI and curate with IME 2 Officer
- 20 mins: Meeting of curate, IME 2 Officer and triplicate to review WLA and ILP
- Up to 1 hour: Meeting of curate and triplicate to agree confidentiality agreement, review curate's past experience and WLA and ILP and to get to know each other

The agenda of the annual triplicate meeting in April of the first year and September of the third year, where a report is due in (May of first year and October of third year) should be as follows:

- 30 minutes: Triplicate meet without curate to go through report format (appendix 3.1) and verbally agree perceived areas of strength and development

- 30 minutes: Curate with triplicate. Share agreed points for report and allow curate to comment and add to this
- 30 minutes: Curate and triplicate. Review Portfolio, checklist of experiences and WLA, especially the ILP. Discuss how the curate is doing and any concerns raised (welfare, progress, areas for development). Review boxes 2 and 3 from Agreed Records of Meetings (appendix 3.2) from triplicate meetings and ensure all concerns and actions have been followed up
- Following the meeting, one member of the triplicate, usually the TI, will write the report based on the discussions, and send it to the other two members for comment, additions or amendments. The report should then be sent to the curate, who may suggest changes, before sending the final version to the IME 2 Officer before the deadline (see page 3)

The agenda for the annual triplicate meeting in November of the second year, with the curate and 3 triplicate members present, should be as follows:

- Review Portfolio
- Review checklist of experiences
- Review WLA, especially ILP
- Discuss how the curate is doing and any concerns raised (welfare, progress, areas for development)
- Review boxes 2 and 3 from Agreed Records of Meetings (appendix 3.2) from triplicate meetings and ensure all concerns and actions have been followed up

In addition, the IME 2 officer will schedule a visit or meeting with the curate and TIs in the month following the Portfolios being handed in (see table on page 3) to give feedback on the portfolio and discuss wellbeing and progress.

Reports

Curates should receive a report from their training triplicate by the following dates in the year:

First years: 15th May

Third years: 1st October

The format for these reports in in appendix 3.1. The reports should be around 2 to 3 sides of A4 in length. Following the triplicate meeting in the month before the due date, at which key areas for each of the categories are agreed verbally between the triplicate and with the curate, the TI should write this up into a report and circulate it around the other triplicate members for comment/amendment. Once they are satisfied, the report should be sent to the curate for comment/amendment.

All four (curate and triplicate) should be able to sign the report (doing so electronically is fine). If consensus cannot be reached then separate signed comments can be included, which should be clearly indicated with their name and the date of the comments. These reports will form part of the final assessment of curates before signing off, and should be placed in the Portfolio, as well as emailed to the IME 2 Officer.

Please note that all curates, whether stipendiary or self-supporting and whether training for a post of responsibility (e.g. as an incumbent) or for permanent assistant status, need to have achieved all the competencies in the first column, 'by the end of IME 2' in the formation criteria (appendix 1) by the time of their reports in the third year. Those selected for incumbent status need to also demonstrate that they have met the competencies in the other column ('post of responsibility') by this time. Please use the criteria as a guide when writing reports.

IME Days and Accredited Study at LST

IME training days are a requirement for all curates, and **should be given priority over parish duties, and holidays should be arranged not to clash with these dates**. The IME 2 Officer will endeavour to get these dates out as early as possible, aiming to give at least 6 months' notice of IME days. The programme for the coming academic year can be found in appendix 5. If you are unable to attend an IME session, for example because of illness or bereavement, please email the IME 2 Officer as soon as possible to give your apologies, and to discuss how to catch up from this.

The IME 2 Officer will send out information in advance of the upcoming IME sessions. Occasionally there will be things to think about, bring or do to prepare for sessions. Please come prepared to reflect deeply on each aspect of ministry, and to apply what you learn to your ministry setting. Pioneer and planting curates will need to consider how these aspects of ministry will look in a pioneering setting, and will want to make this kind of reflection part of their topics of conversation with their training triplicate. For MSE curates who have limited time for IME and for parish work, please speak to the IME 2 Officer about making a plan for attendance at IME days which works for your circumstances, to ensure that learning is not missed out and is manageable with your work commitments. There is a worship rota, so that everyone gets a chance to lead our worship on IME days. If you plan to produce an order of service/PowerPoint for this and need it, the licence number for reproduction of hymns is: CCLI 1152059.

Curates are required to form a 'Reflection Group' of 4-5 curates who will meet between each IME day at a time of their choice (this can be by electronic meeting, such as Zoom, if needed, or could be a coffee at the start or end of an IME day). They should allow about an hour to talk through their learning from the last IME day, and to reflect on what implications this has for their own situation and for their parish and context. The IME 2 Officer will email some questions before each IME day for reflection. There is no formal feedback on these groups, it should be a safe space to share ideas and concerns, although as always if there are any concerns raised that anyone is in danger or a Safeguarding concern is raised, then this must be shared with the appropriate person.

Curates and their TIs and staff teams in their parish/benefices are strongly encouraged to make a regular slot for curates to give a short presentation about their learning at IME days at the next staff meeting after each IME session, outlining what they have learned and what they think the parish could think about in response to their learning. The team (or just the curate and TI where appropriate) can then discuss that topic and use this as an opportunity to reflect on this topic in their own context, and to think about any changes that they may make in practice in the light of this learning.

In addition to the IME days, **you must ensure that your C2 Safeguarding Leadership Module training is up to date.** Dates for the training days can be found on the diocesan website at: https://www.lincoln.anglican.org/05-training

FAILURE TO COMPLETE C2 TRAINING WILL RESULT IN A DELAY TO YOUR ORDINATION AS PRIEST OR SIGN OFF AT THE END OF CURACY, so please be in touch with the IME 2 Officer as soon as possible if you have any problems completing this.

Accredited Learning with LST

Curates who begin their curacy with a recent Diploma in Theology, Ministry and Mission may use their IME study, with some extra teaching days, to gain 120 credits at level 6 on the Durham Common Awards with Lincoln School of Theology to gain a BA (Hons) in Theology, Ministry and Mission (V604).

Curates who begin their curacy with at least an upper second class Bachelors degree in theology, or a 2:1 or above in any subject plus a Diploma in Theology, may study 180 credits at level 7 on the Durham Common Awards with Lincoln School of Theology to gain an MA in Theology, Ministry and Mission (V60407).

Modules offered will vary slightly from year to year, but this year the modules being offered are as follows:

BA modules in 2023-2024:
- Further Biblical Studies (TMM3011, 20 credits, level 6)
- Reflective Practice: Relationships and Emotional Management in Ministry (TMM3711, 20 credits, level 6)
- Individual Learning Project (TMM3341, 20 credits, level 6)

MA modules in 2023-2024:
- Advanced Biblical Studies (Level 7, 20 credits, TMM40220)
- Reflective Practice: Relationships and Emotional Management in Ministry (TMM44120, 20 credits, level 7)
- Research and Reflection: Resources and Methods (TMM42220, 20 credits, level 7)

Additionally, any MA students having already completed 120 credits at level 7, you will be offered support and supervision in the writing of your dissertation (TMM42360), completing your MA with 60 credits at level 7.

Work produced as assessment for these modules will fulfil most of the requirements for the Portfolio, which all curates need to produce over the course of their curacy. See section below for how the work for the modules maps onto the curacy portfolio.

Learning and Development Portfolio

Curacy is a time to establish habits of reflective practice and continual improvement, to stand you in good stead throughout your ministry. This is a unique opportunity to focus on your own learning and growth in ministry. The Learning and Development Portfolio is designed to help you in this reflective process, to assess your progress, celebrate your strengths, to identify areas in need of further growth and any learning opportunities which you may need. You need to get into a habit of regular reflection, using reflective processes such as journaling and regular reflective discussions with your training triplicate, to acknowledge areas in which you excel, to learn from mistakes, to be thoughtful and proactive in your plans for how you may shape your future ministry, both as a curate and beyond. Throughout your ministry you need to be striving for continual growth and learning, and the habits of this begin in curacy.

The portfolio is a document which you can add to continually as you develop in your ministry. It allows you to demonstrate your growth in the competencies outlined in the formation criteria, to celebrate your areas of strength and to show how you are working to improve areas of weakness. You should aim to start working on the portfolio early on in your curacy. The IME 2 Officer will look through your folder once a year to offer feedback and help as you develop it, this is not marking or a formal assessment, but an opportunity for support. The following guidance explains what to include in your portfolio. Curates studying with LST for accreditation on a BA or MA can use their assignments in place of the reflections as indication below.

- ❖ For each section (A-G/H), one of the written pieces can be replaced with artwork, poetry, mind map or another creative piece, as long as explanatory notes are included which show links to criteria. This could be increased to two pieces with the agreement of IME 2 officer that criteria are sufficiently demonstrated
- ❖ Non-accredited curates should expect to have completed 1-2 pieces for each section (A-G) (or 2-3 full sections, for example all of sections A and B and part of C) by the hand in date in first year (at the January residential in first year)

- ❖ Non-accredited curates should expect to have completed 2-3 pieces for each section (or 4-5 full sections) by the hand in date in second year (at the IME day in November of second year)
- ❖ Curates should expect to have the majority of the sections by the hand in date in the third year (at the IME day in October of third year)
- ❖ Word counts are indicative rather than prescriptive
- ❖ Each piece comes with a suggestion of which criteria this reflection/piece of evidence may relate to. Your work may differ, if it makes sense to combine two reflections into one, for example, that is fine.

Notes on theological reflections

- Theological reflections should usually be on specific ministry events but may also sometimes be about wider topics (such as ministry context, your development as a deacon or priest, or usual church practice)
- Please be sure to **anonymise any details involving other people**, for example by the use of pseudonyms or initials, and make it clear that you have done this
- Theological reflections should show in depth engagement with the situation reflected upon, your own feelings and place within the situation, the background and context of the situation, your own theological understanding of themes underpinning this situation and also your theological reading, both at IME 1 and on your study days during curacy
- **You should expect to reference between one and three books/articles/resources/poetry or literature, for each reflection**, and engage with these in your reflection to show how your theological reading has impacted upon your engagement with ministry contexts, and vice versa. These may be theological or spiritual books, but could also reflect wider reading on other topics (such as sociology, psychology, philosophy etc). You should also expect to regularly make references to scripture in your reflections
- You may find the questions in appendix 7.2 helpful as a starting point for your reflections, and can use this instead of a written piece if desired

A: Christian Tradition Faith and life

Either the assignment for Further Biblical Studies (TMM3011, 20 credits, level 6) or Advanced Biblical Studies (Level 7, 20 credits, TMM40220) or:

- 3 x sermons from a variety of contexts (e.g. one Sunday morning, one All Age, one civic occasion or occasional office) each with a roughly 1000 word theological reflection. A1, A2, C2, G3(iii), G3(iii)*
- At least one of the sermons to have a feedback sheet from a member of the ministry team and another from a congregation member. C2
- A reflection on your context of preaching and how engagement with scripture and Christian beliefs relate to discipleship of people in your context, and your own journey as a preacher (roughly 1000 words). A1, A2, C2, G3(iii), G3(iii)*

B: Mission, Evangelism and Discipleship

Either the assignment for Reflective Practice: Mission and Evangelism (TMM3601, 20 credits, level 6) or Reflective Practice: Mission and Evangelism (TMM43520, 20 credits, level 7) or from Further Reflective Practice in Context (TMM3491, 20 credits, level 6) or from Mission and Ministry in Rural Contexts (TMM3491, 20 credits, level 7) or the following:

- A theological reflection on your context and mission and evangelism in your parish (and/or workplace). Roughly 1000 words. B1(i), B1(ii)
- A theological reflection on an Evangelistic project. Roughly 1000 words. B1(i), B1(ii), B1(ii)*, B1(iii), B1(iv), B1(iv)*, B1(v), B1(v)*
- A theological reflection on your engagement with schools, nurseries or universities in your context. Roughly 1000 words. B2(i), B2(iii)
- An outline of material developed by you (possibly with the assistance of a team) for a small group study, Christian basics/enquirers course, faith development course, baptism/confirmation preparation or similar with a reflection giving rationale and theological reflection. Roughly 1000 words for reflection, plus session material. B2(i), B2(ii)

C: Spirituality and Worship

Either the assignment for Reflective Practice: Christian worship (TMM3591, 20 credits, level 6) or Reflective Practice: Christian worship (TMM43420, 20 credits, level 7) or the following:

Please ensure that the three pieces of reflection cover a range of worship/service types, e.g. morning/evening prayer, Holy Communion, service of the word, All Age, alternative/fresh expressions, BCP, civic, seasonal services, funeral services, healing services etc.
- 2 x theological reflections on leading worship at a particular service (roughly 1000 words each). C1, C2, C3, C4, G3(iii), G3(iii)*
- Liturgy or order of service which you have written/developed, with description of context, rationale and theological reflection. Roughly 1000 words for reflection, plus liturgy. C1, C2, C3, C4, G3(iii), G3(iii)*
- Feedback sheets from a member of the ministry team and at least one congregation member relating to at least one of the above reflections. C2

D: Personality and Character

Either the assignments for Reflective Practice: Relationships and Emotional Management in Ministry (TMM371, 20 credits, level 6) or Reflective Practice: Relationships and Emotional Management in Ministry (TMM44120, 20 credits, level 7) (these assignments also cover section E) or the following:

- A theological reflection on how you manage care of yourself (and your family where applicable) and find a sustainable pattern of life and work, and support networks to maintain the wellbeing of yourself (and your family where applicable) and how you have managed boundaries in ministerial practice. Roughly 1000 words. D1(i), D1(ii), D1(ii)*, E2(i), E2(ii), E2(iii), G3(iii), G3(iii)*
- A theological reflection on your strengths, weaknesses, failures, gifts, and your sense of God's calling and work in and through your ministry. Roughly 1000 words. D2(ii), D2(iii), G3(iii), G3(iii)*
- A theological reflection on how you have managed to work with others in your team, including how you have been able to help them to reflect on and develop their own leadership, ministry and self-awareness (please anonymise and remove all identifying references). This may be an in depth reflection on a particular event, or a more general reflection. Roughly 1000 words. D1(ii)*, D2(iii)*, E1(i), E1(iv), E1(iv)*, G3(iii), G3(iii)*

E: Relationships

Either the assignments for Reflective Practice: Relationships and Emotional Management in Ministry (TMM371, 20 credits, level 6) or Reflective Practice: Relationships and Emotional Management in Ministry (TMM44120, 20 credits, level 7) (these assignments also cover section D) or the following:

- A theological reflection on a situation of conflict (please anonymise and remove all identifying references). Roughly 1000 words. E1(ii), E1(ii)*, G3(iii), G3(iii)*
- A theological reflection on a situation with Safeguarding implications or on safeguarding policy in your setting (please anonymise and remove all identifying references). Roughly 1000 words. E2(iv), G3(iii), G3(iii)*
- A theological reflection on a particular instance of pastoral care (please anonymise and remove all identifying references). Roughly 1000 words. E1(iii), G3(iii), G3(iii)*

F. Leadership, Collaboration and Community

Either the assignments for Leadership and Theology for Ministry and Mission (TMM3191, 20 credits, level 6) or Reflective Practice: Leadership and Collaboration (TMM43320, 20 credits, level 7) (these are not offered in 2021-2022 but will be the following year) or the following:

- A theological reflection on the potential for use and abuse of power in your context in the light of the servant leadership of Christ. Roughly 1000 words. F1(i), F1(ii)
- A theological reflection on a situation in which you exercised leadership of a team and worked collaboratively with others on a project to bring about positive change. Roughly 1000 words. F1(ii), F1(ii)*, F1(iii), F1(iii)*, F2
- A theological reflection on a situation in which you worked with someone else to release, equip, enable and empower them to fulfil their calling to mission and ministry. Roughly 1000 words. F2

G: Vocation and Ministry within the Church of England
- A theological reflection on your own sense of development of calling and development as a deacon or priest (Roughly 1000 words) G1, G2(i), G3(i), G3(i)*, G3(iii), G3(iii)*
- A theological reflection on a situation in which you represented the church in public life, ecumenical or interfaith settings (roughly 1000 words) G2(ii), G3(iii), G3(iii)*
- Examples of/comments on how you manage your own time management or administration with explanatory notes (roughly 500 words) G3(ii), G3(ii)*
- A theological reflection on engagement with legal and canonical responsibilities of church leadership (roughly 1000 words) G3(ii), G3(ii)*

H: Ordained Pioneer Ministry (this section only needs completing by planting curates and those who may be interested in a Pioneering role)
- A theological reflection on a project which you led involving a fresh expression of church (roughly 1000 words) H1, H1*, H2, H2*, H5
- A theological reflection on a situation in which you took a risk to do something new with a team, and how you helped yourself and others to learn from the success or failure of this (roughly 1000 words) H3, H4, H6, H7*, H8
- A theological reflection on how you see traditional church and fresh expressions of church or pioneer ministry working together to communicate the gospel to people in your context(s) (roughly 1000 words) H5, H6, H8

Other things to include in your portfolio:

At the front of the portfolio, please include:

- **Cover Sheet (appendix 8)**

At the Back of the portfolio, please include:

- **Your report from your TEI (college or training institution)**

- **Your Bishop's Advisory Panel report**

- **Two training triplicate reports**

- **A list of further training undertaken during curacy**

- **The final version of your Working and Learning Agreement, containing your Individual Learning Plan**

- **The final version of your checklist of experiences (appendix 2)**

- **A selection of Agreed Records of Meetings with your Training Triplicate Members (appendix 3.2) in chronological order (perhaps about 10)**

Dos and Don'ts:

- DO feel free to edit your portfolio as you go along.

- DO number each piece of evidence/reflection to make them easier to refer to

- **DO date each piece of evidence/reflection** (season/month and year is fine, it doesn't need to be exact)

- DON'T feel that you can only include evidence of your strengths. Everyone has weaknesses and a demonstration that you are aware of yours and are working to improve or mitigate these, or that you have learned from mistakes, is a helpful thing to include.

- **DO share your portfolio regularly with members of your training triplicate, and encourage them to make comments on any entries they would like to. Comments should be signed and dated, and in a different colour.**

- **DON'T include the names or identifying details of other people, these should be suitably anonymised for their privacy.**

Those who see this document will be limited and will be instructed to keep the contents confidential. Those who see the portfolio will include: your training triplicate, the IME 2 officer and bishop's assessors (please see 'signing off process' below). Portfolios can, on request from the Bishops or your Archdeacon, also be viewed by them. Please bear this in mind in what you include, and seek advice if you are worried about this.

Please bring your portfolio in to the residential in January for first years, to the IME day in November for second years, and to the IME day in October for third years. The IME 2 Officer will check through and give feedback when she comes to visit in the month or two following this (see table on page 3).

You need to have completed your final version of your portfolio by the December in the third year of your curacy. **It needs to be handed in to the IME 2 officer by 15th December of that year. Delays in this will delay your sign off and cause considerable disruption to the assessment process**.

Signing off process

After handing in your portfolio on 15th December in your third year (this may be in your fourth or fifth year for curates with limited time to spend in the parish, as agreed in advance with the IME 2 Officer), your portfolio will be sent to a team of Bishop's assessors. The team includes (at present) one Archdeacon/the Dean, one experienced priest and one lay person. Each curate in this year will be given an appointment with the Bishop's assessors for an interview, which should last around an hour, **towards the end of January of their third year.**

The Bishop's assessors will consider the following questions and will write a report for the Bishop on their findings:

1. How well has the curate met the competencies outlined in the Formation Criteria (appendix 1)?
2. How well has the curate been able to show evidence that they have been able to reflect on and learn from the experiences of ministry provided in the curacy?
3. What are the areas of strength that might be developed in the next stage of ministry?
4. What are the weaker areas that might warrant ongoing attention?
5. How is the curate able to maintain their own ministerial and personal well being?
6. What evidence is there of the curate's competency in handling Safeguarding concerns?
7. Is it your recommendation that the curate is ready for a position of first responsibility, either for permanent assistant status (in the case of those selected for this) or for incumbent status? If not, what further work needs to be done for the curate to be signed off?

The reports from the Bishop's assessors should be completed in early February, and sent to the Bishops, who will decide whether or not the curate has met the competencies outlined in the formation criteria, and is ready for a position, whether stipendiary or self-supporting, under permanent common tenure. Curates should be informed of the decision as soon as possible, we aim for by the end of February if possible.

Appendix 1: FORMATION CRITERIA for ORDAINED MINISTRY in the CHURCH OF ENGLAND

Please use this at the start of your portfolio to summarise evidence   December 2014

A. CHRISTIAN TRADITION, FAITH AND LIFE

	AT THE END OF IME PHASE 2	Location of evidence in portfolio for this criterion	POST OF RESPONSIBILITY	Location of evidence in portfolio for this criterion
A1.	A1(i) Ordained ministers sustain their public ministry and personal faith in Christ through study and reflection that is open to new insights. They …		A1(i)*. Incumbents replenish their leadership through a life of disciplined study and reflection that is open to new insights. They …	
	A1(ii) understand the Bible as text and as holy Scripture for the church and the world through regular critical engagement with Old and New Testament texts and issues relating to their interpretation.			
	A1(iii) are able to interpret Scripture in a wide range of settings, using their exegetical and hermeneutical skills to communicate clearly and accurately in ways that enable others to learn and explore.			
	A1(iv) are able to engage in independent study of Christian beliefs and practices and communicate their findings in diverse settings.			

2.	A2(i) Ordained ministers work with and value the breadth and diversity of belief and practice within the Church of England. They …		
	A2(ii) are able to engage in independent study of how Christian beliefs and practices shape the moral life of individuals and communities.		
	A2(iii) are able to reflect critically on how Christian doctrine and ethics relate to discipleship, church and society, communicating this appropriately inside and outside the church.	A2(iii)* are able to exercise theological leadership for the church in mission.	

B. MISSION, EVANGELISM AND DISCIPLESHIP

	AT THE END OF IME PHASE 2	Location of evidence in portfolio for this criterion	POST OF RESPONSIBILITY	Location of evidence in portfolio for this criterion
1.	B1(i) Ordained ministers have a deep and prayerful enthusiasm for mission and evangelism that is nourished by Christ's love for the world and lived out in acts of mercy, service, justice and reconciliation. They …		Incumbents …	

B1(ii) are able to discern God's mission in a specific context by reflective and empathetic engagement with it in light of its cultural, historical, economic, social, political and religious characteristics.

B1(ii)* lead, enable and release missional vision and faithful witness in and among those for whom they have responsibility.

B1(iii) are able to engage courageously in mission, evangelism and apologetics in a range of contexts and particularly in local communities and churches.

B1(iv) are able to communicate the gospel confidently and effectively using a variety of media in diverse situations, both inside and outside the church.

B1(iv)* enable others to articulate the gospel and participate in its proclamation.

B1(v) are able to lead and inspire others in mission and evangelism in the local church.

B1(v)* are able to foster and lead mission-shaped churches.

2. B2(i) Ordained ministers are committed to Christian education, promoting good practice, both inside and outside the church. They …
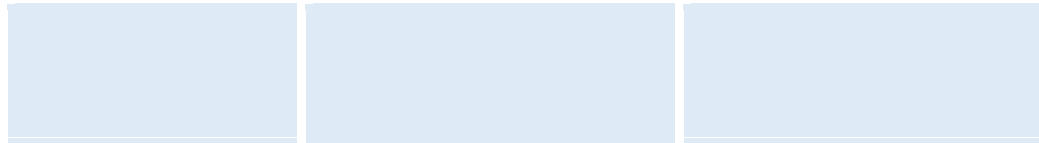
B2(ii) are able to nurture others in their faith development, including those with little previous knowledge of the faith, through catechesis, teaching and preaching, including preparation for baptism and confirmation.

B2(iii) understand the importance of the Church of England's engagement with schools for the common good and for the mission and ministry of the church.

C. SPIRITUALITY AND WORSHIP

	AT THE END OF IME PHASE 2	Location of evidence in portfolio for this criterion	POST OF RESPONSIBILITY	Location of evidence in portfolio for this criterion
1.	C1(i) Ordained ministers are sustained by disciplined personal and corporate prayer shaped by the responsibilities of public ministry and corporate worship in the tradition of the Church of England. They …		C1(i)* Incumbents are sustained in the strains and joys of leadership by a life of prayer.	
	C1(ii) are able to relate different approaches to, and traditions of, personal and corporate prayer to sustain and develop their own prayer life and those of others of all ages, backgrounds and in a range of life circumstances.			
2.	C2. Ordained ministers are able to demonstrate good reflective practice in preaching and in leading – and where appropriate, presiding at – public worship, including pastoral services, using appropriate forms of liturgy in a variety of settings.			
3.	C3(i) Ordained ministers are growing in the love of God and in Christ-likeness as members of the body of Christ and can testify to the grace of the Holy Spirit in their lives and ministries. They …			
	C3(ii) are able to relate spiritual traditions to corporate and individual practices that sustain and develop their own spirituality, and those of others of all ages, backgrounds and in a range of life circumstances.			

4.	C4(i) Ordained ministers' spirituality permeates their perceptions of and interactions with others inside and outside the church. They …			
	C4(ii) are able to help others discern God's presence and activity in their relationships and in the wider world.			

D. PERSONALITY AND CHARACTER

	AT THE END OF IME PHASE 2	Location of evidence in portfolio for this criterion	POST OF RESPONSIBILITY	Location of evidence in portfolio for this criterion
1.	D1(i) Ordained ministers show insight, resilience, maturity and integrity in the pressure and change entailed in public ministry. They …		Incumbents …	
	D1(ii) are able to balance appropriate care of self with the care of others by developing sustainable patterns of life and work, and effective support networks in the context of public ministry.		D1(ii)* encourage and enable colleagues to balance appropriate care of self with care of others.	
2.	D2(i) Ordained ministers are growing in self-knowledge and commitment to Christ within the roles and expectations of ordained ministry. They …		D2(i)* Incumbents personify an integration and integrity of authority and obedience, leadership and service. They …	

D2(ii) are able to approach the sacrificial impact of ordained ministry on the whole of life with wisdom and discernment.

D2(iii) are able to reflect with insight and humility on personal strengths, weaknesses, failures, gifts and vulnerability in response to a new context of public ministry.	D2(iii)* engage with others to reflect with insight on their style of leadership, its strengths and weaknesses in context, and demonstrate appropriate development.

E. RELATIONSHIPS

AT THE END OF IME PHASE 2		POST OF RESPONSIBILITY	
1. Ordained ministers …		Incumbents …	
E1(i) are able to form and sustain healthy relationships with peers in the mixed economy of fresh and more traditional expressions of church.			
E1(ii) are able to handle and help resolve conflicts and disagreements, enabling growth through them.		E1(ii)* show skill and sensitivity in resolving issues of conflict within the church community.	
E1(iii) understand human flourishing in relationships and Christian pastoral care in a range of life circumstances and contexts.			

E1(iv) demonstrate good reflective practice in a wide range of pastoral and professional relationships.		E1(iv)* are able to supervise others in the conduct of pastoral relationships.	

2.

E2(i) Ordained ministers are people who respect others, demonstrate empathy and honesty in their relationships, learning from them. They …			

E2(ii) are able to live within the House of Bishops' Guidelines: *Issues in Human Sexuality* and engage positively with those with whom they differ.

E2(iii) are able to establish and evaluate appropriate professional boundaries in their ministerial practice and personal lives.

E2(iv) understand policies and best practice in safeguarding and their application in a variety of contexts.

F. LEADERSHIP, COLLABORATION AND COMMUNITY

AT THE END OF IME PHASE 2		POST OF RESPONSIBILITY	
1. F1(i) Ordained ministers seek to model their servant leadership on the person of Christ. They …		F1(i)* Incumbents show skill and sensitivity in enabling the formation and flourishing of corporate life in the presence of diversity .	

	F1(ii) are able to participate in and lead communities, reflecting on, and being alert to, the use and abuse of power.		F1(ii)* are able to lead teams collaboratively in a variety of settings, including multi-parish benefices.	
	F1(iii) are able to lead collaboratively and competently, working as a member of a team within a community, as an ordained person.		F1(iii)* are able to facilitate change creatively and sensitively, exercising leadership with an entrepreneurial and forward looking approach.	
2.	F2(i) Ordained ministers share leadership by actively looking for, recognising and nurturing the gifts of others. They …			
	F2(ii) are able to use authority appropriately in ways that release, equip, enable and empower others, including colleagues, to fulfill their calling to mission and ministry from within a Christian community.			
	F2(iii) are able to supervise and mentor others in a limited range of roles and responsibilities in mission and ministry.		F2(iii)* are able to supervise lay and ordained people in positions of responsibility in formal and informal settings of training and practice.	

G. VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND

AT THE END OF IME PHASE 2		POST OF RESPONSIBILITY		
1. G1(i) Ordained ministers are firmly convinced of their calling to ordained ministry, realistic about its challenges, and continue to ask important questions about their role as deacon or priest in the church of God. They …		G1(i) *Incumbents are ready for, and open to, exercising a ministry of oversight and vision as priests in the church of God. They …		
G1(ii) are able to articulate their calling to discipleship and to ordained ministry as a deacon or priest within the Church of England.				
G1(iii) understand the sacrificial and corporate nature of their role in ministry and mission as a deacon or priest within the breadth and diversity of a mixed economy of traditional and fresh expressions of church.				
2. G2(i) Ordained ministers are rooted in the traditions and practices of the Church of England and share in the spiritual life of the communities they serve. They …				
G2(ii) are able to represent the church in public life and engage in partnerships across wider groups of parishes, including, where possible, working with churches of different denominations and traditions and other faith communities and their leaders.		G2(ii)* take a lead role in working with partners, representing the church in public life, including, where possible, working with other faith leaders.		

3. G3(i) Ordained ministers are accountable and obedient in exercising ordained ministry as a deacon or priest within the Church of England. They …	G3(i) *Incumbents exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others, consistent with a position of responsibility. They …	
G3(ii) understand the legal, canonical and administrative responsibilities of those in public ministry within a mixed economy of church.	G3(ii)* know and understand the legal, canonical and administrative responsibilities of those having oversight and responsibility.	
G3(iii) show developed skills as theologically reflective and reflexive practitioners in relatively unsupervised settings, exercising wise and discerning judgment.	G3(iii)* show sophisticated skills as reflective and reflexive practitioners and the capacity to develop these further to energise creative, theologically informed practice.	

H. ORDAINED PIONEER MINISTRY (this section only needs completing by planting curates and those who may be interested in future in a Pioneering role)

AT THE END OF IME PHASE 2		POST OF RESPONSIBILITY	
H1. Ordained pioneer ministers are particularly flexible, resourceful, innovative and entrepreneurial in their approach to ministry and mission beyond the existing church, thriving in unfamiliar cultures and contexts. They …		H1* Ordained pioneer ministers in a post of responsibility are ready for, and open to, exercising a visionary ministry as priests in the church of God with a specific focus on the oversight of teams leading fresh expressions of church. They …	

H2. are able to plant, lead and mature a fresh expression of church.	H2.* understand the legal, canonical and administrative responsibilities of those having oversight and responsibility, including Bishops' Mission Orders.
H3. are able to inspire and nurture the risk-taking of others	
H4. enable others to develop the capacity to learn from failure and success.	
H5. are proficient in contextualising the Church of England's tradition and practices for a variety of models of fresh expressions of church.	
H6. are proficient in clearly articulating the faith to those outside the church in a variety of ways and contexts.	
H7. are able to identify, train, develop and use leaders within fresh expressions of church and release them to develop ecclesial communities in other contexts.	H7.* are able to supervise lay and ordained pioneers and leaders of fresh expressions of church in both informal and formal settings of training and practice.
H8. are able and willing to develop sustainable, personal and communal support in a fresh expression context within a mixed economy, including belonging to a peer learning network.	

Appendix 2: Checklist of experiences

Please put in a letter 'A' for your level of experience when you begin your curacy for each item. In second year, please review the checklist and place a 'B', and in third year a 'C' to indicate your level of experience. Not all items must be at a high level by the end of the curacy, but aim to have a good level of experience of most of these things over the 3 years. Please review with your TI and Mentor to consider where a low level of experience needs addressing. Please enter a priority rating for experiences which you will seek to gain more of for each year.

	Experience level: A – 1st year B –2nd Year C- 3rd Year					Priority rating to seek further experience		
	Low				High	1st	2nd	3rd
Prayer and Personal Development								
Daily Office / Quiet Time								
Different Prayer Styles								
Personal Spiritual disciplines such as having a spiritual director								
Personal Bible Study								
Development of appropriate working rhythm including days off/retreat time								
Development of understanding of partnership in ministry								
Development of support networks								
Hobbies and non-church interests								
Understanding of confidentiality								
Exercising a leadership role/awareness of own leadership style								
Worship								
Requirements of Canon Law regarding worship								
1662 Holy Communion								
1662 Morning or Evening Prayer (said or sung)								
Common Worship – Order 1								
Common Worship – Order 2								
Common Worship Daily Office								
Baptisms								
Baptisms – Alternative texts, accessible language								
Weddings								
Blessing after civil marriage								
Funerals								
Holy week services								
All-age worship								
Services of the word								

	Low				High	1st	2nd	3rd
Practical awareness of traditions other than own (e.g. use of vestments, incense, worship bands, more or less liturgical worship etc)								
Preaching…								
…at Parish Eucharist								
…at all-age worship								
…at youth services								
…at a service for non-regular churchgoers (e.g. civic occasions, remembrance)								
…at weddings								
…at funerals								
Other public speaking								
Mission and Evangelism								
Awareness of local context, in particular the social profile of the parish								
Developed theology, understanding and practice of mission								
Ability to present the Gospel message to those with little or no church background								
Experience of using one of the evangelism resources, e.g. Alpha, Emmaus, Credo etc.								
Evangelism among children								
Evangelism among adolescents								
Fresh expressions of church in traditional parish settings (e.g. café church, messy church…)								
Fresh expressions of church outside of traditional parish settings								
Engagement with the local community outside of church-based activities								

	Low				High	1st	2nd	3rd
Pastoral, teaching and educational:								
Knowledge of how adults learn								
Awareness of current issues in society, e.g. racial, gender, sexuality, etc.								
Baptism preparation: individual or group								
Sunday School/Junior Church/Messy Church								
School Assemblies in non-church schools								
Collective worship in church schools								
Leading assemblies in secondary schools								
Other work with secondary schools								
Confirmation preparation - children and young people								
Confirmation preparation - adults								
Church or local youth group								
Marriage requests, e.g. from divorced people								
Marriage preparation								
Banns								
Special licences/Archbishop's Licence								
Funeral visiting								
Teaching about prayer								
Home Group leadership								
Bible study leadership								
Pastoral visiting								
Visiting the sick at home								
Visiting the sick in hospital								
Ministry to the sick and dying: in hospital and at home								
Healing services/anointing of the sick								
Ministry in an institutional setting e.g. prison, old people's home								
Working with volunteers & pastoral management								

	Low				High	1st	2nd	3rd
Offering pastoral care								
developing listening skills								
awareness of own limitations in pastoral care								
Emergency baptism in hospital								
Thanksgiving for birth of a child								
Death of babies - including stillbirths, abortion, miscarriage								
Sudden death e.g. accident, suicide, major incident								
Dealing with conflict								
Leadership and organisational skills:								
Attending PCC meetings								
Chairing PCC meetings								
Attending APCM								
Chairing APCM								
Team Leadership								
Discerning gifts in others								
Delegation								
Conflict Management								
Supervision skills								
Writing job descriptions/work agreements								
Conducting annual reviews								
Team building								
Parish Organisation Skills								
Preparation for & chairing of meetings								
Legalities of lay officers, PCC & APCM								
Paper management								
Time management								
Presentation skills & parish publicity								
Managing parish finances, fees & expenses								
Church registers								
Churchyards, DAC & Faculties								

	Low				High	1st	2nd	3rd
Communication, responsiveness to emails, phone messages etc								
Legalities of worship, including interfaith & ecumenical worship								
The keeping of records								
Simple accounting & budgeting								
Long term planning & development								
Mission Action Planning								
Involvement in local chapter								
Awareness of national church structures								
Other ministry:								
Writing magazine articles								
Working with the media								
Legal requirements for youth workers								
Personal safety awareness								
Local incident emergency plans								
Blessing of objects, homes & people								
Encountering the mentally ill								
Anointing the sick								
Schools - primary and secondary e.g. school governor								
Working with people with disabilities of various kinds								
Work amongst deaf people								
Supporting laity in church life								
Supporting laity in secular life - work and community involvement								
Community development								
Interfaith dialogue								
Effective teaching of the Christian faith within a changing culture								
Equal opportunities								

	Low				High	1st	2nd	3rd
Media skills								
Chaplaincy work - industrial, hospital, school, prison, community groups								
Tourism and use of church buildings								
Rural ministry								
Urban and inner city ministry								
Suburban ministry								
Spiritual direction								
Links with the wider Church								
Awareness of diocesan resources and strategy for mission								
Awareness of world-wide Church								
Familiarity with newly authorised forms of worship eg Common Worship: Times and Seasons, New Patterns for Worship etc.								
Preparing alternative worship liturgies (e.g. Taize, Celtic, seasonal services etc)								
Writing and planning special services								
Leading informal or alternative services (e.g. café style etc)								
Choosing music & liaison with musicians								
Leading intercessions								
Preparing the communion vessels								

Appendix 3.1: Training Triplicate's report

Training triplicates are requested to comment upon the following in relation to the curate. This feedback, along with other evidence, will help the Bishop to decide if the candidate is suitable to be ordained Priest in first year and to occupy a position of more responsibility after their curacy in third year. This report will be seen by the curate, the IME 2 Officer, the Bishop' assessors, and the Bishops (and may be seen on request by the Archdeacon), and will form part of the evidence on which the curate is assessed at the end of his or her curacy.

Please see the Formation Criteria in Appendix 1 as guidance for the qualities expected of curates at the different levels. Curates who have been selected for permanent assistant status should have met the competencies in the first column. Curates selected for training for an Incumbent status post should have met the competencies in both columns by the end of his or her curacy. You are asked to have the level of training in view as you make your comments. You are encouraged to seek the views of members of the congregation in writing the report.

The report should aim to be around 2-3 sides of A4 and should be agreed by each member of the triplicate if at all possible. It may be written by one and commented on and signed by others if necessary. Where any member of the group disagrees, it is possible for comments to be added separately. Curates should be given the chance to see and sign the report, and can add comments if they feel they need to.

Introduction
To include…
Overview of the curate's strengths and weaknesses, including development since the last review, and any outstanding areas in which the curate needs to develop in the future

Christian tradition, faith, and life
To include…
- *A summary of the curate's learning engaged in this year in both formal (IME or other) study and personal development*
- *The curate's development of the habit and skills of theological reflection and reflective practice*
- *Comments on the curate's engagement with Christian traditions, scripture and learning and their ability to communicate this in sermons and other ministry settings*
- *Areas for development*

Mission, evangelism and discipleship
To include…
- *Evidence of a developing and embodied understanding of mission and evangelism*
- *Comment on the curate's experience and skills of enabling others to grow in Christian discipleship*
- *Comment on the curate's experience of engagement with schools and with the community in the local area*
- *Comment on the curate's ability to share the gospel in appropriate ways in a variety of settings*
- *Areas for development*

Spirituality and Worship
To include…
- *Comment on rootedness in patterns of personal and corporate prayer*
- *Comment on the curate's ability to lead others in prayer and help others to grow in their spiritual disciplines*

- *Comment on the curate's development of skills in leading public worship in a variety of settings*
- *Comment on growth in the love of God, Christlikeness and a spirituality that informs their relationship with others and their engagement with the world*
- *Areas for development*

Personality, character and relationships
To include…
- *The curate's reflexivity in relation to personality and relationships*
- *The curate's personal qualities in relating to others*
- *The curate's capacity to live within boundaries*
- *The curate's self-care and ability to understand his or her limits and boundaries*
- *The curate's ability to respond in healthy ways to conflicts and difficulties in relationships*
- *Areas for development*

Leadership, collaboration and community
To include…
- *Examples of the curate's ability to lead, collaborate, release and enable others in leadership*
- *The curate's ability to use authority appropriately in ways that release, equip, enable and empower others*
- *The curate's skills in supervising and mentoring others*
- *Areas for development*

Vocation to and ministry within the Church of England
To include…
- *Comment on the curate's development in his or her sense of vocation and calling to ministry in the Church of England*
- *Comment on the curate's willingness to serve within the breadth and diversity of the Church of England*
- *Comment on the curate's willingness to be accountable within the frameworks of the Church of England*
- *Evidence for the curate's understanding of the nature and scope of public ministry within the Church of England*
- *Evidence of the curate's ability to meet the administrative and legal requirements of ministry within the Church of England*
- *Areas for development*

B. Questions:

1. Is the curate on track to meet the agreed church-wide standard as set out in the formation criteria by the end of their curacy?

2. Is the curate on track to move to a post with permanent common tenure, either as an incumbent or as an assistant priest/distinctive deacon by the end of their curacy?

3. Are there any issues that need to be addressed before the curate moves to a post with permanent common tenure (please see Agreed Records of meetings with triplicate members, Appendix 3.2, section 3, and mention any issues which are outstanding at this stage and need further growth and development)?

4. Is there anything else about the curate and his/her circumstances that the bishop needs to know?

5. In the light of the report above are there any particular training or development needs for the next phase of development?

Appendix 3.2 **Agreed Record of Meeting between a Curate and Training Triplicate Member**

This form should be used at every meeting between a curate and their Theological Reflector (about 4 times a year) and between the curate and their Mentor (about 4 times a year). It should also be used about once a month for an in-depth supervision with their Training Incumbent (at least 10 times a year). It should only take 5 minutes at the end of the meeting, and aims to provide a record of the topics discussed and any actions identified. **The training triplicate members should only act on information gained at a supervision session if it is recorded here, all else discussed remains confidential** (within the usual safeguarding caveats, although safeguarding actions should always be noted here too). <u>No third party names should be recorded here, and only as much detail as the curate is happy to share should be included here</u>. The record should be agreed between both parties. This record should be shared with the Training Incumbent in the first instance, and may be seen by any training triplicate member, the IME 2 Officer, Bishops/Archdeacons if necessary (this would not usually be expected to be necessary), and it should be placed in the curate's portfolio, so will also be seen by the Bishop's assessors at the end of curacy.

Name of Curate	
Name and role of TI/TR/Mentor	
Date of Meeting	
Duration of Meeting	
Number/number of intended meetings in this year of curacy, e.g. 1/4	

1. **Main topics discussed including notes of any follow up actions from previous supervisions** *Please do not identify third persons here.*

2. **Any concerns identified (including welfare concerns, fitness to practice or safeguarding concerns) and any actions to be taken. Please always complete this section, even if to say none at present.**

3. *Any matters for referral to a third party or requiring action including any relating to* **training needs, support needed, or concerns raised.** *Please indicate who will take the action/make the referral and by when*

Confirm date, time and place of the next meeting(s)		
Signed (triplicate member)		Date
Space for comment by the curate if needed (use additional sheets if necessary)		
Signed (curate)	Signed (triplicate member)	Date

Appendix 4: Working and Learning Agreement

Guidelines for completing the WLA:

Where the text is in red: please fill in relevant details

black text can be left intact, altered or added to; please indicate any changes **in blue**

Date: _____

Introduction

1.1   This Working and Learning Agreement is not intended to be a legally binding agreement but it ensures that the curate and their Training Incumbent (TI), along with the IME 2 officer, have discussed, understood, and accepted the expectations of the training post.

1.2   The agreement is between:

The **Curate:** title and name as Assistant Curate/Team Curate etc

of parish/benefice

The **Supervisors:**

a)   The TI: title and name

b)   The IME 2 Officer: Revd. Dr. Sarah Lawrence

2. Basis of agreement

2.1   The title post forms the focus of the learning opportunities in a curacy (IME phase 2). The curate should expect to play a full part in the life of the parish. In much of this they share in ministry with the TI and other ministers but it must be remembered that the learning needs of the curate are the first priority in this special phase of ministry, and this will involve extra time allotted for study and training days, and may involve seeking ministry experiences outside the parish, including visits and in some cases placements. **The curate, as the learner, should take responsibility for their own training and development needs, for arranging meetings with their training triplicate, completing their portfolio and inviting members of the training triplicate to comment on the portfolio, and seeking experiences to develop their training needs. This should be done in consultation, first and foremost, with their TI, and also with the advice of their other training triplicate members and the IME 2 Officer.**

2.2   The essence of a good curacy is an honest, committed and open relationship, based on mutual loyalty and encouragement. The curate understands that he/she works under the direction of the TI and according to the structures put in place by the PCC. The TI respects the previous experience which the curate brings and the need for the curate to have enough time for family/friends, study and relaxation. **Working patterns and opportunities for learning should be discussed and agreed together, rather than directed solely by the TI or the curate**. Any differences or disagreements need to be talked about early on, as soon as they arise, so that a compromise can be reached.

2.3   **In addition each curate will have a Theological Reflector (TR) and a Mentor.** The roles and recommendations for frequency of meetings for each of these are outlined in the Handbook. These provide the curate with an 'outside voice', helping them to look from another angle on their ministry experiences, and their own progress in learning. These two, along with the TI, form the training triplicate. They may also make recommendations to the curate and TI about learning experiences which the curate may seek in the parish (where this is in keeping with the needs of the parish) or elsewhere. **Any concerns about the welfare of the curate can be raised by any member of this triplicate, the curate him/herself or the IME 2 officer, and such concerns should be addressed according to the 'A Framework for Ensuring the Well-being of Curates' found in the Handbook.**

3. Duration, review and assessment

3.1   The Agreement applies for the duration of the curacy. However, it should be reviewed at least annually (and section 7 will need to be reviewed once the other triplicate members are appointed in the first year) and updated as the training needs of the curate develop.

3.2   A curacy normally lasts for 3 years, and stipendiary curates should seek their next post to begin after they have been 'signed off' in April of the third year. Where SSM curates are able to offer fewer than 2 days a week to parish ministry, curacies will usually last up to 5 years. Please note here the expected duration of the curacy, after discussion with the IME 2 Officer for SSM curates.

4. Working at mutual expectations

4.1   The curate and TI should discuss the nature of ministry in the parish or benefice and how the TI sees his/her role in relation to the congregation and community. Within this context notes are made about:

(see page 47 for suggestions of things you may wish to include here, which can be used and adapted for your situation)

What the incumbent can expect of the curate

What the curate can expect of the incumbent

4.2   It is the responsibility of the curate to participate in identifying their personal training needs; to co-operate with the TI and IME 2 Officer; to attend IME training days and to keep the portfolio up to date.

4.3   It is the responsibility of the TI to help the curate with identifying opportunities for training in the parish and elsewhere. Also, to meet regularly with the curate and at least annually with the training triplicate and also with the IME 2 officer. They need to support the curate in the development of the portfolio, and may add comments to this where appropriate. They also need, with the training triplicate, to write an annual report on the curate.

4.4   The IME 2 Officer is responsible for providing details of the IME programme, for ensuring review & assessment take place, for writing a report on the curate annually and for meeting at least annually with the curate and TI to review how things are going, and the training needs for the coming year.

5. Supervisory and Working Arrangements

5.1 **TIs of stipendiary curates should aim to include their curate in a staff meeting on a weekly basis**, even in cases where the TI and curate are the only team members needing to meet. These meetings are for co-ordination of ministry, diary and rota planning and practical matters, but also to discuss issues of vision and direction, so that ministry of all team members is pulling in the same direction, and each member of the team feels valued. This may be slightly less often in the case of SSM curates, if mutually agreeable, but should not be less often than monthly. Frequency of staff meetings and details of how meetings will be arranged/regular time slot……

5.2 In addition, **TIs and curates need to arrange regular appointments for supervision meetings**. This should not be to address practical issues or co-ordinate diaries, but should be specifically concerned with the training needs of the curate. It could be an opportunity to reflect on a ministry experience, to ask for help or guidance, to give the curate feedback on ministry undertaken, or to discuss areas of ministry in which the curate needs more experience. The formation criteria (found in the handbook) and the curate's progress in the portfolio should be reviewed periodically in these meetings. Initially this may need to be weekly or fortnightly. It may be slightly less frequent for SSM curates with limited time to offer, and for curates in their second and third years, but **should in no cases be less often than monthly**. Frequency of supervision meetings between curate and TI and details of how meetings will be arranged/regular time slot……

5.2 It is the responsibility of the curate to keep appropriate records of the on-going supervision sessions, along with a list of any agreed action points, cross referenced with the formation criteria. These should help in developing the portfolio.

5.3 **It is the responsibility of the curate and/or the TI to inform the IME 2 officer if regular supervision sessions are not taking place or if they are not fulfilling their objective.**

6. Allocation of time and expenses

6.1 For stipendiary curates, allocation of time, rest days and study days should be discussed. As for all clergy, according to the provisions of Common Tenure, full time stipendiary curates must take a complete 24 hour rest period each week. State rest day here……………….. For SSM curates, the amount of time they are able to give to parish duties will vary based on their other commitments, such as family and paid employment. State here how many days or sessions per week the SSM curate is able to give to parish duties, and their normal pattern of parish work …………………………

6.2   For stipendiary curates, according to the provision of Common Tenure, the curate is entitled to 36 days annual leave. In addition, they are entitled to take up to a week's retreat. SSM curates should have at least equivalent to this, and can negotiate more holidays and time off as needed. State here the procedure for agreeing holidays and retreat times, and any restrictions or times to avoid as holidays…………

6.3   In addition, because of the training focus of their role, **stipendiary curates should allocate one day each week for reading, study, reflection and working on their portfolio**. **IME days count as part of this study time allocation. SSM curates should aim to give an equivalent proportion of their time to study as stipendiary curates, that is 15% of the time allocated to parish ministry.** State here the days/hours which will be regularly set aside for study on weeks when there are no IME training days ………………

6.4   It is the responsibility of the TI to ensure the curate knows how and on what basis to claim expenses; this applies to both stipendiary and SSM curates. **Travel to IME days should be claimed from the parish in the usual way**.

6.5   Attendance at IME training days is obligatory and must be given priority over parish duties and holidays. The IME 2 officer will aim to have the next academic year's programme published by Christmas of the year before to allow time for planning holidays.

6.6   State here any regular expectations which the curate and TI agree upon for attendance at other events, such as morning and evening prayer, frequency of attendance at worship etc……….

6.7   State here expectations for frequency of regular activities, such as how many times per month the curate will be expected to preach, lead worship, celebrate the Eucharist (in the case of Priests), take baptisms, funerals and (after the first year) weddings, lead bible studies, make pastoral visits, attend or lead bible study or prayer meetings etc…. This will need to be reviewed on a six monthly basis. Leading in most aspects of ministry should be expected to be much less frequent in the first and second six month periods, and become more often in the second and third years of curacy. In the first year of curacy care will need to be taken to introduce the curate at an appropriate pace to preaching, leading worship, leading occasional offices etc., and these should be supported by the TI or another colleague and feedback given. In second and third years, curates may begin to lead these more independently, but feedback should still be offered periodically.

7. Individual learning plans (ILPs):

7.1 Review the final report from IME 1: Curates should show their IME phase 1 report to their Training Incumbent and discuss any issues arising from it.

Note here that this has been done, and any actions, areas to work, areas of interest or strengths, on arising from the report, or from the curate's experiences in IME 1.

7.2 Each curate will come to the curacy with different experiences and knowledge, as well as individual gifts and callings. When first getting to know one another, you will need to take time to find out what these are.

Note here skills, knowledge and experiences which the curate has from previous employment and study and from IME phase 1. This may include practical abilities and transferrable skills, as well as theological or other study which is relevant……………

7.3 Curacy is first and foremost a time of training, learning and growth. There will be many practical things to learn, skills to develop and personal qualities which need nurturing. This may include areas which the curate feels weak in, things they have not had much experience of before, and any particular areas of ministry which they would like to develop or to which they feel called.

Note here any skills, knowledge or experience which the curate needs or wants to work on developing over the course of their curacy….

7.4 Each curate should develop an ILP, in consultation with their TI, Theological Reflector and Mentor. This will vary for each curate, depending on a combination of the curates' strengths and previous experiences and knowledge, their weaknesses and key areas which they want or need to develop, the Formation Criteria (see handbook) and key skills which all ordained ministers need to learn. **As the Theological Reflector and Mentor will not be selected yet in the first few months of the curacy, the ILP should be reviewed at the first triplicate meeting in the September of the first year.** Thereafter, the ILP should be reviewed at annually at the meeting between the curate and their training triplicate. Page 48-50 shows an example of a typical ILP, which may give you ideas, but each ILP will be particular to that curate and their learning needs.

Time period	Key areas of learning	Learning experiences and opportunities to develop these areas	Any books/other reading, IME days or other training which are relevant to these learning objectives	Formation Criteria
July – December of first year of curacy				
January – June of first year of curacy				
July – December of second year of curacy				

January – June of second year of curacy			
July – December of third year of curacy			
January – June of third year of curacy			

8. Commitments

First commitment

We confirm that at our meeting on …………………………………. (date)

We committed ourselves to striving for a productive, trustful and honest working relationship, aiming for readiness for a first post of responsibility, or assistant curate post for SSMs.

We reached agreement on our roles and responsibilities as learner and supervisors.

This agreement should be discussed either before or within two months of the curate's ordination and completed by the end of August.

…………………………………. Curate   ...…………………………… Incumbent

Once signed, a copy of the agreement should be kept for reference by each party.

Second commitment

The PCC has agreed to full reimbursement of authorised expenses for your duties under this agreement. The system for payment of these has been agreed between the PCC, the Training Incumbent and the curate.

…………………………….. Curate   ….………………………… Incumbent

Third commitment

The Curate has agreed to participate in the IME programme according to the details outlined in the Handbook and the TI will ensure that this is prioritised over parish events and will him/herself endeavour to attend relevant training sessions for TIs.

……………………………... Curate   ….………………………… Incumbent

Examples of things you may wish to consider putting in your WLA and ILP:

Section 4.1

What the incumbent can expect of the curate, e.g. …

- honesty, support, loyalty
- desire to share in ministry
- working with the TI's vision for the development of ministry in the church(es) and accepting their leadership in ministry done within the parish(es)
- confidentiality and its limits
- willingness to offer gentle challenge in a spirit of support, and to ask questions of the TI in private whilst being fully supportive in public
- willingness to raise issues early on before they become more major problems
- Please discuss how complaints about / against incumbent might be dealt with

What the curate can expect of the incumbent, e.g. …

- honesty, support, loyalty
- an understanding of and respect for the strengths and prior learning and experiences which the curate brings to ministry in this setting
- willingness to share their ministry with a colleague, and give up some aspects of ministry to provide learning opportunities for the curate
- honouring their commitment to time for meeting, both to discuss ministry and practicalities and to reflect with and supervise the learning needs of the curate
- concern for the welfare of the curate, and to discuss any problems which arise
- encouragement and support
- honest and constructive feedback
- providing 'top cover' to allow the curate to take risks
- public support of the curate
- including the curate, and other team members, in the setting of vision and strategy for the parish(es)
- Recognising the time commitments the curate needs to give to IME training, study and development, as well as care of self and family commitments **and adapting expectations for SSM curates in line with the time commitment they are able to make**
- awareness of differing responsibilities, time commitments etc. due to role, interests and calling, and because the curate is a learner
- attending to their own training and learning
- Please discuss how complaints about / against the curate might be dealt with

Sample ILP

Time period	Key areas of learning Please replace or add to these examples as appropriate for this curate ….	Learning experiences and opportunities to develop these areas	Any books/other reading, IME days or other training which are relevant to these learning objectives	Formation Criteria
July – December of first year of curacy	Getting used to ordained life Observing patterns of ministry Beginning to preach and lead worship, with feedback Observing funerals and baptisms Participating in leading aspects of funerals and baptisms …………………………………………………………….. ……………………………………………………………			D1, D2, E1, E2, G1, C1 A1, A2, C2 C4
January – June of first year of curacy	Leading services, funerals and baptisms independently, with feedback Preaching somewhat more regularly, with feedback Observing collective worship at schools Beginning to lead collective worship at schools Preparing to celebrate the Eucharist (for those due to be ordained Priest) Observing weddings …………………………………………………………….. ……………………………………………………………			C1 and C2 B1 C4, G2 C2

July – December of second year of curacy	Adapting to ordained life as a Priest (where applicable) Celebrating the Eucharist (for Priests), with feedback Beginning to participate in taking weddings Preaching regularly, occasional feedback Planning special services, preparing liturgy Developing special interest areas in ministry…………. Planning Evangelistic projects …………………………………………………………….. …………………………………………………………			D1,D2 G2 F1 B1
January – June of second year of curacy	Taking weddings independently, feedback given where needed Attending governance meetings, such as PCC and deanery synod. Leading aspects of PCC and other meetings Other special interest areas…… Engagement in local community through school or other chaplaincy, civic services, visits to workplaces etc…… …………………………………………………………….. …………………………………………………………			C4 F1, G3 B1, B2, F1, F2 G2
July – December of third year of curacy	Developing projects begun during curacy and beginning to plan for contingency if these are anticipated to continue with other leaders after they leave Placement in a parish or chaplaincy location, or a school, according to needs of curate, or taking responsibility for an area of ministry or one church within benefice Developing awareness of key administrative aspects of running a parish, such as care for building or working with			G3 E1, E2, F1, F2, G3

	the treasurer, awareness of burials, record keeping, safeguarding policy and paperwork for church. ………………………………………………………….. ……………………………………………………………			
January – June of third year of curacy	Helping lay leaders or other team members to take on projects in preparation for handover Ensuring any final areas in need of development are met ………………………………………………………….. ……………………………………………………………			F1, F2

Appendix 5: IME Programme for Curates 2023-2024
IME Programme for First Year Curates April 2023- May 2024

* Sessions in black or red with a * are IME sessions required for all curates to attend. You should make these a first priority, and give IME priority over holidays and parish commitments. Sessions in red are part of LST modules, but are also part of the IME programme for all curates.

Sessions in Green are just for curates studying for a BA or MA with LST and are not required of other curates, although if you wish to attend you are most welcome

All Sessions are at Edward King House unless stated that they are on Zoom (Tuesday evening LST sessions)

April 2023
*19th-20th 10am-3.30pm: Getting started. Friendly styles. Hopes and expectations for curacy. Lincoln Cathedral tour.

June 2023
*Monday 19th 10am-3.30pm: Diaconal ministry. **Please invite Training Incumbents**

July 2023
*Thursday 13th 10am-3.30pm: Working and learning together. **Please invite Training Incumbents**

September 2023
Saturday 9th 9am-4.10pm: LST Students' Induction

*Thursday 14th **9am-4pm**:   Schools: Diocesan Board of Education

Sat 30th 9am-4.10pm: Preaching (TMM3011 and TMM40220 session 1) Optional for non-LST curates, but recommended

October 2023
Tuesday 3rd ,10th, 17th, 31st, 7-9pm on Zoom   Further/Advanced Biblical Studies (TMM3011 and TMM40220) sessions 2-5

*Saturday 7th 9am-4pm: Funerals

Saturday 14th October 1pm-5pm: Level 6 (BA) Students only: TMM3341 Independent Learning Project (Long) (20 credits, L6) Preparation session. This date can be moved with the agreement of all participants if a different time suits the group better.

November 2023

Saturday 4th 9am-4.10pm: Preaching on Themes (Christmas/Advent and Wealth, poverty and economics). Further/Advanced Biblical Studies (TMM3011 and TMM40220) session 6

Tuesday 7th and 14th November, 7-9pm, Zoom: Further/Advanced Biblical Studies (TMM3011 and TMM40220) session 7 and optional assignment tutorial

*Saturday 25th: 9am-4.10pm: Enabling Ministry for Everyday Faith

January 2024

*Fri 26th 6pm – Sun 28th 3.30pm: Residential: Relationships and Emotional Management (TMM3711 and TMM44120): Session 1: Conflict, Resilience, Team working, managing volunteers, understanding yourself

Tuesdays 16th, 23rd, 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Sessions 2,3

February 2024

Tuesday 6th, 20th , 27th 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Sessions 4-6

*Thursday 22nd 10am-3.30pm: Eucharistic presidency and priesthood

March 2024

Tuesday 5th 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Session 7

*Thursday 14th 10am-3.30pm: Listening to context: Bishop Nicholas

April 2024

*Thursday 18th April 10am-3.30pm: Marriage and weddings

BA Students (level 6) will be writing their Independent Learning Project (TMM3341) papers this term so there are no scheduled sessions. Individual tutorials will be provided.

MA (level 7) only: TMM4220 Research and Reflection: Resources and Methods Sessions in April:

Tuesday 16th 7-9pm, Zoom:　　　　　TMM4220 Session 1

Saturday 20th, 9am-4.10pm:　　　　　TMM4220 Session 2

Tuesday 23rd and 30th, 7-9pm, Zoom:　　　　　TMM4220 Sessions 3,4

May 2024

*Saturday 11th 10am-3.30pm:　　　　　Using your Voice

Tuesday 7th and 14th , 7-9pm, Zoom:　　　　　TMM4220 Session 5,6

Saturday 18th, 9am-4.10pm:　　　　　TMM4220 Session 7

Tuesday 21st, 7-9pm, Zoom:　　　　　TMM4220 Session 8

IME Programme for Second and Third Year Curates June 2023- May 2024

* Sessions in black or red with a * are required for all curates to attend. You should make these a first priority, and give IME priority over holidays and parish commitments. Sessions in red are part of LST modules, but are also part of the IME programme for all curates.

Sessions in Green are just for curates studying for a BA or MA with LST and are not required of other curates, although if you wish to attend you are most welcome

June 2023

* Thursday 8th, 10am-3.30pm:　　　　　Deliverance: Mark Warrick

July 2023

*Thursday 13th 10am-3.30pm:　　　　　The Environment: Sarah Spencer and team (TBC)

September 2023

Saturday 9th 9am-4.15pm:　　　　　LST Students' Induction

*Thursday 14th 9am-4pm:　　　　　Third Years: Looking for Posts and next steps. (AM stipendiary/incumbent only, PM all third years)

*Sat 30th 9am-4.10pm:　　　　　Second Years: Preaching (TMM3011 and TMM40220 session 1) Optional for third years

October 2023

Tuesday 3rd ,10th, 17th, 31st, 7-9pm on Zoom   Further/Advanced Biblical Studies (TMM3011 and TMM40220) sessions 2-5

*Thursday 19th: 10am-3.30pm: AM: Spiritual Direction (Alan Moses) PM: Pastoral Care (Chris Lawrence)

November 2023

Saturday 4th 9am-4.10pm: Preaching on Themes (Christmas/Advent and Wealth, poverty and economics). Further/Advanced Biblical Studies (TMM3011 and TMM40220) session 6

Tuesday 7th and 14th November, 7-9pm, Zoom: Further/Advanced Biblical Studies (TMM3011 and TMM40220) session 7 and optional assignment tutorial

*Saturday 25th: 9am-4.10pm: Enabling Ministry for Everyday Faith

January 2024

*Fri 26th 6pm – Sun 28th 3.30pm: Residential: *Second Years: Relationships and Emotional Management (TMM3711 and TMM44120): Session 1: Conflict, Resilience, Team working, managing volunteers, understanding yourself

*Third years: Legal matters, canon law, incumbency, church structures, understanding church finances.

Tuesdays 16th, 23rd, 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Sessions 2,3

February 2024

Tuesday 6th, 20th , 27th 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Sessions 4-6

*Thursday 22nd 10am-3.30pm: Sacrament of Reconciliation. Archdeacon Gavin

March 2024

Tuesday 5th 7-9pm, Zoom: Relationships and Emotional Management (TMM3711 and TMM44120) Sessions 7,8

*Thursday 14th, 10am-3.30pm: Topic TBC

April 2024

*Thursday 18th April 10am-3.30pm: Social Media and Communication: Matt Rodgers

MA (level 7) only: TMM4220 Research and Reflection: Resources and Methods Sessions in April:

Tuesday 16th 7-9pm, Zoom: TMM4220 Session 1

Saturday 20th, 9am-4.15pm: TMM4220 Session 2

Tuesday 23rd and 30th, 7-9pm, Zoom: TMM4220 Session 3,4

May 2024

* Thursday 9th 10am-3.30pm   Theme TBC

Tuesday 7th and 14th , 7-9pm, Zoom: TMM4220 Session 5,6

Saturday 18th, 9am-4.15pm: TMM4220 Session 7

Tuesday 21st, 7-9pm, Zoom: TMM4220 Session 8

Appendix 6: A Framework for Ensuring the Well-being of Curates, Incumbents and all involved in IME2
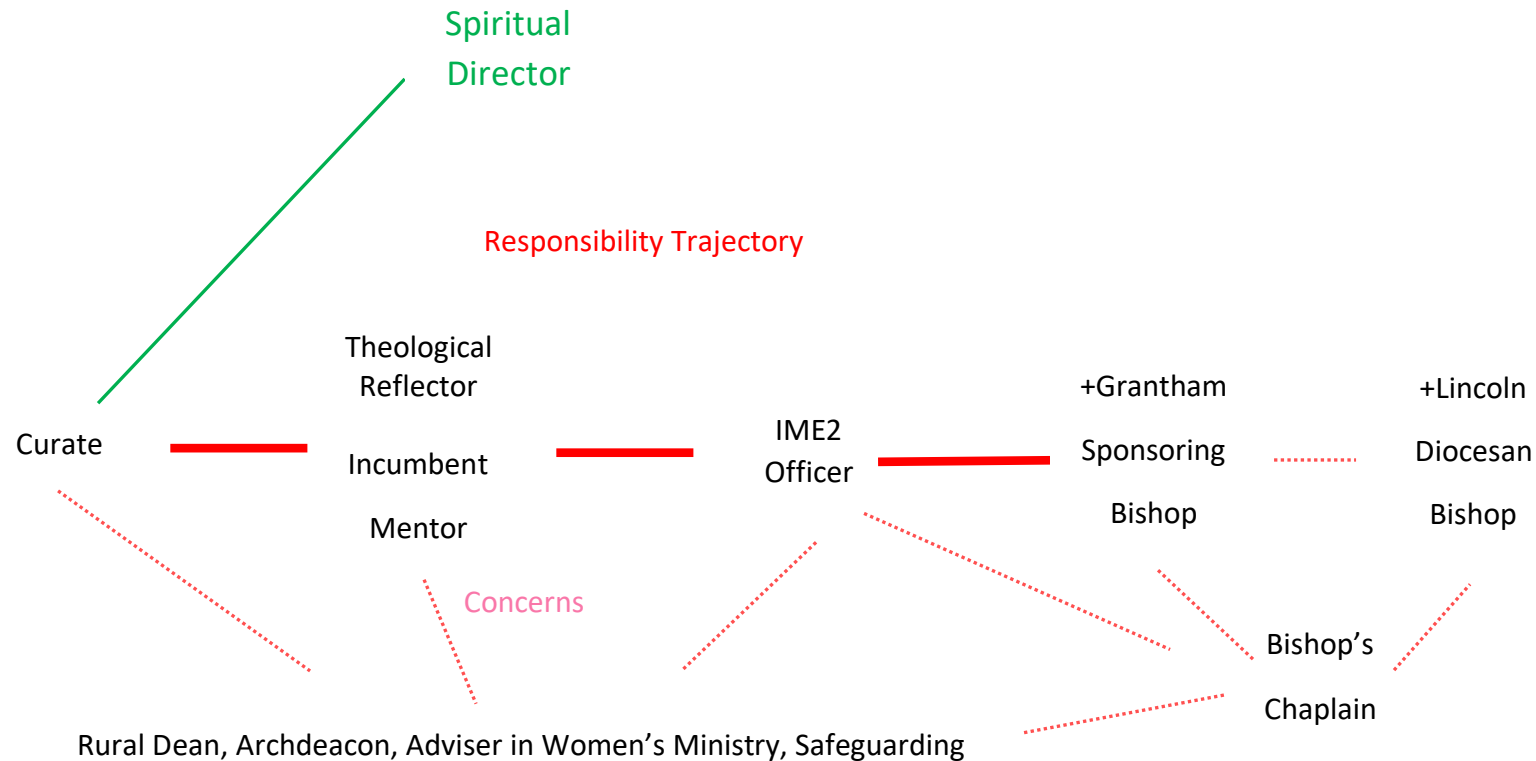
1. The above diagram sets out the structure of relationships and responsibilities that will be in force during the training year September 2019 to July 2020.

2. The solid red line indicates the key relationship that exists between the Curate, the Incumbent (TI), the IME2 officer and the Sponsoring Bishop.

3. The ministerial formation which takes place in any training context is outlined in a Learning and Working Agreement between the Curate and the Incumbent and the process is overseen by the IME2 Officer on behalf of the Sponsoring Bishop.

4.   During the course of the year, the curate will also work locally with Mentor and Theological Reflector, each of whom has defined roles.

5.   It is expected that the Incumbent, Theological Reflector and Mentor will meet to discuss the progress of the curacy, sometimes with the Curate, sometimes without. The beginning of any public ministry involves multiple transitions (for the curate, for the incumbent and other ministers involved, for the parishes and benefice and for the diocese). As these transitions are negotiated, new learning needs may emerge, and on occasion concerns may arise. All of these different issues will be addressed first within the local context, in close consultation and collaboration with the IME 2 Officer and the Sponsoring Bishop.

6.   It is expected that every curate will have a Spiritual Director or equivalent, who sits entirely outside the diocesan framework, and who can provide focused support for the curate.

7.   Everyone in the training framework is also able to call upon the involvement of Rural Deans, Archdeacons, the Adviser in Women's Ministry and the Safeguarding Team, each of whom contributes in different ways to the well-being of individuals and of the whole.

Appendix 7: Resources for curates and Training Incumbents

7.1 Diocese of Lincoln IME 2
Record of supervision

This form is designed for the curate and Training Incumbent to record their regular supervision meetings, and should be completed together at the end of the session. Please feel free to adapt and customise the form to suit your particular needs and preferences. Using the template will help the supervision become more focused and purposeful.

Curate		Training Incumbent	
Date of supervision:			
Main topics covered during this session:			
Review of significant learning experiences since the previous supervision:			
What is going well at the moment?			

What does the curate need more help with, or what areas does he/she need to work on in the coming month?

Record of decisions taken

Actions / agenda for next supervision meeting

7.2 Diocese of Lincoln IME 2
Reflecting on a Ministry Event

This form is designed to help you reflect systematically on your experience of ministry in order to help integrate learning and practice. It can be printed and used as it is, used as a template on your computer, or adapted to your own needs. Not all the questions will be relevant for every situation. You may wish to use a few of these as a basis of your reflections in your Learning and Development Portfolio. These questions may form the basis of a discussion with your Theological Reflector.

This template is based on the model of 'Progressive Theological Reflection' outlined in Judith Thompson, SCM Guide to Theological Reflection *(SCM 2008, p 55-56).*

Date / time:		Place:	

The event:
Date / time: Location: Nature of event: Describe briefly what happened: Describe your own role: How did you feel about the event / your role within it?
What were the main issues / questions which this event raised for you?
Building a richer understanding of what happened:
Eg understanding about the context; Understanding from the perspective of others involved or affected; understanding using various disciplines or bodies of knowledge (eg social sciences, psychology)
Any feedback or evidence of impact on others from this event?
Did you get any formal or informal feedback on this ministry event, or how do you feel it impacted on those present?

Building a theological understanding

What insights from the faith tradition (eg from scripture, theological writing, historic tradition) help to build a theological understanding on what happened? How might God see this event? What difference does it make to see from a faith perspective?

Now return to the original situation

How do these perspectives change your initial understanding of the situation?

Finally ..

What are the implications for future practice? What specifically might you do differently in a similar situation, and why? Is there anything you need to do now?

Any other questions to note or follow up?

Books / resources to note

This relates to the following Learning Outcomes:

7.3. Diocese of Lincoln. IME 2
Sermon Assessment Form

Name of Curate..

Name of Church..

Type of service (e.g. Eucharist/ Service of the Word/ All age/ Parade etc.)

....

Date and day in church calendar...

Thank you for taking time to fill in this form. It is always helpful for preachers to know how their sermons are received. It will be most useful if you can fill in this review form as soon after hearing the sermon as possible. We know you will fill it in with the best interest of the curate and their future congregations in mind. The Curate will work with the Training Incumbent on the comments you give, so do not be afraid of saying if you feel some things could be improved!

How well did the sermon fit in with the service as a whole?

How did the sermon relate to the Bible readings?

What sort of language did the preacher use:
- was it clear?
- were academic/jargon words used?
- was it inclusive?

Was there a train of thought in the sermon?

if so how clear was it?

Was the sermon too long? Too short? Right length?

Did the preacher use parables and/or stories?

> If so did they work?

Did the preacher use humour?

> If so, did it work?

How did the preacher use her or his:

- voice (e.g. could you hear easily? did they shout/ did they sound enthusiastic or bored? etc.)

- body language (e.g. did they walk around or use hands and arm movements that helped or distracted?)

- eye contact? (E.g. did they look at their notes all the time /did they look at the people from time to time?)

Did you feel the preacher was personally involved in what he or she was saying?

Did the sermon make you think or stir you up to do something?

What were the main things that you took away from the sermon today?

If you have any other comments please add them here or on a separate sheet of paper.

It would be helpful if you signed this sheet:

Please return this form to the curate or the person who gave it to you.

7.4 Diocese of Lincoln. IME 2
Worship Leading Feedback Form

The aspects of the service on which we ask you to comment are things that can be noticed and can be a matter for development. The feedback is not an assessment of the worship itself, or of your own experience of worship, and we recognise that what is happening inwardly to those participating in the worship, or responding to the work of the Holy Spirit through fellowship, can never be quantified or assessed. This is an opportunity to offer encouragement for those leading worship in their ministerial development.

Date:

Name of curate leading worship:

Type of service being led:

Encouragement
What was particularly helpful or good in the way the service was planned or conducted

Level of preparation
Did the service reflect careful preparation? Was any choice of optional material appropriate? And was it faithful to the form being used?

Flow and rhythm
How were the different elements linked and in what way was the congregation helped to both hear and respond to God? Was there a flow and conversation with God or was it a dialogue with the service leader?

Level and appropriateness of introductions
Did what was said contribute to the flow of the service or become intrusive and prevent involvement in worship?

Use of voice and manner

Was the approach authoritative, friendly, warm, off-putting, confident, diffident etc? Are there any helpful pointers that can be given to improve voice and manner?

Appearance

Did anything distract from the focus on God – eg over casual, messy or inappropriate clothing, mannerisms, approach?

Timing

Did the service start and finish on time? Was it rushed or did the choice and execution of the content fit well into the time available?

Format

Comment on the shape of the service and its content if freedom was given for creating the liturgy.

Other comments

Please return this form to the curate or the person who gave it to you

Appendix 8: Cover sheet for Portfolio

Full name:

Parish/benefice:

Full time or part time in curacy (if part time number of days per week in parish):

If MSE, other employment during curacy:

Training Incumbent:

Mentor/Supervisor:

Theological Reflector:

Theological college attended:

Previous Career:

Education (levels and subjects):

Family (married/single, do you have children, if so what age?):