



THE DIOCESE OF LEEDS

Loving. **Living.** Learning.



Leeds School of Ministry Handbook

2023/24

Version 2.0 (05/12/2023)

Revised Summer Term 2024 timetable & Safeguarding Information

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Section 1: Introduction



Welcome

Welcome to the Leeds School of Ministry (LSOM). We are delighted that you are joining us on a journey of theological exploration and reflection that will provide you with the skills and theological foundation to enable and encourage your discipleship and ministry for years to come. This handbook has been put together to assist you throughout your studies. It can be hard to remember everything you are told at your Induction Evening or when you attend your first study day, so this handbook aims to provide all the information you need to help you in your training and continuing ministerial development. Please file it on your computer in a place where you can always find it and refer to it when you have queries about your training at LSOM.

LSOM functions within the Leeds Diocesan Ministry and Mission Team. It is responsible for:

- A diocesan-accredited 12 week *Introduction to Theology* course, open to anyone interested in widening their understanding of the Bible, worship, spiritual growth, journeying into God and affirming their belief. This course is a pre-requisite for those looking to apply for Licensed Lay Ministry training.
- Training lay people for ministry in the Church of England as Licensed Lay Ministers (Readers);
- Continuing ministerial development opportunities for Licensed Lay Ministers and Lay Pastoral Ministers.

LSOM has a central administration based in the Diocesan Offices at Church House, 17-19 York Place, Leeds, LS1 2EX. There are two area teaching hubs:

- Mirfield Hub: Mirfield Centre, Stocks Bank Road, Mirfield, WF14 0BW
- Bingley Hub: Trinity Centre, John Escritt Road, Bingley, BD16 2ST

LSOM is part of a partnership of *Theological Education Institutions* known as the **Yorkshire Theological Education Partnership (YTEP)**. You will find references to YTEP throughout this handbook because LSOM has to report to them and comply with their policies. Information about YTEP can be found in [Section 2.3](#).

Course module resources are held online. The software used for this is called Moodle. The Moodle pages we use are hosted by YTEP and referred to throughout this handbook as **YTEP Moodle**. Information about YTEP Moodle can be found [in Section 2.4](#).

If you have any concerns about any aspect of your student experience at the Leeds School of Ministry, please refer to the Student Concerns and Feedback Policy, which can be found in section 6.4

We wish you well in your studies.

Andrew Norman

Director of Ministry and Mission (On behalf of the LSOM team)

LSOM Team for 2023-24

Andrew Norman (Director of Ministry and Mission and acting Director of Lay Training)

Jo Logan (Director of Studies)

Erik Peeters and Anthea Foy (Hub Hosts)

Helen Collings (Acting Formational Lead)

Mandy Aspland (Commissioned Year Lead)

Shuna Hartley (LSOM Administrator)

1.1 Useful Contacts

Leeds School of Ministry

Senior Oversight of Leeds School of Ministry

Rev'd Canon Andrew Norman
Director of Ministry & Mission

Acting Formational Lead

Rev'd Helen Collings
Email: helen.collings@leeds.anglican.org
Helen is also a Lay Training Officer in the diocese

Director of Studies

Rev'd Dr Jo Logan
Email: jo.logan@sthild.org
Jo also tutors at St Hild College

Bingley Hub Host (Autumn Term)

Anthea Foy LLM
Email: anthea.foy@leeds.anglican.org
Anthea is also the Coordinating Formational Mentor for Bingley Hub

Mirfield Hub Host

Rev'd Dr Erik Peeters
Email: erik.peeters@leeds.anglican.org
Erik is also vicar at Christ the King, Battyeford

Commissioned Year Leader

Dr Mandy Aspland
Email: mandy.aspland@leeds.anglican.org
Mandy is also a Lay Training Officer in the diocese

LSOM Administrator

Shuna Hartley
Email: shuna.hartley@leeds.anglican.org

Diocesan office

Address

Diocese of Leeds, Church House, 17-19 York Place, LEEDS LS1 2EX

Reception Desk

Email: enquires@leeds.anglican.org
Tel: 0113 2000 540



Licensed Lay Ministry (Reader) Oversight

Warden of Licensed Lay Ministers (Readers)

The Venerable Bill Braviner

archdeacon.huddersfield@leeds.anglican.org

Warden's Personal Assistant: Anne Payne

anne.payne@leeds.anglican.org

Note: If contacting Bill in his role as archdeacon rather than as Warden of Readers, then his PA is Christine Bleasdale (Christine.bleasdale@leeds.anglican.org)

AREA WARDENS

Deputy Warden for Bradford Episcopal Area

Dr Fiona Schneider (LLM)

Email: *(removed for website handbook)*

Deputy Warden for Huddersfield Episcopal Area

Ian Grange (LLM)

Email: *(removed for website handbook)*

Deputy Warden for Leeds Episcopal Area

Canon Ann Nicholl (LLM)

Email: *(removed for website handbook)*

Deputy Warden for Ripon Episcopal Area

Bob Matthews (LLM)

Email: *(removed for website handbook)*

Deputy Warden for Wakefield Episcopal Area

Freda Jackson (LLM)

Email: *(removed for website handbook)*

LLM Administrator

Anne Payne (part-time: Tuesday – Friday 10am – 2pm)

Anne.payne@leeds.anglican.org

Disability and Inclusion

As part of your application you were asked if you had any learning support needs and, if so, for ways in which we could support you if you were selected for training. If you indicated that you have a specific learning difficulty, you will be contacted by a member of the LSOM staff team to discuss how we may best support you.

If you did not indicate in your application that additional support would help you, but you do now feel confident enough to approach us, please do so in the knowledge that we will do our best to provide appropriate support. Your Hub Host should be your first point of contact.

[Diocesan Webpage on Disability and Inclusion](#)

[Church of England Webpage on Barrier-Free Belonging](#)

Diocesan Safeguarding Information

All *safeguarding training* enquiries should go to safeguardingtraining@leeds.anglican.org

Please see the diocesan website for information about the safeguarding team and forthcoming training: <https://www.leeds.anglican.org/safe>

The **Diocesan Safeguarding Team** is now operating with a duty DSA each day, so this address and telephone number should be your first point of contact for reporting safeguarding issues, concerns or making enquiries:

Diocesan Safeguarding Team email: safeguarding@leeds.anglican.org

Office number: 0113 353 0257

DBS and Safeguarding Administrator: Adelaide Foster

- adelaide.foster@leeds.anglican.org or call 0113 3530 204.

Parish DBS checks are processed on-line through [Thirtyone eight - formerly CCPAS](#) - the Churches' Child Protection Advisory Service, call 0303 003 1111 extension 2204. See below for further DBS information.

LSOM Safeguarding

Policy

LSoM operates under the umbrella of the diocesan safeguarding policy.

The LSoM Formational Lead also acts as the LSoM Safeguarding Lead

Acting LSoM Formational Lead for 2023-24: Rev'd Helen Collings

If a student has a safeguarding concern:

- In their parish: Take it to the Parish Safeguarding Officer
- At a hub while on LLM training: take it to the LSoM Formational Lead, if present. Otherwise contact the Diocesan Safeguarding Team (see above).

Safeguarding Training

All students are required to have completed the Church of England's *Basic Safeguarding (CO)* and *Foundations in Safeguarding (C1)* prior to starting their LLM training. They are asked for the training dates as part of the application and discernment process. **Additional training is required before licensing.**

DBS Checks

Students are required to have an Enhanced DBS check which includes checks against both the child register and the vulnerable adult register. **DBS checks should be processed by the student's own church safeguarding officer whenever possible.** If there is no safeguarding officer then the diocesan safeguarding administrator will assist. Once you receive your DBS check, please send the certificate number through to the Safeguarding Administrator.

The diocesan safeguarding administrator will contact LLM applicants during the application process to discuss DBS checks and ensure that the correct level of DBS is in place by the time successful applicants start their studies in September.

Church of England Confidential Self-Declarations

All students and tutors will be asked to complete one of these self-declarations at or before the beginning of a new academic year. Hardcopies will be kept permanently in locked storage. Scanned copies will be filed online.

1.2 Teaching Venue Information

Bingley Hub

Location: within the Trinity Centre, Bingley. The facilities comprise:

- A meeting room that can seat 40 people
- A small meeting room
- A coffee bar with hot water and dishwasher facilities.
- Laptop and projecting facilities in both meeting rooms
- Internet access
- Bingley Resources Centre: one of three diocesan Resource Centres. All the Resources Centres are accessible to students and contain books related to the modules.
- Disabled parking, wheelchair access and wheelchair accessible toilet facilities.
- An office suite used by the bishop and archdeacon of Bradford and their PA.
- Holy Trinity Church (next door) is used for midday worship.

Mirfield Hub

- We rent rooms from the Mirfield Centre. The rooms available for teaching vary, but are usually either the New Refectory or the upstairs teaching rooms in the Bilson Building.
- The Lower Church is used for midday worship.
- Mirfield Resources Centre - one of the three diocesan resources centres. All the Resources Centres are accessible to the students and contain books related to the modules.
- Internet access at the Mirfield Centre.
- Toilet facilities are accessible in three different places.
- Access to the Mirfield Centre by door code.
- Car parking is available to all students and staff.
- Disabled access to all the teaching facilities at the Mirfield Centre.

1.3 LSOM Students: Name & Parish

(names removed for website handbook)

Name	Parish	Training Hub	Training Cohort
BRADFORD EPISCOPAL AREA			
HUDDERSFIELD EPISCOPAL AREA			
LEEDS EPISCOPAL AREA			
RIPON EPISCOPAL AREA			
WAKEFIELD EPISCOPAL AREA			

1.4 Study and Formation Programme

Training to become a Licensed Lay Minister has two elements of equal importance:

- Academic Programme
- Formation for Ministry Programme

For your academic programme, LSOM follows the national *Common Awards Scheme* through Durham University. Students have the opportunity to work towards a *Certificate of Higher Education* in Christian Ministry & Mission [120 credits over 2 years]. There may be a small number of additional students in classes: independent students and LLMs auditing a course as part of their Continuing Ministerial Development.

The Formational Programme has been developed to give students:

- a chance to theologically reflect on their academic and practical experiences
- experience in parish ministry
- insight into aspects of Christian Leadership
- unconscious bias training
- an opportunity to hear about non-parish based lay ministry.

For a very helpful visual illustration please go [here](#).

1.5 An Imaginative Visual Graphic Explaining the LLM Training Pathway in Leeds

A summary of the PowerPoint presentation used at induction sessions for students, tutors and training incumbents.



LLM training can be visualised as the building and personalisation of an electric bicycle.

Riding the e-bike represents your ministry as a Licensed Lay Minister.

The front wheel is the academic programme - built over two years. Each spoke is a Common awards module.

The back wheel is the core of the Formational program and takes place over two years:

- Sermon assessments
- *Leading worship* assessments
- Formational Groups
- Meetings with your Training Incumbent

The bicycle seat is a weekend Preaching Residential – usually during the autumn of Year 1

The bicycle pedals are the two Formation Days – one per year, usually during a summer term

The handle bars are your Placement at a different church for a term – a chance to see ministry from a different perspective.

The bicycle chain represents Theological Reflection, a vital part of training as trainees seek to reflect on all aspects of training and how it fits together.

E-bike improvements (*bell, mirror, panniers etc. – use your imagination*) represent your **Commissioned Lay Minister year (Year 3)**. Additional training opportunities to support and polish your future ministry.

The battery represents the Holy Spirit giving you all the assistance you need as you ride your e-bike (LLM Ministry) in the direction God guides you. Will you let the battery (Holy Spirit) provide maximum assistance? Or will you try and ride the bike under your own power?



All bicycles need maintenance. The more you ride them, the more maintenance they need. Bumpy and stony terrain increase the chances of a puncture. Therefore:

E-bike Maintenance (*bicycle pump, tyre repair kit, oil, chain-cleaner, new brake pads etc.*) represents continuing ministerial development and refreshment.

1.6 Student Induction

New students will be invited to an in-person Induction Evening held at the diocesan office in Leeds. The evening is usually held during the second week of July. It is very important to attend this evening. The evening will include:

1. Welcome and Introductions
2. The Shape of the Course (E-bike Illustration as a PowerPoint presentation)
3. The Formational Journey & Growth
4. The Commissioned Year – Year 3
5. Teaching and Learning
6. Common Awards (academic modules)
7. Student Representation
8. LSOM Resource Centres

You will also find useful information about student induction on YTEP Moodle.

1.7 Handbooks

There are three handbooks to assist you in your studies:

Leeds School of Ministry Handbook

The handbook you are reading now! Contains information about the complete Leeds Diocesan LLM training pathway (academic and formational), venue details, LSOM policies, student feedback routes, the student concerns flowchart, useful resources and other miscellaneous information

YTEP Student Handbook

YTEP = Yorkshire Theological Educators Partnership. More info at [section 2.3](#)

The YTEP Handbook provides you with important information such as policies and marking criteria, which are common across the whole of YTEP. The YTEP Student Handbook can be found on the [YTEP Moodle](#) homepage.

Module Handbooks

These contain Study Aims, Learning Outcomes, Assignment Details (including submission deadlines), the Teaching Program and a Bibliography. Each term the relevant module handbook becomes the basis of your academic studies.

Module Handbooks are located within the introductory information box/tile for each module on Moodle. The front cover of each handbook provides the contact information for the module leader, the hub host, the LSOM Director of Studies, the LSOM Formational Lead and the LSOM administrator.

Section 2: Academic Programme

2.1 Common Awards

Common Awards are qualifications for ordinands and lay ministers within the Church of England and its partners in the Methodist, Baptist and United Reformed churches. Before 2014, Theological Education Institutions (TEIs) within the Church of England had used local universities to validate their qualifications but since September 2014 they have been offering awards common across all institutions, validated by Durham University. The intention behind

the move to Common Awards was to offer greater coherence and consistency across training institutions.

The programmes developed offer a range of courses from introductory-level undergraduate (Certificate of Higher Education in Theology, Ministry and Mission) through undergraduate degrees (BA in Theology, Ministry and Mission), to postgraduate studies (MA in Theology, Ministry and Mission).

For more information visit their website at www.dur.ac.uk/common.awards

2.2 Common Awards Modules Taught at LSOM

Leeds School of Ministry teaches a two-year rolling programme of modules. In any given year, all modules are taught, but they are divided between the two hubs. This means students at each hub are studying different modules and will start their training at different points in the two-year programme.

New Testament Year

Autumn Term:	TMM 1011	Introduction to the New Testament
Spring Term:	TMM 1521	Spirituality and Discipleship
Summer Term:	TMM 1107	Brief Introduction to Christian Doctrine (half-module)
Summer Term:	TMM 1167	Introduction to Christian Ethics (half-module)

Old Testament Year

Autumn Term:	TMM 1021	Introduction to the Old Testament
Spring Term:	TMM 1301	Foundations for Ministry and Mission in Context (Placement)
Summer Term:	TMM 1351	Introduction to Preaching in a Contemporary Society

The advantage of this system lies in supporting students who may have to miss one or more terms of study due to medical or personal circumstances. Such students can catch-up in their third (Commissioned LLM) year at whichever hub is teaching the missing modules in their study programme.

All the above are introductory-level undergraduate modules. Full-length modules are worth 20 points and half-modules are worth 10 points. A pass mark for all the taught modules will earn a student a total of 120 points and a *Certificate of Higher Education in Theology, Ministry and Mission* from Durham University.

2.3 YTEP

The *Yorkshire Theological Education Partnership* is the administrative hub for Common Awards within the Yorkshire region. It is one of the 18 recognised Theological Education Institutions (TEIs) across England and Scotland whose 'Common Awards' programmes are validated by Durham University. It is the channel of communication between local theological teaching Centres in Yorkshire and Durham University.

YTEP was formed as a registered charity by the diocesan and other Church-related theological training providers who have worked together across Yorkshire for some years. With the introduction of Common Awards in 2014 they formed a consortium to enable them to continue training ordinands, lay ministers and independent students across the region. The partnership consists of the following Centres:

- Church Army (based in Sheffield) [CA]
- St Hild College (formerly the Yorkshire Ministry Course and St Barnabas Theological Centre) with teaching centres in Mirfield, Sheffield, Lincoln and York [St Hild]
- College of the Resurrection, Mirfield [CR]
- Leeds Diocesan School of Ministry (with local venues at Mirfield and Bingley [LSoM])
- York Diocesan School of Ministry (with local venues in York, Middlesbrough and Beverley) [YSoM]

The day-to-day management of YTEP falls to Gary Wilton (Interim Academic Co-ordinator) and Mrs Lynne Gordon-Taylor (Administrative Officer). Both positions are part-time, based in an office

in the Mirfield Centre. You can contact them via email ytep@mirfield.org.uk or telephone 01924 481927 with any questions, queries or comments. They provide advice and guidance to both students and staff, although you'll find that most of your questions can be answered by your Centre or module tutors.

Similarly, most communications about the course will come from your Programme Leaders but on occasion YTEP or Durham University might contact you directly.

2.4 YTEP Moodle

One of the key roles for YTEP is to host the online Common Awards Moodle software. YTEP Moodle will become a core part of your study routine and learning how to use it will be an essential part of your student induction. What is it?

YTEP Moodle is the virtual learning environment (VLE) which is used for all the students studying at the School of Ministry. It holds key module information and documents, such as handbooks, teaching schedules, tutorial resources and assessment details. The School of Ministry administrator will set you up with access to the sections relevant to the modules that you study each year.

The YTEP Student Handbook contains the definitive versions of YTEP's current policies and procedures, programme documentation and other reference information. It can be downloaded from the YTEP home page. There is an annotated version for staff and tutors.

Your Moodle Data is used to generate reports used by Centres, YTEP and Durham University, including your assessment results and any Approved Prior Learning (APL) credits.

The Hub: Online theological videos, books and journals available to you because you are a Common Awards student. The Hub is accessed via a tab at the top of your Moodle home page. If asked to login, use your YTEP login details.

How to Use Moodle: At the start of your studies you will be given guidance and training on how to use Moodle. This will take place at the Induction evening and at an optional in-person hands-on workshop in September. Each module will have teaching sessions that focus on assessment and will include input from the tutor on how to access resources and submit assignments.

Apple Device Users: Please note that the safari browser may not work with Moodle. If you are having issues, download Google Chrome and use it to access Moodle.

Submitting Assignments and Accessing Marks and Comments once it is marked: All assignments are submitted via software called *Turnitin*. The Turnitin link for submitting your assignment will be found close to the assignment details on the relevant module resources page. At the back of each module handbook you will find instructions on how to submit your assignment and, once marks are released, accessing the comments made by the tutor who marked your work.

2.5 Hybrid Learning

What is hybrid learning?

1. Teaching at Leeds School of Ministry will be both **in-person and online**. Regular in-person teaching takes place on Sunday Study Days at the two hubs. Some teaching takes place on Wednesday evenings via zoom.
2. **Resources will be provided in a number of different formats** including texts, videos, web links and interactive content on the module's Moodle page.

2.6 Flipped Learning

Leeds School of Ministry encourages tutors to use a *Flipped Learning* model of teaching theology. This means you will usually be given essential preparation work (e.g. reading, watching a video, interactive exercises) to do before each study day. This gives you a chance to learn the basics before a teaching session allowing the tutor to answer your questions, lead group discussions and expand on the subject being taught.

A short video on flipped learning: https://www.youtube.com/watch?v=10lrShX_v2Q

REMINDER

Check your Module page on YTEP Moodle one week before a study day or a Wednesday evening zoom tutorial to see if any preparatory work has been set.

2.7 Teaching Programme for 2023-24

The School of Ministry year is split into three terms; autumn, spring and summer. Most modules have two assignments per term. Assignment deadlines are included below.

As explained in section 2.5, academic teaching will take place in-person and online. In-person teaching takes place on four study days per term and online teaching takes place on some Wednesday evenings each term. These sessions are essential and you should contact the module leader in advance if unforeseen circumstances occur which mean you cannot attend.

SUNDAYS: 9am – 4pm at Mirfield or Bingley Hub | **WEDNESDAYS: 7-8pm on zoom**



Students should **keep all Wednesday evenings clear** during terms as they will be used for:

- preparation for study days
- online tutorials via zoom
- assignment preparation
- Formational Groups (twice a term)

Autumn Term 2023

Half term – w/c 30 October 2023; Christmas Break – w/c 25 December 2023

Date	Day	Use of Time	
		MIRFIELD (OT Module)	BINGLEY (NT Module)
September			
06	WED	Preparation for first Study Day	Preparation for first Study Day
10	SUN	STUDY DAY	STUDY DAY
13	WED	Tutor Input 1	Tutor Input 1
20	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
27	WED	Assignment Prep	Assignment Prep
October			
04	WED	Preparation for next Study Day	Preparation for next Study Day
08	SUN	STUDY DAY	STUDY DAY
11	WED	Tutor Input 2	Tutor Input 2
18	WED	Assignment Prep	Assignment Prep
25	WED	Preparation for next Study Day	Preparation for next Study Day
27	FRI	Exegesis due @ 12 noon	Exegesis due @ 12 noon
November			
01	WED	School Half Term (Leeds)	School Half Term (Leeds)
05	SUN	STUDY DAY	
08	WED	Tutor Input 3	Tutor Input 3
15	WED	Assignment Preparation	Assignment Preparation
22	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
29	WED	Preparation for next Study Day	Preparation for next Study Day
December			
03	SUN	STUDY DAY	
06	WED	Tutor Input 4	Tutor Input 4
13	WED	Assignment Preparation	Assignment Preparation
January 2024			
05	FRI	Essay due @ 12 noon	Essay due @ 12 noon

Wednesdays

4 preparation for study days, 4 tutor input, 4 assignment preparation, 2 Formational Groups.

Spring Term 2024

A short Term, so Study Days are only 3 weeks apart. Half-term w/c 12 February, Easter = 31 March

Date	Day	Use of Time	
		MIRFIELD (Placement Module)	BINGLEY (Spirituality & Discipleship Module)
January			
03/01	WED	Preparation for first Study Day	Preparation for first Study Day
07/01	SUN	STUDY DAY 1	STUDY DAY 1
10/01	WED	Tutor Input	Tutor Input
17/01	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
24/01	WED	Tutor Input	Preparation for next Study Day
28/01	SUN	On placement	STUDY DAY 2
31/01	WED	Portfolio Preparation	Tutor Input
February			
07/02	WED	Tutor Input	Assignment Preparation
14/02	WED	Half-term (Leeds) Preparation for next Study Day	Half-term (Leeds) Preparation for next Study Day
18/02	SUN	STUDY DAY 3	STUDY DAY 3
21/02	WED	Tutor Input	Assignment Preparation
23/04	FRI	N/A	Reflective Journal due @ 12 noon
28/02	WED	Portfolio Preparation	Tutor Input
March			
06/03	WED	Portfolio Preparation	Preparation for next Study Day
10/03	SUN	On placement	STUDY DAY 4
13/03	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
20/03	WED	Portfolio Preparation	Assignment Preparation
April			
12/04	FRI	Portfolio due @ 12 noon	Resource for Others due @ 12 noon

Summer Term 2024 (Half term w/c 27 May)

Date	Day	Use of Time	
		MIRFIELD (Preaching Module)	BINGLEY (Doctrine & Ethics)
April			
17/04	WED	Preparation for first Study Day	Preparation for first Study Day
21/04	SUN	STUDY DAY	STUDY DAY (Doctrine-1)
24/04	WED	Tutor Input 1	Tutor Input (Doctrine)
May			
01/05	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
08/05	WED	Preparation for next Study Day	Preparation for next Study Day
12/05	SUN	STUDY DAY	STUDY DAY (Doctrine-2)
15/05	WED	Tutor Input 2	Presentations
22/05	WED	Assignment Prep	Assignment Prep
29/05	WED	School Half Term (Leeds)	School Half Term (Leeds)
31/05	FRI	N/A	Commentary due @ 12 noon
June			
05/06	WED	Preparation for next Study Day	Preparation for next Study Day
09/06	SUN	STUDY DAY	STUDY DAY (Ethics-1)
12/06	WED	Tutor Input 3	Tutor Input (Ethics)
19/06	WED	Assignment Preparation	Personal Study Time
21/06	FRI	Theological Reflection due @ 12 noon	N/A
26/06	WED	Tutor Input 4	Assignment Preparation
July			
03/07		Preparation for next Study Day	Preparation for next Study Day
07/07	SUN	STUDY DAY	STUDY DAY (Ethics-2)
10/07	WED	Assignment Preparation	Assignment Preparation
14/07	SUN	COMMISSIONING @MIRFIELD for Year 2 students (Yr 1 students are welcome to attend if they wish)	
17/07	WED	FORMATIONAL GROUP	FORMATIONAL GROUP
19/07	FRI	Reflection on Sermon due @ 12 noon	Resource for Others due @ 12 noon

Formation Day 2 (Unconscious Bias Training & Change Management)

Saturday 15 June 2024, 09:30 – 16:00, venue to be announced nearer the time

 Please note revised dates and activities during this period

2.8 Study Day Schedule

08.45	Doors open
09.00 – 09.15	Morning Prayer
09.15 – 10.15	Session 1
10.15 – 10.45	Tea/Coffee Break
10.45 – 11.45	Session 2
11.45 - 12.15	Student Forum
12.15 – 13:00	Midday Worship
13:00 – 14.00	Lunch Break (<i>packed lunches</i>) & access to Resource Centre
14.00 – 15.00	Session 3
15:00 – 15:15	Comfort Break
15.15 – 16.00	Session 4



2.9 Study Day Worship

Morning Prayer on study days is led in the teaching room by either a member of staff or a student. Midday worship is held every study day. The usual pattern is a Eucharist service on the first study day of the term. Students are invited to lead midday worship on the other study days with help from the Hub Host. This worship is not assessed, so students are encouraged to be innovative in a safe environment.

On occasion, visitors are invited to lead worship (e.g. the Bishop of Leeds, an Archdeacon).

BINGLEY: Midday worship is held in Holy Trinity Church, which is next door to the Trinity Centre.

MIRFIELD: Midday worship is usually held in the Lower Church on the site.

2.10 Module Assessment

We want everyone to be able to participate equally. If you need anything to help you do that, please contact your Hub Host.

All the Common Awards modules include obligatory assessed work, often called assignments. There are usually two assignments per module and different assessment formats are included such as presentations, portfolios, essays, resources for others. Details of assignments are in the Module Handbook and on YTEP Moodle. Rules around the submission and presentation of assignments is included within the YTEP Student Handbook. Key elements are included below, but always check the latest version of the YTEP Student Handbook to be found on Moodle.

Word Limits (inc YTEP Policy)

Module handbooks include details of the word-limit for each piece of assessed work.

Students are being tested not simply on their ability to write an essay on a particular topic, a report on a placement, a critical reflection or whatever but also on their ability to do so in a set number of words. Word-limits can be seen as analogous to time limits in examinations. Learning to make the most of word-limits is part of the skills element of the academic programme and removing unnecessary words almost invariably improves the quality of the writing.

YTEP Word Limit Policy *(Endorsed by YTEP on 11 July 2023)*

- 1) Students must declare an exact word-count when submitting written assessments. Deliberately misrepresenting the length of an assessment will be treated as an act of dishonesty and will be noted as a disciplinary offence on the student's record.
- 2) There are no penalties for under-length work. Work that is significantly under-length is likely to be self-penalising.
- 3) The penalties for over-length work specified below apply to all assessments for which there is a word-limit, including postgraduate dissertations.
- 4) The assessment word-limit **includes** all the main text (including any tables of data), any assignment title, abstract, footnotes (excluding those used simply for the purpose of referencing and citation) and any in-text citations.
- 5) The assessment word-limit **excludes** the text on any cover-sheet (including any description of the assignment task or question), glossary of terms, student declaration, document header, bibliography, appendices, graphs and images.
- 6) Normally documents will be produced using Microsoft Word or similar software and the word-count calculations indicated by such software will be used.
- 7) For all assessments there is a grace interval of 10% of the assigned word limit. Students will not be penalised for exceeding the stated word-count by up to 10% of that limit. If a student exceeds the word limit by more than 10%, the student is penalised at the rate of 1 mark per 1% over the 10% concession.
Hence, a student who writes an assignment that is 11% over the word limit loses 1 mark; a student who writes 25% over the limit loses 15 marks.
- 8) Summary of the penalties for over-length work are as follows:

Up to 10% over the limit	No penalty applied
11% or more over the limit	Deduction of 1 mark per 1% beyond the 10% grace interval

- 9) In cases where the work the application of a penalty for exceeding the word limit would reduce the mark of an assignment which would otherwise pass to a mark below pass level, then the mark for the assignment should instead be capped at pass level.
- 10) For students with a disability statement reasonable adjustments may be made to word-limits as appropriate.

Submitting Your Work on Time

Assignment submission windows will be displayed on Moodle, including the deadline. Deadlines will also be included in each module handbook.

Extensions to Assignment Deadlines

Normally the only grounds on which an extension will be granted are where circumstances beyond the control of the student have prevented submission.

Extensions to assessment deadlines may be approved by the Chair of the YTEP Board of Examiners (or their nominee), provided that the extension is not complex and does not extend across two academic years. Heads of Centre will normally act as nominees for this purpose. They are required to inform YTEP of all extensions granted (for recording purposes) and to consult the Chair of the Board of Examiners where a simple one-off extension will not provide an adequate solution to a student's difficulties (e.g. where a suspension of studies might be required).

If a proposed extension would take the student from one academic year into the next it needs to be referred by the Chair of the Board of Examiners to the Common Awards Management Board.

When an extension is granted, the new deadline and any special arrangements for submission must be made clear to the student, in writing.

To apply for an extension to an assessment deadline, a student must complete and submit an Extension Request Form (downloadable from the YTEP Student Handbook section of the YTEP Moodle site) and submit it to their Hub Host and Module Leader. Please copy in the LSoM Administrator.

Late submission (without an extension)

If a student fails to submit a piece of summative assessed work (including a dissertation) by either the published deadline or a previously approved extended deadline, the following policy and procedures will apply:

- (i) Students who submit their summative assessed work late but within five working days of the deadline shall be penalised by having the mark for that piece of work capped at the module pass mark. The work will be marked and feedback provided. The mark that would have been awarded to the student had the penalty not been applied should be indicated to the student.
- (ii) Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded.
- (iii) In the event that different deadlines for electronic and hard copy formats of the same piece of summative assessed work have been specified, the penalty in (i) above will apply if the earlier of the two deadlines is missed by the student.

Academic Integrity

We would expect all students on the Common Awards programmes to have a professional honest approach to their work. Unfortunately there are occasional instances of academic misconduct such as plagiarism, submitting work which has previously been submitted for another course and collusion with others.

Plagiarism is defined as the unacknowledged use including quotation and close paraphrasing of other people's writing and ideas, amounting to the presentation of the other person's writings or thoughts as one's own. This includes using material which is available on the worldwide web and in any other electronic form, and "contract cheating", i.e. obtaining an essay from an essay-writing site or equivalent source and submitting it for marking, as if it were your own work.

Most YTEP students are required to submit assignments via 'Turnitin', which supports the detection of plagiarism and other misconduct by assessing similarity with work previously submitted to its international database. Such similarity points to a potential problem but does not automatically equate to any intention to cheat, however. Tutors understand that in the early days of students' study there is occasionally the tendency to use sources without acknowledging them at all or referencing them properly. In these cases tutors will discuss the situation with students in order to improve academic writing skills. Where there are clear cases of misconduct these will be dealt with via disciplinary procedures.

At the beginning of each academic year you will be required to complete a declaration form that all your work will be your own. New students will be asked to do this at the Induction Evening. Continuing students should download the form, complete it, sign it and take it to the September Study Day.

Assessment Types and Marking Criteria

These are both explained within the Student Admin area on YTEP Moodle:

Link to Student Admin Area on Moodle
You need to be logged into YTEP Moodle for this link to work.

2.11 Study Skills

Study Skills

You have already practised your study skills while doing the *Introduction to Theology* course. Here is a copy of the most up-to-date Study Skills Bibliography from the *Introduction to Theology* handbook:

Burns, T. & Sinfield, S. (2012) *Essential Study Skills: The Complete Guide to Success at University* (3rd edition) London: SAGE

Clegg, B. (2006) *Studying Using the Web: The Student's Guide to Using the Ultimate Information Resource* London: Routledge

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* Basingstoke: Palgrave Macmillan

Roberts, S. & Muir, D. (2006) *The Distance Learner* Nottingham: St John's Extension Studies

There are some useful resources about study skills and theological reflection in the Student Admin Area

Link to Student Admin Area on Moodle
You need to be logged into YTEP Moodle for this link to work.

Planning

Your module tutors will provide you with advice and suggestions to enable you to get the most out of your studies. All tutors will be very happy to offer guidance. Always plan your timetable of work well in advance. This is particularly important because you are studying part-time and need to work around other commitments which vary in their intensity and demands on your time.

Learning resources

Allow plenty of time for researching and preparing each piece of coursework. Library resources will be in greatest demand the closer the deadline approaches. Do not wait until the last minute and then find that all the books are out.

You should not just rely on the booklist (bibliography included in each Module Handbook) for the assignments. Look around for relevant source materials by browsing along the library shelves or by doing a keyword search on the **The Hub**, accessed via the LSOM Moodle page. For more advanced study you are encouraged to search the theological journals available through **The Hub**. Your tutor should be able to advise on this.

A useful grid to help process any reading you do can be found in the [Resources Section 7.6](#)

Referencing

Referencing your source materials correctly is a very important study skill.

Get into the habit of writing down the bibliographical details and page numbers next to any notes you make from books, etc. Make a note of all the references you use. This will save you valuable time later, particularly as you may find that you cannot trace an item you have used if you have not made a careful note of the bibliographical details.

You will gain marks for good organisation and referencing of material in your assignments.

Of the two possible referencing systems for YTEP students – Harvard and MHRA - LSOM uses the Harvard scheme. It is most important to be consistent in your use of the referencing system to ensure that your tutors can give you credit for the research you have done in finding and referencing appropriate resources.

Go to [7.3 HARVARD Referencing Scheme](#) for links to guidance on using the scheme.

Section 3: LLM Formation Programme

3.1 Mentors and Formational Groups

All LLM students will be allocated a *Formational Mentor* before starting their course of study. You will also be allocated to a *Formational Group* led by your mentor.

Your mentor is there to support you especially if you have any personal or family issues that impinge on your training. You are able to contact your mentor outside of Formational Group sessions. Your mentor may be asked by your module leader or Hub Host to support you academically or they may find someone with the appropriate skills to support you.

Your mentor assists with allocating you a sermon assessor, who will come to your home church once per term to assess a sermon that you preach. It is the student's responsibility to contact their sermon assessor to arrange dates.

Formational Groups

Formational Groups meet every half term on a Wednesday evening. Meetings are usually via zoom, but if geography allows your mentor may organise one or two each year to be in-person. Your group is a chance to reflect theologically and to air any problems or concerns.

3.2 Your Home Parish Training Incumbent / Supervisor

Ideally, this will be your incumbent.

If your incumbent is also your spouse, then the School of Ministry will aim to find a different clergy person associated with your parish to take on this role for example an Associate Priest, a retired cleric or your parish curate.

If your parish is in vacancy your area dean may be asked to take on the role. The responsibility for finding a substitute training supervisor belongs with your Hub Host.

Training incumbents and alternative supervisors will be invited to a short induction session at the start of your training. Their role is:

- To meet with you early in your training to devise a working agreement for the duration of your training, to be updated each year.
- To provide you with at least one opportunity to preach and one opportunity to lead worship each term. They will be asked to assess the worship that you lead, but your sermon assessor will visit and assess your sermon.
- To meet with you on a regular basis to discuss your parish ministry, your current academic module and give you a chance to reflect theologically.
- In June each calendar year to write an *End of Year Incumbent Assessment* of your progress during the academic year. [Note: You will also be asked to write a self-assessment of your progress].

3.3 Formational Assessments

The Ministry Formation Programme includes some assessments. These are quite separate from the academic assessments required for your Common Awards modules.

All your formational assessments are placed in your portfolio, which is then used by senior staff in discerning whether you will be commissioned or licensed.

Sermon Assessments	1 per term. 6 in total. Assessed by your allocated sermon assessor except during your placement, when your placement supervisor will assess your sermon.
Worship Assessments	1 per term. 6 in total. Assessed by your training incumbent, except during your placement, when your placement supervisor will assess your how you lead worship.
End of Year Incumbent / Supervisor Assessment	1 at the end of each academic year – to be sent in by the end of June in years 1 and 2 and by Easter in the Commissioned Year
End of Year Student Self-Assessment	1 at the end of each academic year – to be sent in by the end of June

3.4 Residential for First Year Students

In the autumn each year first year students are required to attend a residential, usually at Parcevall Hall, the diocesan retreat house. The primary focus of the weekend is to prepare you for preaching a sermon and leading worship at least once per term during your two-year training. It also provides an excellent opportunity for all first year students to meet each other and to meet your Coordinating Formational Mentor.

3.5 Annual Formation Day

Once each year you will attend a Formation Day held on a Saturday in the summer term. There is a two year programme, but it does not matter in which order you experience the days.

Year A: Aspects of Christian Leadership | The Breadth of Licensed Lay Ministry Opportunities

Year B: Unconscious Bias Training | Change Management

3.6 Experiencing the Breadth of Anglican Tradition

During the *Foundations for Ministry and Mission Module* you will be placed at a church with a different tradition to your home church. This is a deliberate policy. Experiencing worship and Christian service in ways that are unfamiliar to you will broaden your knowledge and understanding of the Church of England and help in your formation for licensed lay ministry. The assessment for this module is a portfolio, part of which is a chance for you to reflect theologically on the differences between your home church and your placement church.

Section 4: The Commissioned Year (IME 2)

4.1 Commissioning Service

At the end of your two-year academic programme you will be commissioned as a Lay Minister. The commissioning takes place during the final study day in July and alternates between the two hub venues each year. For this reason, the fourth study day of the summer term is on a different date for each hub.

Students to be commissioned from the non-host hub will join the host hub for a midday Eucharist service and lunch afterwards. The commissioning is a short liturgy incorporated into the midday worship. The Warden of LLMs will commission you.

Commissioning is a low-key event with your fellow trainees. Please do not invite family, friends or your church congregation. You do not need to purchase / acquire robes until your licensing service at the end of your commissioned year.

Commissioning brings to an end your *Initial Ministerial Education* (IME 1) and begins a period for IME 2.

4.2 Introduction to Your Commissioned Year

The Commissioned Year is largely parish-based, with work-based learning groups, workshops and training sessions. The option of taking a further Common Awards module may also be available.

The Character of the Commissioned Year

The Commissioned Year embeds the expectation that LLMs continue ministerial development (CMD) beyond initial training, while serving as teachers of the faith, enablers of mission and leaders in church and society. The emphasis is on practitioner learning that enhances confidence but is not formally assessed. The time commitment for this learning activity is less onerous than Stage two.

Formational Content of the Commissioned Year

Formation continues to be aligned with the threefold diocesan vision for LLMs/Readers as teachers of the faith, enablers of mission and leaders in church and society. In 2023-24, the Commissioned Year programme will be overseen by the Acting Lay Training Team Leader, in conjunction with the Area Wardens of LLMs/Readers. The Warden of LLMs will be kept informed if any matters relevant to ongoing discernment for fitness to minister emerge, in order that an appropriate response can be made. In the final term, a report will be submitted to the Warden of Readers, prior to final approval for licensing. This will be informed by training incumbent's/supervisor's reports, participation in other Commissioned Year activities and completion of any deferred training requirements.

The Commissioned Year Programme: An Introduction

The programme for the Commissioned Year is set each year. It will usually involve monthly online meetings/activities and occasional in person events, including termly training days. It makes use of CMD activities offered to all licensed LLMs, such as Gospel masterclasses, which vary from year to year. It will usually include continued reflection on the New and Old Testament, planning and leading worship, specific areas of ministry (e.g. funeral ministry), collaborative ministry, resourcing everyday faith, disagreeing well and facilitating change. It involves participation in a work-based learning group. In addition, there may be an opportunity for taking a level 5 Common Awards Module for candidates with appropriate academic attainment in Stage 2.

Learning Objectives (LOs)

1. to gain confidence in the practical skills of leading public worship in a variety of contexts, confidently and creatively using CommonWorship
2. to gain confidence in preaching in a variety of styles and contexts
3. to have a firm grasp of the process and practical application of teaching principles when preparing and leading small groups or short courses
4. to understand and reflect on the life-long nature of adult Christian learning in regard to both personal and corporate formation
5. to exercise their ministry with confidence, in relationship with a parish leadership team and positive incumbent supervision

Digital Learning Platform

Online resources will be hosted on the diocesan [Digital Learning Platform](#) (DLP) instead of YTEP Moodle. If you already have an account on the DLP you will have been enrolled on the Commissioned Year section and should be able to see it under My Courses when you visit the Online Learning (Moodle) section of the DLP via My Profile. If you do not yet have a DLP account please register here: [Create an Account – Diocese of Leeds Learning \(anglican.org\)](#) and let Mandy Aspland know when you have done so.

Additional Information

1. All Licensed Lay Ministers (including those in the commissioned year) are able to apply for an annual grant of £75 towards continuing ministerial development training costs. Contact Anne.Payne@leeds.anglican.org (with receipts) to apply for this grant.
2. Zoom links will be circulated in the run up to the meetings and will also be posted on DLP Moodle.

Diocesan-wide Lay Ministry Community

Please help build a diocesan-wide lay ministry presence on social media:



<https://www.facebook.com/leedslaytraining>



<https://twitter.com/LeedsLayT>



https://www.instagram.com/lay_ministry_leeds/

4.3 Level 5 Modules

Students have the option to continue academic study with St Hild - subject to appropriate academic performance so far (which requires a commendation from your Hub Host and LSOM Formational Lead). Students can take up to 20 Level 5 credits in winter and summer terms, either at Mirfield, online or Sheffield.

Options (Spring & Summer terms in 2024):

- Topics in Christian Doctrine (Mirfield Weds Summer, or Thurs Online Summer) – 20 credits
- Topics in Church History Anglicanism (Mirfield Weds Summer) – 10 credits
- Education for a learning church (Thurs Online Spring) – 10 credits (must be combined with leading a Christian course; briefing day 2 Dec)
- Leadership and theology for ministry and mission (Mirfield Weds Spring) 20 credits
- Christian Worship: Learning through tradition (Online Thurs Summer, Mirfield Weds Summer) 20 credits (and Sheffield Mondays Spring)
- Biblical studies (Sheffield Mondays Spring/summer) – 20 credits (Beginning 11 March)

Weds Mirfield sessions are 18.30-21.00pm (beginning with prayers)

Thurs Online sessions are 18.30-21.00 (beginning with prayers)

Sheffield Monday sessions are 9.30-12.30 (prayers beforehand).

Further details can be found on the St Hild website or by emailing: enquiries@sthild.org. Contact Shuna.hartley@leeds.anglican.org to apply to take one or more of these modules.

4.4 Commissioned Year Programme 2023-24

The Programme Leader for 2023-24 is Dr Mandy Aspland, one of the diocesan Lay Training Officers.

Programme Schedule

Autumn Term						
Date, Time	Session	Venue	LO(s) & Session objective(s)	Session outline	Duration	Tutor
Mon 2 Oct, 7- 9pm	Introductory session	Zoom	1,2,3,4	<ul style="list-style-type: none"> • Introduction & Information • Work-based Learning Groups • Three-fold Ministry 	2hr	Mandy Aspland (MA)
Wed 15 Nov, 7-9pm	Anglican Worship 1	Zoom	1,4	Joint session with the Lay Worship Leading course	2hr	Angela Hannafin
Sat 18 Nov, 10am – 2pm	Anglican Worship 2	All Hallows, Bardsey, Leeds, LS17 9DH	1,4	Joint session with the Lay Worship Leading course	Half Day	Angela Hannafin
Wk. beginning Mon 4 Dec*	Work-based Learning Group	Zoom	1,2,3,4	Group reflection on practice/experience	2hr	MA
TBC	Formation			Your Area Warden of Readers will contact you to arrange to meet up once per term		Area Wardens

Spring Term						
Date, Time	Session	Venue	LO(s) & Session objective(s)	Session outline	Duration	Tutor
29 Jan, 7-9pm	Adult Christian Learning	Zoom	3,4	<ul style="list-style-type: none"> • The goal of Christian discipleship • What motivates/helps/hinders this learning? • Working with groups/learning communities • What could go wrong? 	2h	MA
Wk. beginning Mon 19 Feb*	Work-based Learning Group	Zoom	1,2,3,4	Group reflection on practice/experience	2hr	MA
Sat 2 Mar, TBC	Funeral Ministry	TBC	1,2,4	<ul style="list-style-type: none"> • Grief Cycle • The Funeral Visit • Conducting a funeral • The Eulogy 	Half Day/Day (TBC)	
Wk. beginning Mon 18 Mar*	Work-based Learning Group	Zoom	1,2,3,4	Group reflection on practice/experience	2hr	MA
TBC	Formation			Your Area Warden of Readers will contact you to arrange to meet up once per term		Area Wardens

Summer Term						
Date, Time	Session	Venue	LO(s) & Session objective(s)	Session outline	Duration	Tutor
Mon 22 Apr, 7-9pm	Intergenerational / Café Church	Zoom	1,2,4	<ul style="list-style-type: none"> • Best practice working with children and young people • Children’s spirituality • Worship space 	2hr	MA + Liz Morton (CYP&F) **
Wk. beginning Mon 20 May*	Work-based Learning Group	Zoom	1,2,3,4	Group reflection on practice/experience	2hr	MA
Sat 8 June, 10am-1pm	Gospel Masterclass	Zoom	1,2,3,4	Title to be confirmed	Half Day	Revd Dr Joanna Collicutt
Wk. beginning Mon 24 June*	Work-based Learning Group	Zoom	1,2,3,4	Group reflection on practice/experience	2hr	MA
TBC	Formation			Your Area Warden of Readers will contact you to arrange to meet up once per term		Area Wardens

* **Work-based learning groups** – we will need three groups of 3-4 people to run at different times. One group will meet on the Monday evening listed above. The others could meet at a mutually agreed alternative time during the week, or on subsequent Monday evenings – to be discussed at the introductory session on 2 October.

** CYP&F = Children, Young people and Families Team

Section 5: Continuing Ministerial Development

Leeds School of Ministry is responsible for organising some ministerial development opportunities for Licensed Lay Ministers. Opportunities include: Auditing Common Awards Modules taught at LSOM, Preaching Masterclasses and Training Days e.g. Taking Funerals.

5.1 LLM CMD Newsletter

A termly newsletter will be prepared centrally and sent to LLMs via their Episcopal Area Deputy Warden of LLMs.

5.2 Auditing Modules at LSOM

LLMs are welcome to join LLM trainees for individual modules. This is called auditing a module. Depending on when and where LLMs undertake their training, some modules will cover new ground whilst others will be a chance to revise and build on previous knowledge.

Modules will be advertised in the termly **LLM CMD newsletter**. To book a place, please contact the LSOM administrator. There is no fee.

Auditors may like to complete the assignment for the module they are auditing. There is no expectation of these assignments being marked, but feedback on the work might be offered subject to prior agreement with the module leader, and is at the module leader's discretion.

5.3 One-off Development Opportunities

These will include Preaching Masterclasses, specific training days (e.g. taking funerals), quiet days.

Section 6: LSOM Policies and Procedures

6.1 GDPR

LSOM Privacy Notice

1 Your personal data - what is it?

Personal data relates to a living individual who can be identified from that data. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession. The processing of personal data is governed by the General Data Protection Regulation (the "GDPR").

2 Who are we?

The Diocese of Leeds is the data controller (contact details below). This means it decides how your personal data is processed and for what purposes.

3 What personal data does Leeds School of Ministry (TEI) process?

The information processed by Leeds School of Ministry is provided by students at application, enrolment and during their studies at both Hubs (Bradford and Mirfield). Not all the information students provide to Leeds School of Ministry will be passed on to Durham University or YTEP (Yorkshire Theological Education Partnership). All information will be passed on to the Warden of Readers, the Reader Selection Panel, the Safeguarding Team and the Bishops for all students studying for Licensed Lay Ministry. The following information is shared with the University and YTEP:

- Full name
- Date of Birth
- Gender
- Assessment results
- If applicable, details of concessions and accreditation of prior learning requests and serious adverse circumstances

The following additional information, if provided, is shared with the Warden of Readers, Safeguarding Team and the Bishops:

<ul style="list-style-type: none"> • Place of birth • Place and date of Baptism • Place and date of Confirmation • Parishes attended • DBS clearance / blemishes • Ministries held • Details of previous employment • Details of previous study 	<ul style="list-style-type: none"> • Marital status • Immigration status • Disabilities • References • Occupation • Episcopal Area • Incumbent name • Qualifications
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Leeds School of Ministry processes personal data provided directly from students when they attend a residential or full-day event (such as the Preaching Weekend or Study Days). The following information is collected and processed by Leeds School of Ministry:

- Full name
- Address
- Contact details
- Participants at these events may be given the opportunity to indicate individual requirements, e.g. those pertaining to diet or mobility or adjustments for various abilities. This information will be processed only to ensure that these requirements are taken into account and will not be kept on file for future events.

Leeds School of Ministry processes personal data provided directly from students if they choose to submit an appeal or participate in a student survey. In such circumstances, the information provided will be determined by the student.

How is personal data stored?

Leeds School of Ministry holds data within Moodle and within the Diocesan internal data network and secure shared drives. Student data is also held in core student administrative systems (Durham University’s student records system, Banner; the University Alumni Relations system, Raisers Edge; CIS systems – duo, DUND and the data warehouse; the Library records system; Common Awards electronic storage systems) with access to each system limited to approved University staff members.

4 How do we process your personal data?

The Diocese of Leeds complies with its obligations under the GDPR

- by keeping personal data up to date
- by storing and destroying it securely
- by not collecting or retaining excessive amounts of data
- by protecting personal data from loss, misuse, unauthorised access and disclosure
- by ensuring that appropriate technical measures are in place to protect personal data.

We use your personal data for the following purposes

- To enable us to provide a voluntary service for the benefit of the public within the Diocese of Leeds.
- To administer records of:
 - Clergy
 - Students
 - Readers
 - Pastoral Assistants
 - Pioneers
 - DCC & PCC Officers
 - Eucharistic Ministers (who are authorised to assist with the Chalice at Holy Communion)
 - General, Diocesan & Deanery Synod members
 - Cathedrals, DBF and DBE and their Committees
- Fundraise and promote the interests of the Diocese
- Manage our employees and volunteers
- Maintain our own accounts and records (including the processing of gift aid applications)
- Inform you of news, events, activities and services running either within the Diocese of Leeds or further afield through:
 - Mailings (by email and/or hard copy)
 - E-News (a subscription email service from which you can unsubscribe at any time)
 - Mission & Ministry Resources (a subscription email service from which you can unsubscribe at any time)

5 What is the legal basis for processing your personal data?

- Explicit consent of you (the data subject) so that we can keep you informed about news, events, activities and services and process your gift aid donations and keep you informed about diocesan events
- Processing is necessary for carrying out obligations under employment, social security or social protection law, or a collective agreement
- Processing is carried out by a not-for-profit body with a political, philosophical, religious or trade union aim provided:
- the processing relates only to members or former members (or those who have regular contact with it in connection with those purposes); and
- there is no disclosure to a third party without consent except as in 5 below and Annex A, B & C.

6 Sharing your personal data

Your personal data will be treated as strictly confidential and will only be shared within the Diocese of Leeds, in order to carry out a service to other church members or for purposes connected with the Diocese, and certain third parties outside of the Diocese as set out in Annex A.

7 How long do we keep your personal data?

We will only retain your personal data for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. All documentation relating to Safeguarding is kept for the statutory period of 70 years.

To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

Details of retention periods for different aspects of your personal data are available in our retention policy can be requested from us by using the details in section 10.

8 Your rights and your personal data

Unless subject to an exemption under the GDPR, you have the following rights with respect to your personal data:

The right to request a copy of your personal data which the Diocese of Leeds holds about you

- The right to request that the Diocese of Leeds corrects any personal data if it is found to be inaccurate or out of date
- The right to request your personal data is erased where it is no longer necessary for the Diocese of Leeds to retain such data
- The right to withdraw your consent to the processing at any time
- The right to request that the data controller provide the data subject with his/her personal data and where possible, to transmit that data directly to another data controller, (known as the right to data portability)
- The right, where there is a dispute in relation to the accuracy or processing of your personal data, to request a restriction is placed on further processing
- The right to object to the processing of personal data, (where applicable)
- The right to lodge a complaint with the Information Commissioners Office.

9 Further processing

If we wish to use your personal data for a new purpose, not covered by this Data Privacy Notice, then we will provide you with a new notice explaining this new use prior to commencing the processing and setting out the relevant purposes and processing conditions. Where and whenever necessary, we will seek your prior consent to the new processing.

10 Contact Details

To exercise all relevant rights, queries of complaints please in the first instance contact the Information Officer at:

Address: Church House, 17-19 York Place, Leeds, LS1 2EX

Telephone Number: 0113 200 0540

E mail: enquiries@leeds.anglican.org

Alternatively, you can contact the Information Commissioners Office:

Address: Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF

Telephone Number: 0303 123 1113

E mail: <https://ico.org.uk/global/contact-us/email/>

APPENDIX A: Third parties with whom data will be shared:

The Diocesan Database is a shared resource between:	
<ul style="list-style-type: none"> ○ The office of the Bishop of Leeds ○ The office of the Bishop of Ripon ○ The office of the Bishop of Wakefield ○ The office of the Bishop of Kirkstall ○ The office of the Bishop of Bradford ○ The office of the Bishop of Huddersfield ○ The Archdeacon of Richmond and Craven ○ The Archdeacon of Pontefract ○ The Archdeacon of Leeds ○ The Archdeacon of Bradford ○ The Archdeacon of Halifax ○ The Chancellor for the Diocese of Leeds ○ 	<ul style="list-style-type: none"> ○ The Deputy Chancellor for the Diocese of Leeds ○ The Diocesan Board of Education ○ The Diocesan Board of Finance ○ The office of the Diocesan Registrar ○ Bradford Cathedral ○ Ripon Cathedral ○ Wakefield Cathedral ○ Diocesan Records Officer and Assistants ○ Retired Clergy Officers ○ Warden of Readers and Assistants ○ The clergy and DCC/PCC officers within the Diocese
The contact details of Petitioners and/or applicants on individual applications will be shared, through the Online Faculty System ("OFS"):	
<ul style="list-style-type: none"> ○ The Archdeacon of Richmond and Craven ○ The Archdeacon of Pontefract ○ The Archdeacon of Leeds ○ The Archdeacon of Bradford ○ The Archdeacon of Halifax ○ The Chancellor for the Diocese of Leeds ○ The Deputy Chancellor for the Diocese of Leeds 	<ul style="list-style-type: none"> ○ The office of the Diocesan Registrar ○ Statutory Consultees (The Church Buildings Council, Historic England, national Amenity Societies and local authorities) ○ to facilitate the consideration of applications for either a Faculty or a Matter not requiring a Faculty under the Faculty Jurisdiction Rules
Clergy contact details will be provided as follows, in compliance with our legal responsibilities:	
<ul style="list-style-type: none"> ○ Periodically to Crockford's Clerical Directory ○ National Church Institutions ○ When necessary, by the Diocesan Property Team to its representatives for the purpose of undertaking works of repair/maintenance of Cathedral/Diocesan clergy housing and the letting of Diocesan properties 	<ul style="list-style-type: none"> ○ To the relevant local authority (in respect of Council Tax) and utility companies (in respect of supplies of energy to the property)

APPENDIX B: YTEP Moodle Site Privacy and Cookie Policy

The Yorkshire Theological Education Partnership takes your privacy seriously and is committed to protecting your personal data. This privacy and cookie policy tells you how we deal with your personal data, your privacy and the rights you have when you use this site or supply information to us.

Important information and who we are

Purpose of this privacy policy

This privacy notices gives you information on how we collect and process your personal data through your use of this website, including any data you may provide through this website or otherwise.

It is important that you read this privacy policy together with any other privacy notice or fair processing notice we may provide on specific occasions when we are collecting or processing personal data about you so that you are fully aware of how and why we are using your data. This privacy policy supplements any other policies and notices and is not intended to override them.

This website is not intended for children and we do not knowingly collect data relating to children.

Data controller

The data controller of this Moodle site is YTEP. YTEP is registered with the UK Information Commissioner, registration number Z123456.

If you have any questions about this privacy policy, including any requests to exercise your legal rights, please contact us using the details set out below.

Name of contact: Lynne Gordon-Taylor

Email address: lynnegordontaylor@mirfield.org.uk

Postal address: YTEP, The Mirfield Centre, Stocks Bank Road, Mirfield, WF14 0BW.

Complaints

If you have any complaints or queries about matters affecting your privacy, or any other general data protection matters, then please do let us know by contacting us as set out above and we will endeavour to resolve the problem. In any event you have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues. The ICO can be contacted on their helpline number, which is 0303 123 1113 between 9am and 5pm Monday to Friday, or by other contact methods as set out on their website. Please go to their website at www.ico.org.uk for more information.

Your obligation to inform us of changes

It is important that the personal data we hold about you is accurate and current. If your data has changed, please inform the administrator in your Centre.

The data we collect about you

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

We may collect, use, store and transfer different kinds of personal data about you which we have grouped together as follows:

- Required personal data: These are your first name, last name, username, email address and location (from your internet protocol (IP) address).
- Optional personal data: These are more personal data which you may choose to add to your profile on this site, including a photograph.
- Academic programme data: We store information about your academic programme, including length of course, start and end dates, prior learning credits, target award and University ('Banner') identification number.
- Material submitted by you as part of your studies: This includes essays and other assessed pieces of work. It also includes forum posts, quizzes, and completed feedback forms and surveys. This will always include the time and date of submission.
- Marks and assessment feedback: All of your marks and comments by your tutors will be stored.
- Technical data: When you use our Moodle site the system automatically collects your login data, browser type and version, time zone setting and location, browser plug-in types and versions, operating system and platform and other technology on the devices you use to access this website.
- Usage data: Moodle records information about how you use our website, resources viewed, activities undertaken and materials accessed.
- Communications data includes your preferences in receiving information from us and your communication preferences. If you subscribe to a forum then you will receive updates when others post to that forum, using the communications preferences set in your home Moodle, unless you change them on this site.

We also collect, use and share anonymised aggregated data such as statistical and demographic data. Aggregated data may be derived from your personal data but are not considered personal data in law as these data do not directly or indirectly reveal your identity. For example, we may aggregate your usage data to calculate the percentage of users accessing a specific course or web resource. However, if we combine or connect aggregated data with your personal data so that it can directly or indirectly identify you, we treat the combined data as personal data which will be used in accordance with this privacy policy.

How is your personal data collected?

We use different methods to collect data from you, including:

- personal data provided by you outside of Moodle, for example to your Centre when you began your studies;
- voluntary data you add to the Moodle site by editing your profile;
- data you add as part of your studies by submitting work for assessment or participating in forums or other learning activities;
- marks and comments added by tutors as part of the assessment process;
- technical data about your equipment, browsing actions and patterns, which we collect automatically by using server logs. We also collect details of all your actions within Moodle through the logs built into Moodle.

Purpose and lawful basis for using your personal data

We use your data for the following purposes and with the listed lawful bases:

Purpose / Activity	Type of data	Lawful basis
To provide you with services to support your learning	Required personal data Academic programme data Communications data	Your implicit contract with us to provide you with a programme of study
To enhance your interactions with other students	Required personal data Optional personal data Communications data	Your implicit contract with us to provide you with a programme of study, and in the case of optional personal data, your consent.
To assess your work and provide an academic award	Required personal data Academic programme data Material submitted by you as part of your studies Marks and assessment feedback	Your implicit contract with us to provide you with a programme of study
To administer and protect our business and this website (including troubleshooting, data analysis, testing, system maintenance, support, reporting and hosting of data)	Required personal data Technical data Usage data	Legitimate interests (provision of administration and IT services, network security)
To use data analytics to improve our website	Technical data usage data	Legitimate interests (to monitor and improve this service)

This Moodle site integrates with the Turnitin plagiarism detection service, which we use to help us assess your work. We cannot provide you with a programme of study without using this service. Turnitin's privacy policy is available by clicking [here](#). Please note that their lawful basis for processing information from our institution is your implicit contract with us to provide you with a programme of study.

This Moodle site also provides access to The Common Awards Hub, a central repository of learning resources provided by the Ministry Division of the Archbishops' Council of the Church of England. Its privacy policy is available by clicking [here](#).

Other third parties

This website may include links to third-party websites, plug-ins and applications. Clicking on those links or enabling those connections may allow third parties to collect or share data about you. We do not control these third-party websites and are not responsible for their privacy policies and statements. Please do ensure that you are familiar with any privacy notice or policy of any website you visit.

Data sharing

With Durham University
With Ministry Division
With Turnitin

Data security

We have put in place appropriate security measures to prevent your personal data from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access to your personal data to those employees, agents, contractors and other third parties who have a need to know. They will only process your personal data on our instructions and they are subject to a duty of confidentiality.

We have put in place procedures to deal with any suspected personal data breach and will notify you and any applicable regulator of a breach where we are required to do so.

Data retention

Data is retained in accordance with Ministry Division and Durham University's Privacy Policy protocols.

Your rights over your personal data

- to request a copy of your personal data which we hold;
- to request that we correct any personal data if it is found to be inaccurate or out of date;
- to request that your personal data is erased where it is no longer necessary for us to retain such data;
- where there is a dispute in relation to the accuracy or processing of your personal data, to request a restriction is placed on further processing;
- to object to the processing of your personal data;
- to request a copy of your personal data in a portable format;
- to lodge a complaint with the Information Commissioner's Office. You can contact the ICO on 0303 123 1113 or via email at <https://ico.org.uk/global/contact-us/email/> or by post at:

The Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

APPENDIX C: Statement on the Use of Personal Data relating to Durham Common Awards Students studying through YTEP (Yorkshire Theological Education Partnership)

How and why does the University use personal data?

- The primary purposes for which the University processes information about Common Awards students include:
- Administering study, such as recording of achievements, determination of award and verification of awarded qualifications post-study.
- Monitoring students' academic progress, including requests for concessions or consideration of serious adverse circumstances.
- Where a student chooses to make use of the University's complaints and academic appeals processes, the University will process personal data necessary for the purpose of administering the case.
- Providing facilities, such as the Durham campus card and library service
- Where a student chooses to attend a University event (such as the Common Awards Student Conference or Graduation).
- To invite students to participate in student surveys and, where students choose to participate, to support analysis of student survey responses.

Lawful Basis

Contract – the University will process student data to enable it to meet its commitments to Theological Education Institutions (TEIs) and students (e.g. for the provision of Campus Cards and Library Services).

Public Task - the University is an educational establishment and, in particular, its educational activity is conducted in a public interest (e.g. processing of permanent records of student achievement).

Consent – on specific occasions the University will only process certain data with explicit consent (e.g. Student Survey responses).

What personal data does the University process?

The information processed by the University is provided by TEIs; students do not normally provide personal data directly to the University. Students provide this information at application, enrolment and during their studies at the TEI. Not all the information students provide to their TEI will be passed on to the University. The following information is shared with the University via the TEI:

- Full name
- Date of Birth
- Gender
- Assessment results
- If applicable, details of concessions and accreditation of prior learning requests and serious adverse circumstances

The University processes personal data provided directly from students if they choose to attend a University event (such as the Common Awards Student Conference) or the University's Graduation Ceremony. The following information is collected and processed by the University:

- Full name
- Address
- Contact details

- Participants at these events may be given the opportunity to indicate individual requirements, e.g. those pertaining to diet or mobility. This information will be processed only to ensure that these requirements are taken into account and will not be used or stored beyond that single event.

The University processes personal data provided directly from students if they choose to submit an appeal or participate in a student survey. In such circumstances, the information provided will be determined by the student.

How is personal data stored?

Student data is held in core student administrative systems (the University's student records system, Banner; the University Alumni Relations system, Raisers Edge; CIS systems – duo, DUND and the data warehouse; the Library records system; Common Awards electronic storage systems) with access to each system limited to approved University staff members.

How long personal data is held?

The University keeps personal data for as long as it is needed for the purpose for which it was originally collected. Personal data is kept, deleted or archived in accordance with the University Records Retention Schedule.

Sharing of personal data

The University is required to share personal data with certain other organisations in order to meet statutory requirements or to provide services to students. Sharing will always be undertaken in line with the requirements of data protection law, either through the consent of the individual, or another relevant legal gateway. The personal data that is shared will always be limited precisely to what the other organisation needs to meet its requirements or deliver its services.

The information below outlines the key organisations or individuals with whom the University shares personal data:

- External Examiners for examination, assessment and moderation purposes
- The Office of the Independent Adjudicator to review student complaints

The University is also subject to external review by regulatory bodies (e.g. The Quality Assurance Agency; Office for Students) and thus has a statutory requirement to disclose students' personal data if requested.

The University is required to share some personal data with TEIs. The University is required to generate a unique Banner ID for all Common Awards students. This unique Banner ID will be shared with TEIs and students.

In instances where students have requested consideration of accreditation of prior learning, serious adverse circumstances or concessions, outcomes of the University's consideration of these requests will be shared with the TEI. Where students make use of the University's appeals or complaints processes, appeal or complaints forms will be shared with TEIs as part of those processes.

The University will also share the outcome of the University's Common Awards Board of Examiners with TEIs to share with students.

Common Awards Student Survey

Common Awards students are asked by the University to participate in an annual Common Awards Student Survey (CASS). Students are given details of the location of the online survey tool used by the University. The University may partially pre-populate survey fields with student details in advance of the survey going live. Individual participants cannot be identified in the results that the University provide to the TEI, or in reports produced analysing the results. Students have the opportunity to opt out at any time. Currently, the CASS is hosted via JISC

Online Surveys. For more information please see the Privacy Statement of Jisc Online Surveys. The University also maintains a separate Privacy Notice for the CASS.

Visual Images

Common Awards students can request a Durham University campus card. In order to do so, students are required to provide a digital image of themselves to CIS for reproduction on their University campus card, which will be used for the purpose of identification. The digital image may also be attached to electronic student records that can be viewed by any member of University staff.

The University may commission photography on campus or at specific events, such as award ceremonies, for use in its promotional material. Students may appear on the resulting images, and the resulting images may be published.

Further Information

Any queries about this document should be directed to the Common Awards Team in the first instance (common.awards@durham.ac.uk). Further information about Durham's approach to data protection is detailed in the University's generic Student Privacy Notice (<https://www.dur.ac.uk/ig/dp/privacy/pnstudents/>).

Student Declaration

At the start of training, students will be asked to sign the following:

By signing this form, you are confirming that you are consenting to Leeds School of Ministry holding and processing your personal data for the following purposes (**please tick the boxes where you grant consent**):

I consent to Leeds School of Ministry contacting me by post telephone or email.

- To the holding of my personal data to provide services and support for the purposes of providing a programme of study
- To the holding of my personal data to assess my work and provide academic feedback
- To the holding of my personal data to provide an academic award
- To the holding of my personal data to assess my suitability for Licensed Lay Ministry within the Church of England.
- To the use of my personal data for the purpose of data analysis to improve our service.

Leeds School of Ministry webpages may include links to third-party websites, plug-ins and applications. We do not control these third-party websites and are not responsible for their individual privacy policies and statements. Please be aware that by clicking on these connections it may therefore allow third parties to collect or share data about you. For example, JesusShapedPeople.net

During your time as a student we will often use digital media including photography and video. Such media may be used for a variety of purposes including teaching, newsletters on the website and on social media or with the local or national press.

I consent to:

- My image being used for teaching and display purposes. **Not available publicly beyond the participants of the event.**
- My image being used in publicity materials including our website, Leeds Digital Learning Platform, social media, newsletters, prospectuses local and national press. **Available publicly.**
- To share my contact details in any course contact list to enhance interactions with other students. **Not available publicly beyond the Hub students and staff.**
- To share my contact details within the Hubs of the School of Ministry so they can keep me informed about news, events, activities and services that will be occurring in the Diocese and which are directly relevant.
- To keep me informed about news, events, activities and services of The School of Ministry (*note you can unsubscribe at any time*).

Signed: _____ Dated: _____

You can grant consent to all the purposes; one of the purposes or none of the purposes. Where you do not grant consent we will not be able to use your personal data; (so for example we may not be able to let you know about forthcoming services and events); except in certain limited situations, such as where required to do so by law or to protect members of the public from serious harm.

You can withdraw or change your consent at any time by contacting Leeds School of Ministry at Church House, 17-19 York Place, Leeds LS1 2EX. Please note that all processing of your personal data will cease once you have withdrawn consent, other than where this is required by law or for the purposes of your study programme but this will not affect any personal data that has already been processed prior to this point.

Subject Access Requests (SAR)

Individuals have the right to request a copy of all personal data held. This means providing copies of all electronic and paper documents that contain their details or reference to them.

Personal data also includes footage held on a CCTV system, where the individual is the focus of the footage and/or they are clearly identifiable.

If the SAR request is valid and permissible the data has to be supplied within 30 days of the request being deemed valid. Charging for requests is generally not permitted however, excessive requests can be charged for or refused.

6.2 Student Representatives and the Staff/Student Forum

Student Representation

For Leeds School of Ministry (LSoM), the voice of students is important and valued, contributing to effective delivery and optimal development of formational programmes. Alongside other forms of student feedback, Student representatives (reps) play a key role in ensuring student perspectives, comments and suggestions are conveyed to LSoM staff and given due consideration.

The primary mechanism for this is the *Staff/Student Forum*, a biannual meeting between Student reps and the LSoM Management Committee. This Forum provides an opportunity for dialogue between students and staff on matters relating to student experience which are within the remit of the programme. Forum meetings are informed by the views of the cohort of students represented by each student rep and by the perspectives offered by staff. They provide a space for creative partnership in building and sustaining inclusive learning communities, within the constraints of a university-validated diocesan formational programme linked to the Yorkshire Theological Education Partnership (YTEP). Provision is made in the study day timetable for students to confer with their student rep before and after Forum meetings

Being a Student Representative

Student reps speak on behalf of students and influence LSoM decision-making. They also report back to students about matters raised on their behalf. A good student rep will:

- be able to listen to and represent diverse viewpoints, without bias
- be committed to improving formational programmes
- have a collaborative style
- communicate clearly
- be willing to understand the practical and organisational constraints of a university-validated diocesan formational programme.

Induction is provided for Student Representatives. Their responsibilities include the following:

- Create opportunities for regular consultation with students in their cohort, to gather feedback or concerns related to their training, either in person or online.
- Collate feedback and concerns ahead of bi-annual meetings with the Staff/Student Forum and present it to the Forum.
- Contribute to discussions on topics raised by staff at the Staff/Student Forum
- Report back to students about the discussions around their feedback and concerns, and any decisions taken by the Forum to address these.
- Providing student feedback for the Common Awards Management Committee
- Support students in discerning the nature of their concerns (e.g. pastoral, educational, organisational), gathering appropriate feedback for the Staff/Student Forum and signposting students to alternative ways of raising concerns, when appropriate, such as with: the Formational Mentor or Formational Lead for pastoral issues; the Hub Host for practical issues which are urgent or could be addressed without needing to be raised at the Staff/Student Forum; the Module Tutor for issues concerning session content.
- Alert the Hub Principal to critical student concerns which may need addressing in advance of the next Staff/Student Forum.

Staff/Student Forum

The biannual Staff/Student Forum takes place in January and June, with meetings lasting no more than two hours.

- The conduct of the Forum should reflect the diocesan values of *Loving, Living, Learning*:
- A courteous, constructive and attentive approach to concerns and perspectives of both students and staff (Loving)
- A commitment to the flourishing of students and staff and the ‘whole person’ dimension of formation (Living)
- A willingness to understand the rationale for existing arrangements and an openness to suggestions for potential improvements, considering feedback sympathetically, imaginatively and critically (Learning).

The Forum provides an opportunity for dialogue between Student reps and their cohorts and LSoM staff, on matters relating to student experience which are within the remit of that programme or cohort. This includes: Considering feedback from Student reps on matters they wish to raise with regard to student experience and concerns, leading to action or enlarged perspective, as appropriate, with relevant issues referred where applicable to the LSoM/LLM Advisory Committee and/or the YTEP Student Forum.

Considering matters and responses related to student experience raised outside of the student representation system (student surveys, module feedback processes, external examiner reports etc.), leading to action or enlarged perspective, as appropriate, with relevant issues referred where applicable to the LSoM Advisory Committee and/or the YTEP Student Forum.

Acting as a consultative forum where plans relating to changes and the development of modules and programmes can be developed with student input; and where understanding about the rationale and scope of such changes can be facilitated.

Membership of the Staff/Student Forum is as follows:

- Chair: Senior diocesan staff member with oversight of LSOM
- Elected Student reps (up to one per year group cohort at each Hub)
- The Director of Studies and the Formational Lead
- Hub Hosts and the LSoM Academic Administrator.
- Other Staff members required to discuss specific business, agreed with the Chair in advance.
- Other students from relevant learning communities (e.g. auditors), as appropriate to the discussion, agreed with the chair in advance.

The Chair of the Forum will oversee agreeing and implementing any actions arising from discussions, along with reporting responses to issues and concerns raised. The Student reps will assist with communicating responses to issues and concerns raised.

Review of Terms of Reference

The Terms of Reference for Student Representatives and Staff/Student Forums will be reviewed annually to ensure student representation is functioning effectively. As part of the review, consideration should be given to ensuring feedback arrangements support equality, diversity and inclusivity. The LSoM Advisory Group should be consulted when reviews are undertaken.

6.3 Student Concerns

Raising Student Concerns Policy

Purpose

In order that students have the best possible experience: to enable students to be clear about how, when and to whom to raise issues with, and when and to whom to escalate unresolved issues to enable them to be dealt with swiftly and constructively.

Student feedback, concerns and complaints

The voice of students is important and valued within LSoM, contributing to effective delivery and development of formational programmes. For Leeds School of Ministry (LSOM) students, there are a range of provisions made for expressing views about course experience. Alongside other forms of student feedback, Student representatives (reps) play a key role in ensuring student perspectives, comments and suggestions are conveyed to LSoM staff and

given due consideration. The primary mechanism for this is the biannual Staff/student Forum (see *Student Representatives and the Staff/Student Forum Terms of Reference*).

Student feedback on course content and delivery can also be conveyed anonymously through questionnaires provided for modules and the residential. Alongside this, feedback can also be offered informally to tutors or, where applicable, concerns can be raised through a formal complaints process.

Where possible, LSoM hopes to manage concerns and complaints via routine feedback processes and informal channels, in a way that is sensitive to the needs of each specific case. LSoM will seek to treat any concern, complaints or disclosure from a student/complainant with sensitivity and confidentiality. Students making a complaint are expected to identify themselves, particularly if there is a serious concern that involves student wellbeing, professionalism, or relates to the health and welfare of students.

Raising Student Concerns - Procedure

Stage One: Recognising an Issue

- Issues where immediate attention might be appropriate should be raised with the tutor who is present, particularly if they could be addressed there and then
- Issues relating to course development can be raised with student reps, on course feedback forms and through informal discussion with LSoM staff
- Other issues which do not have an immediate practical solution can be raised with the student rep, who will either incorporate them into his feedback to the Staff/student forum or signpost to the appropriate person.
- Issues of a confidential nature may be raised by email or telephone with your formational mentor, who will either address the concern themselves or advise on next steps.

Stage two: Local escalation

- If the tutor or formational mentor cannot resolve the issue satisfactorily, contact the Hub Host for the relevant Hub (Mirfield or Bingley), who will attempt to bring the matter to a satisfactory conclusion.
- If the Hub Host is unable to remedy the situation, they will escalate it to either the Director of Studies or the Formational Lead (whichever is most appropriate) who will review all of the relevant material and make a decision on the outcome and any actions arising from that decision.

Stage three: Central escalation

- If the Director of Studies or Formational Lead decision does not prove satisfactory to the student(s) raising the issue then they may escalate the issue in writing, as a complaint, to the senior diocesan staff member with oversight of the LSoM.
- All relevant documents should be included in full and marked CONFIDENTIAL. Personal information about other people should not be submitted as part of the complaint unless necessary. If personal information is included it must be accompanied by consent to process the data.
- The complaint should be acknowledged within 5 working days of receipt. If this is not achieved, the complainant should be informed of the reasons why.
- The Director of Studies / Formational Lead decision will be reviewed by the senior diocesan staff member with oversight of the LSoM and a designated member of the LSoM Advisory Group (LSOMAG). This will involve consideration of the materials provided, along with telephone or face-to-face interviews with the student raising the concern. A student may choose to be accompanied when interviewed about the complaint by a friend or adviser.

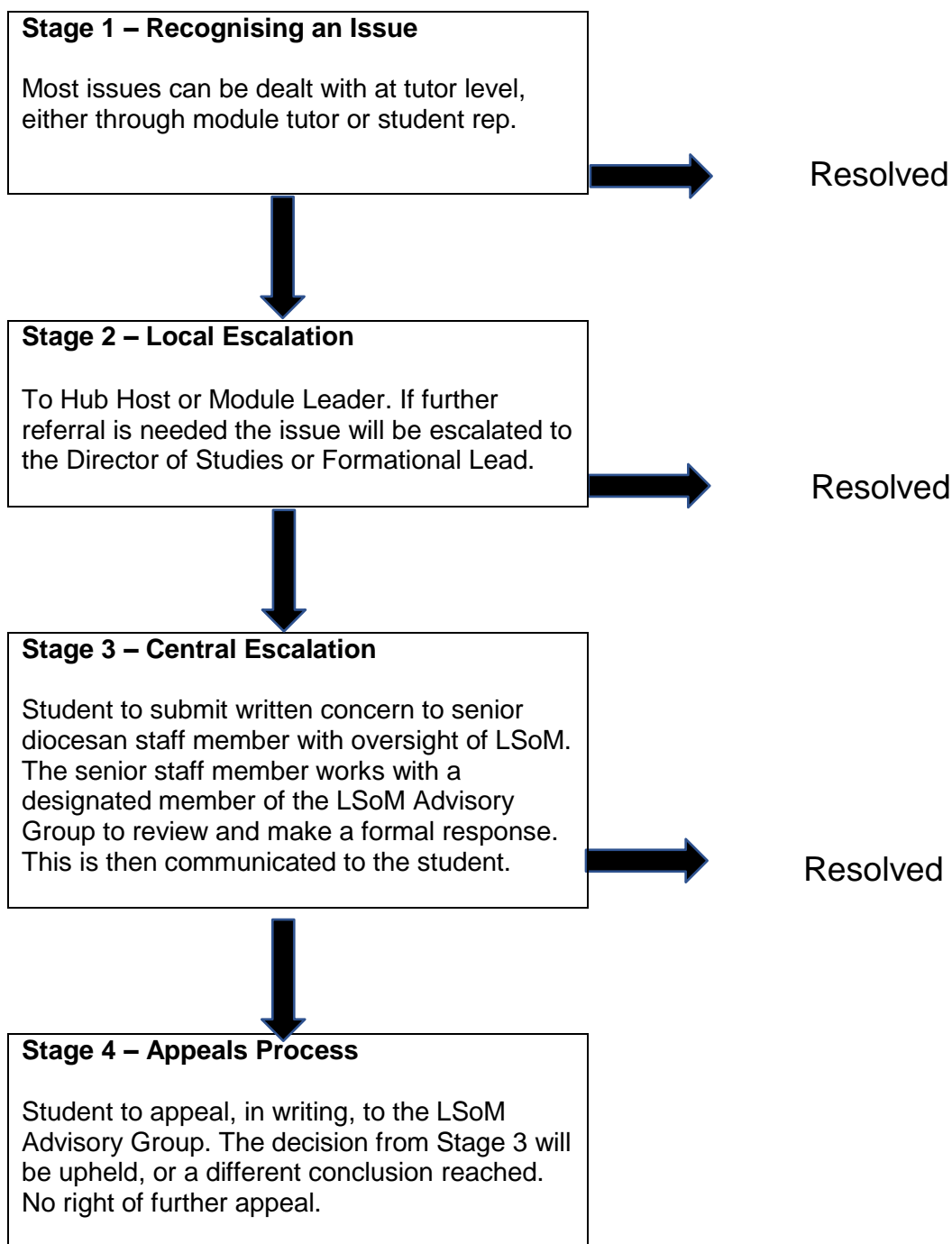
- The complainant will be advised of the expected timescale for responding to the complaint, with updates about any changes to the timescale if applicable.
- After due consideration of the relevant factors and supporting material, the senior member of diocesan staff and the designated member of the LSoMAG will either ratify the Director of Studies / Formational Lead decision, or supersede it if there are reasonable grounds for doing so. This will involve one of the following:
 - Seeking further informal resolution of the complaint (e.g. through mediation or submission of proposals for consideration by the Staff/Student Forum)
 - Upholding the complaint as a whole or in part (with action taken accordingly)
 - Dismissing the complaint if there is no case to answer
 - Dismissing the complaint if it is judged to be trivial, vexatious or malicious (with further action taken if appropriate). These types of complaints can be characterised in a number of ways:
 - Complaints which are obsessive, persistent, harassing, prolific, repetitious
 - Insistence upon pursuing unmeritorious complaints and/or unrealistic outcomes beyond all reason
 - Insistence upon pursuing meritorious complaints in an unreasonable manner
- The student will be informed of the outcome in writing.

Stage four: Appeals process

- If the student(s) have completed stages one, two, three and are still dissatisfied with the outcome, they may appeal against the final decision with Leeds School of Ministry Advisory Group (LSoMAG),
- The LSoMAG will convene a small Appeals Group, excluding the designated member involved in previous deliberations, which will usually include the Warden of Readers. The Appeals Group will review the case on the following grounds:
 - The procedure for handling the complaint was deficient in a way which materially prejudiced the student's case
 - The emergence of new and relevant material that was not available at the time the complaint was first submitted
 - Evidence that the judgement of the senior member of diocesan staff and the designated member of the LSoMAG was unreasonable in the light of the evidence supplied.
- If these conditions are met, the Appeals Group will review existing materials, conduct further investigations if required and adjudicate on the preceding outcome. This will mean either upholding the preceding outcome without qualification; upholding it with further recommendations or replacing it with a fresh conclusion.
- There is no right of appeal to this Appeals Process.

Student Concerns Flowchart

The following flowchart refers to the above textual descriptors



6.4 Student Learning Support Policy

Introduction

The Leeds School of Ministry is committed to encouraging equality, diversity and inclusion, and to eliminating unlawful discrimination. The School of Ministry aims to provide a teaching environment that enables all enrolled students to access the teaching, discussions and resources used in the courses on offer.

Scope

This policy and procedures applies to all staff, tutors, volunteers and students within the department.

Definitions for this policy

- **Equality** is ensuring individuals are not treated differently or less favourably, on the basis of their specific learning disability (for example: dyslexia, autism spectrum disorder, non-autism-related communication difficulties). Equality enables us to create a fairer society where everyone can participate and has the opportunity to fulfil their potential.
- **Diversity** aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all students and tutors. It is about creating a culture and practices that recognise, respect, value and embrace difference for everyone's benefit.
- **Inclusion** refers to an individual's experience within the School of Ministry and in wider society, and the extent to which they feel valued and included.

Equality, Diversity and Inclusion are different things and they need to be progressed together. Equality of opportunity will only exist when we recognise and value difference and work together for inclusion.

Acronyms Used in Policy

- **LSOM** Leeds School of Ministry
- **YTEP** Yorkshire Theological Education Partnership
- **LLM** Licensed Lay Ministry

Principles

The policy's main aims are to:

- Develop an 'inclusivity habit' - **be specific, be transparent, be mindful** – so that all feel welcomed, valued and included.
- Ensure any specific learning disability mentioned in an *Introduction to Theology* or *Licensed Lay Ministry* student application or identified while on a course is recorded internally and on the student's YTEP Moodle profile.
- Put a support plan put in place to enable a student with a specific learning disability to access teaching in a way that accommodates the disability to the best of our ability.
- Cascade support plan information to the relevant staff: Hub Hosts, Formational Mentors, module leaders and course tutors.
- Ensure that we work closely with YTEP and Common Awards (Durham University) in implementing any adjustments, as laid out in the Durham University/Common Awards [Reasonable adjustments](#) document for accredited modules (LLM / independent students).

Procedure

1. Ensure that all staff complete training in an inclusivity habit - be specific, be transparent, be mindful. A training video can be found [here](#)
2. Identify students with specific learning disabilities via their course applications. Be aware that difficulties may only become evident as the course progresses.
3. Formational Lead to discuss and put in place a support plan with the student – based on what the department is realistically able to offer.
4. LSOM administrator to file the plan with student records and distribute it to relevant staff: Hub Host, Formational Mentor, module leaders and course tutors.
5. The support given should be monitored with annual feedback requested from both the student and the relevant course tutors / module leader.
6. Where reasonable adjustments are required, to work closely with YTEP and Common Awards (Durham University) to apply for and implement any adjustments as laid out in the Durham University/Common Awards *Reasonable adjustments* document for accredited modules (LLM / independent students).

Specific Responsibilities

Formational Lead

- Write the Learning Support plan template
- Establish a method of monitoring the policy
- Identify necessary revisions
- Ensure a regular policy review annually or earlier if required
- On receipt of details of any applicant whose application indicates a Specific Learning Disability, together with the Pastoral Report from the interview panel, arrange a one-to-one meeting with the student to agree a support plan using the Support Plan template.
- Where agreed as part of a support plan, arrange support tutors in liaison with the relevant Hub Host.
- Agree with the student when the plan should be reviewed (at least annually). Arrange review date.
- Send agreed plan to the LSOM administrator for filing in the student's records and dissemination to Hub Host, Formational Mentor and Module Leaders.
- On receipt of a request from a Hub Host, apply for and implement any adjustments as laid out in the Durham University/Common Awards *Reasonable adjustments* document for accredited modules

LSOM Administrator

- Send details of any applicant whose application indicates a Specific Learning Disability together with the Pastoral Report from the interview panel to the Formational Lead
- On receipt from the Formational Lead, file the completed learning support plan in the trainee's portfolio and disseminate to the relevant Hub Host and Module Leaders.
- Include copies of any learning support plans when contacting Formational Mentors with their allocated students' information in preparation for a new academic year.
- Ensure a policy review is included on the LSOM agenda during the summer term, so the policy is up-to-date for the forthcoming academic year.

LLM Selection Panel

- Include information on support discussed at interview in the student's individual Pastoral Report.

Hub Host

- Familiarise yourself with any support plans of students on the module.
- Monitor to ensure that support plans in place are being adhered to.
- Where possible specific learning disabilities become apparent during the course of study, liaise with the Formational Lead to arrange a support plan.
- Where necessary, request the Formational Lead to apply for and implement any adjustments as laid out in the Durham University/Common Awards *Reasonable adjustments* document for accredited modules.

Module Leader

- Ensure that you and any module tutors complete training in an inclusivity habit - be specific, be transparent, be mindful. A training video can be found [here](#)
- Familiarise yourself with any support plans of students on the module.
- Inform module tutors and agree how to put support in place.
- Update YTEP Moodle with individual student assignment extensions where relevant.
- Regularly check with the student on the accessibility of the module.

Tutors

- Work using an inclusivity habit – be specific, be transparent, be mindful.
- Plan preparatory work and teaching sessions taking account of any learning support plans in place.

Coordinating Formational Mentor

- Ensure that you and your Formational Mentor Team complete training in an inclusivity habit - be specific, be transparent, be mindful. A training video can be found [here](#)
- Familiarise yourself with any support plans of students in your School of Ministry Hub
- Pass on relevant support plan details to the student's Formational Mentor (if you are not mentoring the student yourself).

Formational Mentors

- Use an inclusivity habit – be specific, be transparent, be mindful when communicating with and mentoring your Formational Group
- Check that students with a Learning Support Plan have fully understood and are successfully accessing the formational elements of the LLM training programme.

Student with Learning Support Needs

- Engage with the Formational Lead, your Hub Host and Module Leaders to plan and review your *Learning Support Plan*
- Take responsibility for contacting your 1:1 Support Person (if your plan includes one) and arranging times to meet.

6.5 Worship

Worship, learning and fellowship are essential to student formation and our life together as a community. On each study day there is Morning Prayer before the first tutorial and Midday Worship before lunch. Mid-day worship is often led by students working in pairs or groups. This worship is an opportunity for students to be creative and try things out in a non-assessed, supportive environment.

Residential / Tutor Groups etc.

Residential and Formational Group meetings are usually 'framed' by prayer and worship. Often the rhythm of daily prayer is used. This may well be led by staff or students.

Some basic teaching on leading worship will take place at the Residential for first year students.

6.7 Health and Safety

The School of Ministry aims to look after your health and safety at our venues and events. There is a written H&S Policy and Procedures.

Covid: If there should be a resurgence of Covid with national guidance on prevention measures, the school of ministry will keep you informed of how it will comply with the guidance. In the past this has included holding study days via zoom, social distancing and hand-hygiene measures at in-person events, and the completion of Covid declaration forms.

Adverse Weather: Snow, wind and heavy rain sometimes cause travel difficulties for students and tutors. In the event of severe weather event warnings that may affect your training, your Hub Host will inform you of any changes to published teaching venues or if teaching is transferred online.

Section 7: Resources

7.1 Formative Assessment Templates

Sermon Assessment	(to be completed by your sermon assessor)
Worship Assessment	(to be completed by your training supervisor)
End of Year Student Assessment	(to be completed by you)
End of Year Incumbent Assessment	(to be completed by your Training Supervisor)

The above templates and forms can be downloaded from the Student Administration page of YTEP Moodle:

Log into YTEP Moodle > Leeds School of Ministry > Essentials > Student Administration > Student Forms

Link to Student Admin Area on Moodle
You need to be logged into YTEP Moodle for this link to work.

7.2 Diocesan Resource Centres (Libraries)

Locations

Bingley Library & Resource Centre

Location: Bradford Episcopal Area Diocesan Office, Trinity Centre, John Escritt Road, Bingley, BD16 2ST

Contact: Carmel Dylak (PA to Bradford Area's Bishop and Archdeacon), 0113 353 0290
carmel.dylak@leeds.anglican.org

Access Arrangements: You can usually access this resource centre when the Diocesan Office is open M-F 9am – 4pm but please contact Carmel in advance with your approximate visit time so she can confirm availability.

Parking: There is parking available at the back of the Trinity Centre if you are driving or it is a short walk (10-15 minutes) from Bingley station. Google Maps shows you the quickest route to walk if you get directions from Bingley Station to the Trinity Centre. Access to the building will be directly from the car park, via the coloured gate, around the side of the building, and in through the sliding doors at the front.

Dewsbury Library & Resource Centre

Location: Dewsbury Minster, Vicarage Road, Dewsbury WF12 8DD. ***The Resource Centre is on the upper floor.***

Contact: The Minster Café: 01924 457057 (10am – 2pm). Rev Simon Cash: 01924 465491 at other times.

Access Arrangements: You may access the Resources Room when the Minster cafe is open 10am – 2pm M-F. Please contact the café or the vicar with your approximate visit time to confirm availability. You will need to sign in and out at the front desk. The Minster is fully accessible to the disabled with a lift and disabled toilet.

Parking: The car park entrance is to the rear, on the Link Road, opposite Wickes. Disabled spaces are available. There is also a 'drop off point' at The Minster's main entrance, off the Vicarage Road section of Dewsbury Ring Road.

Mirfield LSOM Library & Resource Centre

Location: Mirfield Centre, Stocks Bank Road, Mirfield, WF14 0BW

Contact: Mirfield Centre Guest Office: 01924 483346 | guests@mirfield.org.uk Please make it clear that you wish to visit the LSOM Resources room, NOT the college library.

Access Arrangements: M-F 9am – 5pm. On arrival, to comply with fire safety regulations, please sign-in at the guest office, where you will be given an access code and directions to the Resources Room. At the end of your visit please sign out at the guest office.

Parking: There is a plenty of parking. Enter the site via the gates at the top of Stocks Bank Road.

When you visit, please remember

- **Book your visit** via telephone or email
- **Take your Library card** so you can self-scan books and resources using the scanner machine at each venue
- **When returning books/resources**, scan them in and then return them to the where you originally found them. Thank you.

Library Cards



You will be issued with a library card. Please keep it safe – there is a £10 fee for replacement cards.

Use your card to borrow books using the self-service kiosks at the Resource Centres.

If you lose or damage your card and need a replacement, please contact the LSOM administrator.

Self-Service Kiosks and How to Use Them

Each Library has a self-service kiosk.

TO BORROW RESOURCES

1. Select the books / resources you wish to borrow
2. Touch the **Borrow** button on the touchscreen. *(You may need to touch a blank screen first to wake it up before the borrow/return buttons appear)*
3. Hold your library card, with the barcode facing upwards, underneath and slightly behind the bottom edge of the screen until you hear a beep sound
4. Place your books onto the kiosk baseplate
5. Your books should all appear listed on the screen with a green text background
6. Take your books / resources



Possible problems

- The kiosk is not working e.g. it requires a password / it will not wake-up / it has rows of programming text on the screen / etc.
- Your card is not recognised by the kiosk. To borrow all your books, please enter them in the book-borrowing folder / book located near the kiosk.
- One of the books listed has a red or orange background. To borrow this book, please enter it in the book-borrowing folder / book located near the kiosk.

If you have a problem, please report it to shuna.hartley@leeds.anglican.org AND anne.payne@leeds.anglican.org and we will try to sort it out.

TO RETURN RESOURCES

1. Touch the **Return** button on the touchscreen
2. Place your books onto the kiosk base plate
3. Your books should all appear listed on the screen with a green text background
4. Return books to the same shelf and subject area that you found them*

If you had to use the book-borrowing folder or book, please indicate that the book(s) has/have been returned, then return books to the same shelf and subject area that you found them*.



*There is no library fairy to put away your books

7.3 HARVARD Referencing Scheme

You will find information about the Harvard Referencing Scheme, along with the link to a site that will help you write Harvard citations correctly, in the Student Administration area on Moodle.

Link to Student Admin Area on Moodle
You need to be logged into YTEP Moodle for this link to work.

7.4 Referencing Biblical Texts

You should refer to biblical texts by chapter and verse. The correct form is to put a colon between chapter number and verse number, e.g. John 3:16; Acts 4:11-14.

Write the name of the biblical book in full when you are referring to (i) the book itself or (ii) to one or more entire chapters, or (iii) at the beginning of a sentence. Here is an example of each of those instances: (i) “...is a key theme of the book of Genesis”, (ii) “as narrated in 1 Samuel 16-18”, or (iii) “Romans 1:17 is a much-disputed verse....”

When you are referring to a verse or several verses you should abbreviate the biblical book name. A list of abbreviations to be used appears below.

Do not use the abbreviation f. or ff. to refer to verses, e.g. Gen. 11:1ff. Instead, give the specific verses that are relevant: Gen. 1:1-3. This avoids any potential confusion by giving exact information.

Within a sentence, you can refer to a text in two ways:

- (i) *Jacob’s status as a scoundrel is shown in Gen. 32:7-8.*
- (ii) Or you can put the citation in brackets, with any punctuation after the citation: *Jacob was clearly a scoundrel (Gen. 32:7-8).*

When you quote a text verbatim (i.e. exactly, word-for-word), put the reference in brackets after the closing quotation mark. Thus: “prepare to meet your God, O Israel” (Amos 4:12).

The following is a list of standard abbreviations of biblical book names. Note that if the last letter of the abbreviation is the same as the last letter of the book name there is no full-stop, e.g. Ruth and 1 Kgs.

Old Testament			New Testament	
Gen.	2 Chron.	Dan.	Mt.	1 Tim.
Exod.	Ezra	Hos.	Mk	2 Tim.
Lev.	Neh.	Joel	Lk.	Titus
Num.	Est.	Amos	Jn	Philemon
Deut.	Job	Obad.	Acts	Heb
Josh.	Ps. (pl. Pss.)	Jon.	Rom.	Jas
Judg.	Prov.	Mic.	1 Cor.	1 Pet
Ruth	Eccl. (or Qoh.)	Nah.	2 Cor.	2 Pet
1 Sam.	Song (or Cant.)	Hab.	Gal.	1 Jn
2 Sam.	Isa.	Zeph.	Eph.	2 Jn
1 Kgs	Jer.	Hag.	Phil.	3 Jn
2 Kgs	Lam.	Zech.	Col.	Jude
1 Chron.	Ezek.	Mal.	1 Thess.	Rev
			2 Thess.	

7.5 Church of England Ministry: LLM Discernment Framework

The Formation Criteria are organised under six headings (*see grid on next page*):

- A. Love for God
- B. Call to Ministry
- C. Love for People
- D. Wisdom
- E. Fruitfulness
- F. Potential

These criteria are used by:

- the selection panel, when candidates first apply for training
- senior diocesan staff when deciding if trainees should be commissioned after IME1
- senior diocesan staff when deciding if commissioned LLMs should be licensed after IME2

IME1 = two years of academic and formational training based at one of the Leeds School of Ministry teaching hubs.

IME2 = a commissioned LLM year based at the trainee's home church. It includes some additional training opportunities such as Preaching Masterclasses.

(IME =Initial Ministerial Education)

LLM Discernment Framework – Top Level Grid

Reader / LLM	Christ	Church	World	Self
Love for God <i>The candidate...</i>	Is reliant on God, and lives out an infectious, life-transforming, everyday- focussed faith	Is rooted in Scripture, the worship of the Church and the living traditions of faith	Whole heartedly, generously and attractively engages with God’s world	Is prayerful and studies the Bible
Call to Ministry <i>The candidate...</i>	Responds to the call of Christ to be a disciple	Understands and is excited by the nature of Reader / LLM (Reader) ministry	Is committed to public ministry rooted in God’s world	Has a sense of call to lay ministry
Love for People <i>The candidate...</i>	Welcomes Christ in others and follows Jesus’ example in listening, valuing and respecting others	Builds healthy relationships which are enabling of others in ministry	Seeks to serve their community and enables others to join in mission	Has empathy and is self-aware
Wisdom <i>The candidate...</i>	Is open to life-long learning, reflection and growth	Can work collaboratively and embrace difference	Can connect gathered worship with being sent out into the world	Is a person of integrity and emotional stability, open to feedback
Fruitfulness <i>The candidate...</i>	Shares God’s story in a way that encourages others to follow Jesus’ call in their lives	Can share the faith imaginatively, relevantly and well	Shares God’s love for the world in mission	Recognises their strengths and weaknesses, and resources themselves with good self-care
Potential <i>The candidate has potential to...</i>	Grow in faith and to be open to navigating the future in the company of Christ	Lead collaboratively as part of a local team within the wider church context	See where God is working in the world and spot opportunities to respond	Be adaptable, imaginative and creative

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7.6 Reading Processing Grid

If you're struggling to make sense of your reading but you want to use it in an assignment, it might help to fill in the following boxes:

Name of author	What points are they making?	Do I agree with their points? Why?	How does this relate to the assignment question?	What part of the assignment will I mention this author in?

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