



Sarum
College

Sarum Centre for

Formation in Ministry

Nourishing Christian Wisdom in a Digital Age

Programmes Handbook 2016-17

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1. Introduction to Sarum Centre for Formation in Ministry

1.1. Principal's Introduction, by The Revd Canon Dr James Woodward

I wonder what kind of Handbook or Instructions Manual person you might be? I myself prefer to open the box and take out the product and explore how it works without any immediate reference to the instructions! I often only turn to the manufacturer's guidance if something decides to test my patience by not working in the way that I had expected. I know other people who would carefully read all of the instructions and then proceed to follow them step-by-step.

This handbook is written for you in order to set out the framework within which we shall together embark upon your formation in ministry. It aims to set our particular work at Sarum College within the context of the regional training partnership, Durham University which is our validation body, and Sarum College.

Specifically it sets out the framework within which we shall set about your formation in ministry. You can read about our vision and aims and the various elements that will make up the adventure in learning which you are about to embark upon. It is the place where we have gathered together the whole number of practical advice about support, your living in the College at weekends, assessment, online learning and a number of policies which we all need to adhere to. It is the product of a great deal of work on the part of the course staff within the ministry team.

I encourage you to keep this handbook close to hand and to read through it so you have a sense of the overall shape of our life and work together.

The College is committed to supporting you as the shape of the course and its expectations are explored. You will bring into this place your own uniqueness and experience and together I pray that the variety of our history and Christian witness will be a source of ongoing growth and delight.

The handbook is a part of this journey. Your fellow students are another dimension of the community. You also need to know that the team are here to support, encourage and enable your learning and growth. We will endeavour to give you our best possible support.

1.2. Our Heritage

Salisbury was an important centre for theological training, beginning with St Osmund and the completion of the first cathedral at Old Sarum in 1092. A new cathedral was built in the 1220s, and a medieval school of theology was established on the site of 19 The Close. People speak of an immediate sense of change as they come through the High Street gate, from the bustling medieval shopping centre to an altogether different kind of space. For more than 750 years, day after day, bread is broken, psalms are sung, prayers are said, and just possibly tourists become pilgrims. What does it mean that people from all walks of life have prayed morning and evening in the College's small Victorian chapel? What might the effect be that students have sat in the library, still do, and grapple with ideas beyond their understanding? Can the walls absorb something of the loss of belief and recovery of faith and the endless sense of sacrifice and calling?

1.3. Our Values

Sarum trains people for Christian ministry in a world undergoing rapid and profound changes. Fully engaged in contemporary culture, the community is outward-looking, creative, flexible, caring, imaginative and diverse. Our community life is centred around worship and rooted deeply in scripture. Our responsive training is adventurous and Spirit-led, nourishing the whole human being by:

- educating confident, constructive people who are able to think about faith, the Bible, the church and mission, both in theory and in practice;
- training for informed reflective ministry, marked by wisdom, commitment and a capacity for collaboration;
- forming ministers who participate responsibly in the mission of God by integrating their learning within the particularities and complexities of local communities, as well as the wider church and world.

We are a diverse learning community:

- Open and outward looking
- Rooted in Scripture
- Rigorous in our theology
- Reflective in our practice
- Collaborative in all forms of leadership
- Committed to mission in local context
- And always being transformed through relationships

What Sarum offers is distinctive in a number of ways:

- **Discerning**
We understand that each individual brings valuable skills and experience and seek to build on these.
- **Focussed**
Through our work with individuals, our online learning as well as residential experiences, we shape a theologically versatile and articulate group of ministers.
- **Practical**
We ensure a firm, hands-on theological education which forms ministers who are equipped for the everyday work of ministry.
- **Imaginative**
We enable creative and resourceful ministers who can use the abundant resources of Christian tradition to enrich our lives together and the parishes we serve.

Sarum is a pastoral community where we value opportunities to form relationships.

1.4. Our Aims

The Sarum Centre for Formation in Ministry **undergraduate programmes** aim to provide professional training that meets the criteria of our sponsoring churches and helps prepare students for public ministry by:

- educating students about the resources of theological study and reflection, and encouraging them to engage critically with these resources in their ministerial practice;
- equipping students to become skilled and reflective practitioners, whose professional conduct is marked by wisdom, empathy and compassion and exemplified in a capacity for collaboration and a commitment to the growth and wellbeing of others;
- extending students' experiences of the Christian faith, providing opportunities for them to encounter other traditions and faiths, and to work in unfamiliar contexts;
- developing students' understanding of the importance of context in theological reflection, so that they can serve as ministers who can hold the particularities of the situations in which they are placed alongside an appreciation of the resources of Christian faith;
- enhancing student's skills as pastors, preachers and worship-leaders, and nurturing their own prayer lives and spiritual formation;
- establishing habits of lifelong learning, and provide opportunities and resources for ongoing theological reflection in diverse ministerial contexts.

The Sarum Centre for Formation in Ministry **graduate programmes** also aim to provide professional training that meets the criteria of our sponsoring churches and helps prepare sponsored students for public ministry by:

- educating students to a high level about the resources of theological study and reflection, and encouraging them to engage critically with these resources in their ministerial practice;
- equipping students to become skilled, reflective and critical practitioners, whose professional conduct is marked by wisdom, empathy and compassion and exemplified in a capacity for collaboration and a commitment to the growth and wellbeing of others;
- extending students' experiences of the Christian faith, providing opportunities for them to encounter other traditions and faiths, to work in unfamiliar contexts, and to reflect critically and creatively on these experiences;
- enabling students to understand and critique the importance of context in theological reflection, and serve as ministers who can hold the particularities of the situations in which they are faced alongside an appreciation of the resources of Christian faith;
- developing students' skills, and critical reflection, as pastors, preachers and worship-leaders, and nurturing their own prayer lives and spiritualities;
- establishing habits of lifelong learning, and provide opportunities and resources for ongoing theological reflection in diverse ministerial contexts.

A Note for MA students

While our MA programme substantially shares the same primary aims and learning outcomes as the HE-Dip & BA, it is designed to provide scope for more creative, flexible and self-directed study for people with significant prior theological education and experience.

The MA is best suited to three categories of students:

- those who have been selected for ordained or nationally accredited lay ministry who are taking this course as part of their initial ministerial training;
- those already in ordained or licensed lay ministry, taking this course as part of their continuing ministerial education;
- those taking the MA for educational reasons only, e.g. to work as lay theological educators.

The first category is referred to in this handbook as 'initial ministerial education'. The whole programme of education, training and formation described in this Handbook relates to these students. MA students in the other two categories do not take part in the residential training events apart from Saturday half-day seminars, nor do they participate in formational work with training ministers.

2. The Team

2.1. Core Ministry Team

The Revd Canon Dr James Woodward is Principal of Sarum College and Coordinator for the Centre for Human Flourishing.

☎ 01722 424801; E jww@sarum.ac.uk

The Revd Paul Burden is Director of Contextual Learning and Programme Leader for level 4 and 5. He has a keen interest in the craft of preaching and is on the National Executive of the College of Preachers

☎ 01722 424824; E pburden@sarum.ac.uk

Dr Elizabeth Dodd is Director of Online Learning and Programme Leader for level 7. She teaches in the areas of doctrine, spirituality, church history and literature and theology.

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The Revd Dr Anne Claar Thomasson-Rosingh is Director of Studies and Programme Leader for level 6. Her passion is in bringing the ancient biblical text alive to challenge and encourage any audience. She is currently researching the four women in Matthew's genealogy of Jesus.

☎ 01722 424814; E acthomasson-rosingh@sarum.ac.uk

The Revd Canon Ann Philp is Safeguarding Officer and Pastoral Tutor

☎ 01722 424 815; E acphilp@sarum.ac.uk

2.2. Associate Staff

Dr Colin Greene is Coordinator for the Centre for Theology, Imagination and Culture

☎ 01722 424818; E cgreene@sarum.ac.uk

Dr Barnabas Palfrey is Lecturer in Spirituality and Acting Coordinator for the Centre for Contemporary Spirituality

☎ 01722 424807; E bpalfrey@sarum.ac.uk

The Revd Canon Dr James Steven is Academic Dean and Coordinator for the Centre for Liturgy and Worship

☎ 01722 424838; E jsteven@sarum.ac.uk

Ms Sonia Woolley is Tutor in Voice and Presentation Skills

☎ 01722 333485; E sonia.woolley@virgin.net

2.3. Administrative Staff

Mrs Annette Young is the Academic Administrator with responsibility for the day-to-day administration of the Sarum Centre for Formation in Ministry. She works Tuesday, Wednesday, Thursday and Fridays.

☎ 01722 424820; E ayoung@sarum.ac.uk

2.4. SCRTP

Sarum Centre for Formation in Ministry offers the award as part of a consortium of organisations in the South Central Regional Training Partnership (SCRTP) – we work together with the Dioceses of Guildford, Salisbury, Winchester and Oxford. Key contacts for the South Central RTP:

The Revd Canon Dr Hazel Whitehead is Director of Discipleship, Vocation and Ministry for the Diocese of Guildford and co-chair of the RTP:

E: hazel.whitehead@cofeguildford.co.uk

The Revd Dr Pippa Ross-McCabe is Academic Registrar for the RTP:

E: Pippa.Ross-McCabe@cofeguildford.org.uk

3. Sarum Centre for Formation in Ministry: Learning and Teaching

3.1. Sarum Ministry Programme Structure

3.1.1. Academic Qualifications offered by Sarum Centre for Formation in Ministry

Seven types of awards, validated by Durham University, are available to students:

1. HE Certificate in Theology, Ministry and Mission (Cert HE)
2. Higher Education Diploma in Theology, Ministry and Mission (HE Diploma)
3. Bachelor of Arts (Honours)¹ in Theology, Ministry and Mission (BA)
4. Graduate Diploma in Theology, Ministry and Mission (G Dip)
5. Postgraduate Certificate in Theology, Ministry and Mission (PG Cert)
6. Postgraduate Diploma in Theology, Ministry and Mission (PG Dip)
7. Master of Arts in Theology, Ministry and Mission (MA)

On entry, if you are studying for one of these awards as part of your initial ministerial training, you will usually register for the award corresponding to the time for which your church authority has sent you to Sarum Centre for Formation in Ministry, after account has been taken of any APL claims (please see the SCRTP APL policy: <http://scrtp.commonawards.org/mod/folder/view.php?id=179> and the Durham Core Regulations of APL:

<https://www.dur.ac.uk/resources/university.calendar/volumeii/2016.2017/coreregscaug.pdf>)

The usual mode of study with Sarum Centre for Formation in Ministry is part time, but full time pathways and practice based pathways (part time study combined with part time ministry/mission in local context) are also available in some circumstances. Please contact the programme leader if you are interested.

Both the undergraduate and postgraduate programmes are designed to offer you an integrated approach to your study and reflective practice of Christian ministry and mission.

3.1.2. Distinctive Pathways in Sarum Centre for Formation in Ministry

During their time in Sarum Centre for Formation in Ministry, a number of students work towards a particular focus for ministry, including:

Pioneer Ministry (for Fresh Expressions of Church)
Rural Ministry
Spiritual Direction

The programmes undertaken by such students are largely the same, with slight adaptations to suit the particular focus of their future ministry.

3.1.3. Undergraduate Programmes: HE Certificate/HE Diploma/BA

Sarum Centre for Formation in Ministry modules operate through **blended learning**. Our undergraduate programmes have three key components:

- **distance learning modules**, which include reading, activities, multimedia and private reflection. These are studied by students with the guidance of skype tutorials which are generally hosted by the module convenor;
- **residential training** and teaching periods that introduce or develop topics covered in the modules or that cover other essential elements of the ministerial training aspects of the programme that are best studied in a larger group meeting residentially;
- periods of **reflective practice** in the workplace and in local churches (the 'workplace' depends upon the type of ministry for which students are training: it is the local training church for most students, but, for those who are called to ministry in secular employment, the workplace can be a school, place of business or other context in which they exercise their function as minister-in-training). These periods of reflective practice are structured into and by the module material and supported by local Training Ministers/Mentors².

The **HE Diploma** in Theology, Ministry and Mission is awarded when students accrue 240 credits, with a minimum of 90 credits at Level 5. This is usually achieved over a period of three years in part-time blended learning study, with each learning level (4 and 5) lasting 18 months, but can also be studied in two years full-time. Four modules are completed consecutively per year (modules last for 10 weeks, including time to complete assignments), six modules in the case of full time.

² Independent lay students have 'mentors'; students selected for ordination training have 'Training Ministers'

There is a degree of flexibility in this programme, and we can often cater for bespoke pathways. It is possible to qualify for the subsidiary award of **HE Certificate** after eighteen months of part time study (after accruing 120 HE credits at Level 4).

Advanced entry students who complete the HE Diploma at the end of their second year will normally proceed to the BA (Hons) in their third year of initial ministerial training at Level 6. They will remain with their year group, continuing to study at the same pace and with the same structure of distance-learning, residential training and reflection on practice. They do have to complete the dissertation on top. To do this they may study the dissertation module concurrently with their final two modules (which makes the third year of study almost full-time), or in a fourth year of study.

Students who complete the HE Diploma during their initial stage of Sarum Centre for Formation in Ministry training may apply to upgrade to the BA (Hons) programme, which they would achieve through successfully completing an additional 120 credits at Level 6.

Students who have another HE Diploma level qualification in theology or who wish for greater flexibility in their post-qualification study may apply to enrol on the **Graduate Diploma**, which they would achieve through successfully completing 120 credits at Level 6.

3.1.4. Postgraduate Programmes: PG Cert/PG Dip/MA

The **MA** is similar in design, scope and content to our current undergraduate programmes, meeting all the educational requirements of initial ministerial education, and therefore appropriate as ministerial training for suitably qualified students. It is also studied by lay-people who wish to develop their knowledge of Christian ministry and mission, or people already in ordained ministry who wish to undertake continuing ministerial education. The MA programme offers specialist training for people with ministerial experience who are teaching or who wish to teach courses which integrate theology and practice. By developing and complementing our BA, it also meets the continuing educational needs of our own graduates who wish to proceed to study for a higher degree.

The MA is awarded when students accrue 180 credits at Level 7. This is achieved over a period of two or three years in part-time blended learning study, with each phase of the degree lasting 12 months. Each module is completed over 10 weeks. For part time initial ministerial education the normal duration is three years. However, in some cases this can be reduced to two years, with the dissertation element running concurrently with the second cycle of taught modules. For students who are not in initial ministerial training, the minimum part-time study period is two years.

The programme is designed to draw on the Sarum Ministry team's extensive experience of offering education via a blended model of online learning, tutorial support and centre-based training. Each of these components has been adapted to ensure that the programme meets the generic requirements of MA study, namely: to encourage debate, critical reflection and effective communication of ideas; to allow for a high degree of self-directed and autonomous research tailored to the individual student's interests, abilities and professional needs; and to nurture skills of reflection, analysis and application to Christian ministry and mission. Accordingly, the level 7 distance learning materials are more self-directed than the undergraduate modules. There are also video conference tutorials and moderated on-line discussions that enable students to continue and deepen discussion with one another and the module convenor between seminars.

Each module of the programme is therefore delivered by: (1) purpose-developed level 7 online learning materials; (2) e-moderation of a dedicated online discussion forum, supplemented by regular video conference contact; (3) six seminars, offered at Sarum College, usually on a Saturday morning or afternoon.

For the Placement module, students also receive structured guidance and support from their assigned supervisor. For the Dissertation module students have periodic, scheduled one-to-one consultations with their assigned supervisor. These are supplemented by email or telephone contact, where necessary. Mutual peer-group support and sharing of resources is an important part of the course.

The MA modules incorporate learning tasks which cover the formational requirements for ministerial training. Ministerial students also satisfy these requirements by supplementing their MA studies with formational work completed alongside their year group cohort. They audit 2 or 3 undergraduate modules per year alongside their cohort, and attend at least six residential weekends and one week-long residential school each year. In addition, the Placement Module (Reflective Practice in Context Long) at the end of the second year of training offers an extended period of integrated practical and professional experiential learning.

It is possible to apply for the shorter award of **Postgraduate Certificate** (60 credits at Level 7) or **Postgraduate Diploma** (120 credits at Level 7) after one or two years of part-time study respectively. Sarum College offers a bespoke pathway through the Postgraduate Certificate programme, for students studying for the **Sarum Certificate in Spiritual Direction** who wish to exit with an accredited award. On successful completion of the programme, these students will be awarded with a Postgraduate Certificate in Theology, Ministry and Mission. Unlike the rest of our modules which rely heavily on online materials, these modules are offered through a classroom-based model through five 2-day residential per year.

3.2. Programme Levels

3.2.1. Undergraduate Programmes

Level 4

Level 4 aims to map the field of Christian ministry and mission and to provide you with a fundamental grounding in its disciplines. There is also some exposure to primary theological and historical texts and the expectation that you will begin to learn to use a range of specialised theological, historical and analytical skills.

You are expected to be learning to use these skills to evaluate information, develop investigative strategies and formulate solutions to a variety of unpredictable problems within the area of Christian ministry and mission. Although you are based in a local church, you are expected to recognise that you are preparing to minister beyond the context of your local church and that you will need to take responsibility for the nature and quality of your ministry in a variety of well-defined contexts.

Level 5

Work on modules at Level 5 is designed to enable you to analyse abstract concepts, generate ideas, and use theological and analytical skills more competently. At this level, you are expected to be taking more

responsibility for your learning, value commitments, professional competence and conduct. For this reason you normally do your Placement at this level. It provides you with a shift of context, focus and theological method. In addition to developing your professional skills it enables you to continue to develop your ability to analyse and evaluate information, prepare responses to well-defined problems and exercise significant judgement across a broad range of functions.

Level 6

At Level 6, you are expected to be learning to accept and exercise increased responsibility for your own learning and professional conduct. You are expected to have developed much greater clarity about your values. In Christian ministry and mission this is reflected in more collaborative professional practice and the exercise of greater accountability for setting and achieving personal and group learning outcomes. These factors are of practical importance as many of the students working at Level 6 are already ordained and following these modules as part of their continuing ministerial education (or denominational equivalent).

Many of the modules at this Level are designed to give you the opportunity to build on what you already know and hone the specialised skills you have developed. You are expected to consolidate and extend your knowledge and abilities, and develop your capacities to review and evaluate new concepts and evidence from a range of sources, even in those modules which do necessarily introduce new content as well.

3.2.2. MA Programme

Level 7

All the modules of the MA are designed to be studied at Level 7. When working at this level you are expected to:

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance your knowledge and understanding and to develop new skills to a high level;
- deal with complex issues both systematically and creatively and make sound judgements in the absence of complete data;
- communicate your conclusions clearly to specialist and non-specialist audiences;
- exercise initiative and personal responsibility;
- make decisions in complex and unpredictable contexts;
- display such learning ability as is needed to undertake appropriate further professional training;
- work collaboratively with others and critically reflect on group processes;
- communicate clearly and effectively, using a variety of media, including written text;
- identify issues for and methods of effective preaching and teaching;
- make intelligent and appropriate use of library resources;
- make intelligent and appropriate use of IT resources;
- demonstrate independence of thought and critical self-awareness about your own beliefs, commitments and prejudices;
- articulate accurately, reflect on and courteously engage with the ideas and arguments of others.

3.3. Provision for APL (Accredited Prior Learning)

As mature students, with, in some cases, significant levels of knowledge and skill derived from previous study, life experience, and participation in church life, Sarum College students will sometimes have grounds for being awarded APL credit, giving them credit for some Level 4 modules, allowing them to be admitted directly to Level 5 or 6, or giving them credit for some Level 7 modules. All provision for APL by Sarum Centre for Formation in Ministry abides by the policy of the South Central RTP validated by Durham University, while at the same ensuring that all the educational, training or formational requirements of the participating churches are addressed.

Provision for APL for the **undergraduate programmes** usually falls in the following categories:

First, candidates with recent prior theological learning at Level 4 that matches the learning outcomes of the modules offered. "Recent" normally means completed within the last five years. Such candidates will normally be granted 80 credits at Level 4, enabling them to proceed directly to the year two modules. APL credits must not exceed 1/3 of the total credits for the exit award (HE Dip or BA).

Even students who fulfil this requirement may still choose, or be advised to consider commencing their studies at Level 4. There are two reasons for this. The Sarum Centre for Formation in Ministry programme is more thoroughly missiological and contextual than some traditional theological curricula, and the modules are integrated developmentally through Level 4. That is, they are designed to build the student's education, training and formation over the first phase in such a way that a sound foundation is provided for further education, training and formation through the higher level modules and residential training periods.

Second, candidates with recent prior theological learning at Levels 4 & 5 that matches the learning outcomes of the modules offered. "Recent" normally means completed within the last five years. Such candidates should be entitled to credit enabling them to proceed immediately with the study of Level 6 modules (i.e. the Graduate Diploma).

If you apply for the **MA** with recent (the last 5 years) Level 7 credits gained through postgraduate theological study at another institution, or you can provide evidence of prior non-accredited or experiential learning which covers the learning outcomes of particular modules, you may apply for APL credit for these modules, up to a maximum of 1/3 of the total number of credits for the programme.

Because of the integrated nature of the programme such APL will only be awarded after the Programme Leader is satisfied that you are adequately equipped to complete the remaining modules successfully. For this reason, there should be substantial correspondence between the modules for which you are requesting credit and your prior learning. Where accredited learning is being presented for credit, full details of these must be supplied together with an academic transcript.

3.3.1. Procedures for claiming APL

If you wish to be considered for APL, you will need to inform the Sarum Centre for Formation in Ministry APL Officer (Anne Claar Thomasson-Rosingh) either before or when you make a prospective student visit. If you have not already done so, you will be asked to complete the Sarum Centre for Formation in Ministry APL Assessment Form (available from the Sarum Centre for Formation in Ministry office) by a specified date

which allows sufficient time for the proper assessment of the claim. The statement of APL will need to be supported by full syllabi for the work described, degree certificates and a transcript for any completed parts of a degree programme.

Where there is a claim for APEL (accredited prior experiential learning), the APL Officer may specify additional means of assessment appropriate to the candidate in question, such as submission of a portfolio, submission of special assignments, or an interview with a member of the Sarum Centre for Formation in Ministry core academic staff in accordance with the policy of the South Central RTP and of Durham University. If necessary, the APL Officer will request you to provide additional evidence.

3.3.2. Procedure for Evaluating Claims

The APL officer will make a preliminary assessment of the claim, with the support of the Sarum Centre for Formation in Ministry Admissions Committee. The APL evidence will then be reviewed and verified by the APL sub-committee of the Board of Examiners of the South Central RTP, who may then approve the claim in part or in full, reject the claim, request further information or refer the claim to the Durham University Management Board. All decisions will be made according to the APL policy of the South Central RTP, and will take the factors below into account.

Is the evidence:

- Current – from within five years of the start date of the student’s joining the programme (in the case of APCL (accredited prior certified learning) this may include learning from any programme which the student exited no more than five years three months prior to the start date of their joining the programme), and
- Relevant – appropriately matched to the learning claimed, and
- Sufficient – to demonstrate the achievement of the learning claimed, and
- Authentic – clearly related to the student’s own efforts and achievements. Evidence may include material generated by a group of which the student was part, but the student’s own contribution to this must be clearly identified.

If your claim has been rejected, this decision will be communicated to you in writing, accompanied by a reasoned statement as to why the application has been rejected.

Criteria for awarding APL

In order to be awarded exemption on the basis of APL you will have to demonstrate to the satisfaction of the APL Committee that you have substantially satisfied the specific learning outcomes of the level of study for which you are claiming exemption. Exemption will not normally be given for study or experiential learning completed more than five years ago.

Extent of APL award

At each Level there are certain elements (such as the Residential Schools) which are not eligible for exemption, and which must be taken by all initial ministerial education students. The Residential Schools are part of the Church Validation requirements; no exemption is granted from any of them. (The Residential School and the Integrative Learning for Collaborative Practice module, are also compulsory for independent undergraduate students who require the academic credits to qualify for their award.)

Right of appeal

You have the right of appeal to the APL Subcommittee on grounds of procedural irregularity. You also have the right to resubmit your APL evidence, providing that additional relevant evidence is adduced and that it is made available in time for consideration by the Sarum Centre for Formation in Ministry Admissions Subcommittee before the next meeting of the APL Subcommittee of the South Central RTP.

Final authority

Final adjudication lies with the APL Subcommittee of the South Central RTP and the Durham University Management Board.

3.4. Module lists

3.4.1. Undergraduate Module Lists

All Sarum Centre for Formation in Ministry undergraduate programmes are available in full-time (120 credits per year) and part-time (40 or 80 credits per year) modes of study.

Students may negotiate their choice of modules with the programme leader, in light of the ministry for which they are preparing or in which they are engaged, and module availability. However, the normal expectations for studying with Sarum Centre for Formation in Ministry are listed as follows:

Certificate of Higher Education in Theology, Ministry and Mission (Level 4, 120 credits)

This programme covers the first 18 months (part time) or one year (full time) of the HE Diploma Programme

Module Name ³	Number of Credits
Preparing to Learn: Scripture, Prayer and Theology	10
Human Identity, Theology, Vocation and Professional Practice	20
Introduction to Christian Doctrine and History	20
Integrative Learning for Collaborative Practice	10
Using the Bible Today	20
<i>End of year 1 (part time). Part time APL students start at this point.</i>	
Mission and Evangelism	20
Growing Together in Christ: Worship and Spirituality	20
<i>End of 18 months (part time) / year 1 (full time)</i>	

³ Please see “modules and learning outcomes” for a description of the modules.

Students on unconventional pathways may also discuss with the programme leader taking any of the following modules:

Independent Learning Project (long)	20
Independent Learning Project (short)	10
Level 4 modules up to the value of 20 credits from any other TEI offering Common Awards	Up to 20

HE Diploma (Level 5, 120 credits)

Full time students with APL begin the Sarum Centre for Formation in Ministry programme at this point. Students on the HE Diploma pathway complete 120 credits at Level 4 as outlined above, before studying the following modules.

Module Name	Number of Credits
Bible in Context	20
Reflective Practice in Context (long)	20
<i>End of year 2 – part time / end of year 1 APL part time</i>	
Ecclesiology	20
Topics in Christian Doctrine	20
Christian Faith and Ethical Living	20
Integrative Learning for Collaborative Practice	10
Preparing for Public Ministry	10

Instead of studying Preparing for Public Ministry, APL students in their second year who will study for three years with Sarum Centre for Formation in Ministry, study instead the following module (they will complete Preparing for Public Ministry instead in their 3rd year):

New Testament Text Study in Context	10
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Students on unconventional pathways may discuss with the programme leader taking the following options:

Level 5 modules up to the value of 20 credits from any other TEI offering Common Awards	Up to 20
Independent Learning Project (long)	20
Independent Learning Project (short)	10

Exploring Leadership and Theology for Ministry and Mission (TM2227)	10
Mission and Ministry in a rural Context (TMM2347)	10

Students exit here with an HE Diploma.

BA (Level 6, 120 credits)

Students on the BA (Hons) pathway complete 240 credits at Levels 4 and 5 as outlined above (up to 120 credits may have been granted as APL at the commencement of study). They then study the following modules:

Christian Theology, Ritual and Pastoral Care	20
Leadership and Theology for Ministry and Mission	20
The Arts, Culture and Christian Ministry and Mission	20
Dissertation in Theology, Ministry and Mission	40

Students also complete **two** of the following modules, depending on their pathway:

Preparing for Public Ministry	10
Integrative Learning for Collaborative Practice	10
Independent Learning Project (short)	10

Students may also negotiate with the programme leader to study the following:

Level 6 modules up to the value of 20 credits from any other TEI offering Common Awards	Up to 20
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Students exit here with a BA (Hons).

3.4.2. Graduate Diploma Module List

Students may study the Graduate Diploma as a stepping stone to postgraduate study or for post-qualification study. Those who have completed a theological qualification at HE Diploma level with another institution, who are returning to study with Sarum Centre for Formation in Ministry after a gap, or who wish for greater module flexibility for their level 6 qualification, may wish to complete a Graduate Diploma. Students may not study modules that they have already studied with Sarum Centre for Formation in Ministry. Graduate Diploma students complete the following modules:

At least 10 credits from list L:

List L (theological reflection and reflective practice)	Number of Credits
Integrative Learning for Collaborative Practice	10
Reflective Practice in Context (long) (level 5)	20
Further Reflective Practice in Context (long or short) (level 6)	10 or 20

Between 90 and 110 credits from list M:

Christian Doctrine in Context	20
Christian Theology, Ritual and Pastoral Care	20
The Arts, Culture and Christian Ministry and Mission	20
Dissertation in Theology, Ministry and Mission	40
Leadership and Theology for Ministry and Mission	20
Independent Learning Project (long)	20
Independent Learning Project (short)	10
Preparing for Public Ministry	10
Level 4 and 5 modules up to the value of 40 credits from the Sarum Centre for Formation in Ministry module lists (above).	Up to 40
Level 6 modules up to the value of 20 credits from any other centre offering Common Awards	Up to 20

3.4.3. Postgraduate Module Lists

The Postgraduate Certificate is achieved after successful completion of 60 Credits at Level 7, The Postgraduate Diploma after 120 credits including the compulsory Research Methods module, and the MA after 180 credits including the compulsory Research Methods and Dissertation modules. Students will negotiate their choice of modules with their tutor, in light of the ministry for which they are preparing or in which they are engaged, and module availability.

Please note that for the postgraduate programmes, taught modules are offered in alternate years, so not all the modules listed below may be available.

The alternate-year structure enables larger cohorts to be formed, by conflating both year groups studying the taught modules. This gives students a richer learning experience and more opportunity to interact with fellow learners. Additionally, it enables new students to gain from the experience of students in their second year of M-level study – a support structure that has been much appreciated by existing students. The placement module is offered every year, because ordination training students are required to undertake a placement either at the end of the first year of a two-year programme, or at the end of the second year of a three-year programme.

The list of Level 7 modules offered through Sarum Centre for Formation in Ministry is as follows:

Module Name	Number of Credits
Advanced Biblical Studies	20
Christian Spirituality: Foundations and Forms	20
Contemporary Christian Spirituality	20
God, Beauty and Imagination: Theology and the Arts	20
Liturgy and Mission	20
Liturgy and Spirituality	20
Methods in Modern Theology	20
Mission and Ecclesiology in Contemporary Context	20
Reflective Practice: Christian Worship	20
Reflective Practice Placement	20
Research and Reflection: Resources and Methods	20
Words and Music in Worship	20
Spiritual Direction	20
Reflective Practice: Relationships and Emotional Management in Ministry	20
Reflective Practice : Spirituality and Ministry	20
Dissertation in Theology, Mission and Ministry	60
Modules up to the value of 20 credits from a Level 6 Sarum Centre for Formation in Ministry module	Up to 20
Level 7 modules up to the value of 20 credits from any other TEI offering Common Awards	Up to 20
Independent learning project	20

3.4.4. Distance Learning Modules for Undergraduate Programmes

You will normally be required to complete twelve tutor-supported modules over three years of training. Each of these modules contains eight units, with each unit being designed to be one week's study (please see the section on 'learning hours').

For each module you will be expected to purchase up to £90-worth of books, identified in the modules as "basic", "essential" or "core" books. Training churches and various grant-making charities are usually generous in helping to fund the cost of these basic books.

The modules are designed to be 'multimedia guided learning materials'. They contain:

- teaching input from the module writer or writers;
- specified reading from the core books you are asked to buy for the module;
- extended excerpts of primary texts, or other items not readily obtainable elsewhere;
- exercises, activities and feedback designed to help you engage with and digest the material;
- listings of further resources to enable you to dig a little deeper (for instance when tackling your assignments). These include: additional reading, web-site addresses, and, in some cases, addresses of relevant organisations.
- They are intended to give you resources for engaging with the material in a way which integrates the academic, practical and spiritual dimensions of your training.

Each module ends with an assignment. Although many of the assignments are essays, Sarum Centre for Formation in Ministry also uses a variety of other written assessment methods for your assignments.

Local Learning Groups

Students on the undergraduate programmes will have Local Learning Groups throughout their programme. These groups are drawn from church members and non-church members⁴. They are a source of vernacular theology, drawn from the experience and reflection of group members, and a place where skills of facilitation and teaching may be developed. The group meets twice a module in weeks 4 & 7 (i.e., a total of 8 times a year for part time students, or monthly for full time students).

These groups are NOT church groups of the sponsoring church, but your learning at the group will be supervised by your Training Minister. More information will be provided about this in your first module.

3.4.5. Distance Learning Modules for MA Programme

Each MA module (with the exception of the final Dissertation) is taught via online learning materials to guide you in your reading and research on the module topic, combined with an online forum, regular video conference tutorials and seminars. The learning materials are supplied online via Sarumlearn. You will communicate with one another and the module leader via a staff-moderated on-line discussion forum. There is face-to-face contact with other students, the module leader and auditing colleagues during six seminars, held at Sarum College on three Saturdays during the study period of the module.

Each module lasts ten weeks. It is made up of eight weeks of study time, followed by two weeks to complete your assignment for that module. In the first two years of the MA there are three such modules each year. In the third year, there is a Dissertation. For your Dissertation, you will have periodic, scheduled one-to-one consultations with your assigned supervisor, supplemented by telephone and email contact as necessary.

Local Learning Groups

Students on the MA programme also have Local Learning Groups throughout their programme. These groups are drawn from church members and non-church members. They are a chance to listen to the

⁴ But not normally from members of your own family

vernacular theology of your local context, to apply what you have learnt to that context, and to develop skills of facilitating and teaching. The group meets twice per module (i.e., a total of 8 times a year). These groups are *not* intended to be church groups of the sponsoring church, but your group will be supervised by your Training Minister. More information will be provided about this through your online induction materials and at the Induction weekend.

3.5. Assessment

The assessment regulations for Sarum Centre for Formation in Ministry are in line with the guidelines for the Common Awards validated by Durham University. Please see the core regulations held at <https://www.dur.ac.uk/common.awards/regulations>.

3.5.1. Presentation Requirements for Assessed Assignments

You are expected to adhere to the following guidelines for submitting written work for marking by Sarum Centre for Formation in Ministry.

All written work submitted for assessment should:

- be typed or word-processed in a legible font (e.g., 12pt);
- be double-spaced;
- have proper margins, including a minimum left hand margin of 3 cm;
- have page numbers;
- have a word count at the beginning.

You are responsible for keeping a copy of all submitted work. Electronic copies must be uploaded onto Sarumlearn by 9am on the day of the assignment deadline.

You are strongly encouraged to use gender-inclusive language.

If you have problems with meeting any of these presentation guidelines, please discuss this with your Personal Tutor.

Bibliographic referencing must follow the Harvard referencing system carefully you can find full information about this in the “guide to writing assignments” (Please see the Referencing section of the SC RTP guidelines, which can be found at <http://scrtп.commonawards.org/mod/folder/view.php?id=180>).

3.5.2. Submitting Your Work

From September 2016 all assignments will be submitted and marked online, using ‘Turnitin’ plagiarism detection software. This means that for submission you up-load your work on sarumlearn.

For each module you will also need to complete a Record of Formative Learning Form. This can be found on the Resources section of the Sarum Centre for Formation in Ministry website, at <http://www.SarumCentreforFormationinMinistry.ac.uk/resources> . Once you have completed the form save it to your computer. This form may form the basis of discussions with your personal tutor.

In September of each year you should submit a **Plagiarism Declaration and Learning Reflection Form** to the office (available on the Resources section of the Sarum Centre for Formation in Ministry website, at <http://www.sarum.ac.uk/ministry-training/forms-and-documents>).

3.5.3. Deadlines

A Module Dates Schedule for the coming academic year is uploaded on Sarumlearn Information Page. This gives you dates when assignments are due. Assignment titles are detailed within the text of the distance-learning modules.

The Academic Administrator records the arrival of all assignments and notifies the Programme Leader of any assignments that remain outstanding after the deadline. Emails of reminder are sent to students who have not requested an extension.

Any undergraduate assignment submitted up to 5 working days after the deadline, without an approved extension, will be accepted as a first attempt but the substantive mark will be capped at the minimum pass mark. The work will be marked and feedback supplied. A working day in this context refers to Monday to Friday, and excludes bank holidays and days which the TEI is officially closed. Any work submitted after the 5 day late submission deadline may get a mark of zero or be treated as a resubmission (and therefore get a capped pass mark). See the Durham Core Regulations under the chapter Assessment: <https://www.dur.ac.uk/resources/university.calendar/volumeii/2016.2017/coreregscaug.pdf>

If you think you will not be able to meet the deadline for an assignment, please contact the Course Administrator as soon as possible for an assignment extension, in advance of the deadline

3.5.4. Extensions for Assignments

It is the responsibility of the student to submit work on time for assessment in accordance with the requirements for each module.

Sarum Centre for Formation in Ministry recognises that from time to time students may need to be granted extensions to the submission deadlines for assignments. All such requests should be submitted in advance of the module deadline and as soon as possible (up to 5 days after the problem has occurred). You should email this to the programme leader (level 4/5 Paul Burden at pburden@sarum.ac.uk; level 6 Anne Claar Thomasson-Rosingh; level 7 Beth Dodd at bdodd@sarum.ac.uk) and the course administrator (Annette Young, ayoung@sarum.ac.uk), using the form supplied on the Sarum Centre for Formation in Ministry website (<http://www.sarum.ac.uk/ministry-training/forms-and-documents>), giving the reason(s) for the request and a clear indication of when you wish to submit your assignment.

NB Extension requests may require supporting evidence, but self-certified requests for a maximum of seven consecutive calendar days may be submitted up to twice per term. Assignments submitted after the deadline without permission (which may be granted retrospectively in exceptional circumstances and usually within 5 days of the module deadline) will be marked according to the standard penalties for late submission.

Self-certification should not be used in respect of general pressure of deadlines, missing deadlines due to malfunctioning of computer equipment and so on. Students are expected to manage their work to be able to cope with such problems. The next module usually begins on the deadline day of the previous module, so it is always advisable to get your assignment in on time if possible in order to manage your workload.

You will then receive a response which either confirms or rejects the extension request, and informs you of your revised assignment deadline. An extension has not been granted until a form is submitted and a formal response made from us.

Any new deadline agreed with the Academic Administrator must be observed. As a general rule, we will give you a fortnight's extension, unless there is good reason otherwise. As a general rule we will not grant extensions beyond 31 July unless in exceptional circumstances.

It is your responsibility to submit your assignment(s) by the revised deadline date. Failure to do so may mean that you receive a capped mark or a mark of zero.⁵ If you are unable to meet the extension deadline for reasons beyond your control you should inform us as soon as possible and if possible before the deadline.

You will need to submit the assignments with their cover sheets in the usual way through the module assignment submission. You are asked please to also email Annette when you do that to let her know that you have submitted the assignments.

Please see the SCRTP Extension Policy: <http://scrtp.commonawards.org/mod/folder/view.php?id=179>

3.5.5. Word Limits for Assignments

Please see the SCRTP over-length work policy:
<http://scrtp.commonawards.org/mod/folder/view.php?id=179>

- (i) 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 therefore may be subject to disciplinary processes.
- (ii) For all assessments there is a grace interval above the stated limit of 10% of the permitted word length. Students will not be penalised for exceeding the stated word count by up to 10%.
- (iii) There are no penalties for under-length work. Work that is significantly under-length is likely to be self-penalising.
- (iv) The penalties for over-length work are as follows:

⁵ As per the Durham Core Regulations: 'Summative assessed work submitted late but within five working days of the deadline shall be penalised by having the mark for that work capped at the module pass mark. The work will be marked and feedback supplied. The mark that would have been awarded to the student had the penalty not been applied should be indicated to the student. (...) Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded.'

For work more than 10% over-length, but no more than 50% over-length, a deduction of 10 percentage points from the mark will be made;

For work more than 50% over-length, a mark of zero will be given. If this is the first submission of the assignment, the student will, however, be given the opportunity to resubmit for a capped pass-mark (i.e. 40%, except for work on the MA programme for which the pass-mark is 50%).

(v) Since students are provided with a significant grace interval these penalties will be applied strictly, even where work only just falls into the relevant category or where there is evidence of a genuine mistake in calculating the word count. Students are advised to aim to write within the stated limit and certainly to remain well within the grace interval even if they do exceed the stated limit.

(vi) If the application of the penalty for exceeding the word limit by more than 10% but no more than 50% 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.

(vii) The word limit on assessments includes all the main text including headings and tables, and all referencing. It also includes any footnotes or endnotes.

(viii) The word limit excludes front matter (such as title and abstracts), page headers and footers, bibliography, graphs and images, and declarations. The word limit also excludes appendices. Appendices should only contain supporting material relevant to the main body of the assessed work and must not contain any additional analysis or argument. Markers will not treat the appendices as if their content were part of the body of the text.

(ix) These regulations for over-length work apply to all assessments for which there is a word limit, including postgraduate dissertations.

3.5.6. Appendices

Appendices to assignments are not marked with the same rigor as the assignment itself. They are reviewed by the marker to assess whether they constitute relevant supporting material, just as a marker might skim a published text referred to in an assignment to check relevancy and accuracy. Therefore you should not attempt to use appendices to carry forward your main argument.

3.5.7. Formative Assessment and Summative Assessment

There are two distinct elements to the academic assessment process in Sarum Centre for Formation in Ministry: formative and summative assessment.

Formative assessment is designed to support your learning by giving you ongoing feedback during the course of your studies. This occurs in various ways, such as: comments and guidance on the forum; feedback during tutorials, lectures or seminars; feedback on practical tasks with your Training Minister/Mentor; comments on a first draft or essay outline of your assignment.

Summative assessment is the marks and feedback you receive on your module assignments. The marks for your summative assessments contribute to your final grade.

Summative assignments are marked and graded by Sarum Centre for Formation in Ministry staff or approved markers, and returned with formal feedback. For summative assignments, either a sample is then taken of all students' assignments and moderated, or the entire cohort is second marked, according to the Common Awards Assessment Criteria for your programme. Finally, the moderated mark is ratified by the Board of Examiners. Thus, although you will receive feedback within one month of submission after the assignment deadline, the assessment process is not completed until the Examination Boards of the SCRTP and Durham University, at which the marks are ratified (see the SCRTP assessment policy: <http://scrtp.commonawards.org/mod/folder/view.php?id=179>.)

To obtain an academic qualification, you need to achieve a mark of at least 40% (undergraduate programmes) or 50% (postgraduate programmes) in each module. It is possible to resit or compensate a module. On the regulations for submission, compensation and resubmission, please see the Core Regulations for your course at <https://www.dur.ac.uk/common.awards/regulations/>.

3.5.8. Assessment Methods and Criteria

Academic Assessment

Assessment of your academic progress is done by continuous assessment: there are no examinations.

Church Assessment

Assessment of your progress in training for ministry normally takes the form of two reports, one sent to the sponsoring authorities at mid-course and the other at the end of your training (see below, Assessment for Ordained and Authorised Ministries).

In addition to module work these reports draw on the perceptions of your training minister and module tutors, on the monthly Record of Meeting with your Training Minister, on interviews and more informal contact with Sarum Centre for Formation in Ministry staff. Sarum Centre for Formation in Ministry follows an open process of reporting in which you will be fully involved.

Academic Assessment criteria

Assignments are marked according to the Common Awards assessment criteria for your programme, which can be found at <https://www.dur.ac.uk/common.awards/assessment/criteria/> . Assessment guidelines for different kinds of assignments can be found at <https://www.dur.ac.uk/common.awards/assessment/guidelines>.

The full assessment criteria include a detailed description of the mark given for the skills and competencies demonstrated at each level and for each type of assignment. Copied below is the grading system for the different programmes.

Grading

Overall Average Mark	Class Mark (BA)	Overall Average Mark	Grade (HE Diploma, Graduate Diploma)	Overall Average Mark	Grade (Postgraduate Diploma, MA)
100-70	First	100-70	Distinction	100-70	Distinction
69-60	Upper Second	69-60 59-40	Merit Pass	69-60	Merit
59-50	Lower Second			59-50	Pass
49-40	Third			49-40	Fail
39-0	Fail	39-0	Fail	39-0	Fail

Developing Ministry Assessment Criteria

As well as the academic learning outcomes for the programmes, candidates for ordained and licensed lay ministries in the Church of England also need to meet formation and selection criteria designated by the Ministry Division of the Church of England. These can be found at <https://www.churchofengland.org/clergy-office-holders/ministry/ministerial-education-and-development/initial-ministerial-education.aspx>.

3.5.9. Assessment for Ordained and Authorised Ministries (Annual Reports)

The following arrangements relate only to students in initial ministerial training.

All Sarum Centre for Formation in Ministry reports are written using an open process where at every stage you can see and are encouraged to discuss the documentation fully. The process is designed to produce full and fair reports, which offer both affirmation and appropriate criticism.

For Anglican students, assessment for ordained and authorised ministries takes place at three points during their training (you will be given a reporting timetable).

First Year Review of Initial Training

The **First Year Review** provides an important opportunity to reflect on the first year of training for three year students in advance of the Interim Report. Two-year students do not complete this process, since they will already have had an Interim Report. It allows an assessment of your general progress, and the opportunity to address points of concern before we begin your Interim Report (see below). This is a purely internal process.

You are given an electronic Review Sheet within the first module of your second year, for a meeting with your training minister. Before the meeting you complete the Student Reflection section of the Review Sheet and send a copy to your training minister in advance of the meeting.

If your training minister wishes to raise any major issues, they should give you notice of what these are before the meeting. Your training minister then completes the relevant section of the Review Sheet and you both sign, usually electronically. You then email the Review Sheet to the Sarum Centre for Formation in Ministry Office.

The completed Review Sheets may be used as a basis for discussion with Sarum Centre for Formation in Ministry staff, either by interview or phone. As a result of this, Sarum Centre for Formation in Ministry may add its own comment to the Review Sheet.

Interim Report on Initial Training

The **Interim Report** is written halfway through your initial training. It is the most important one for Anglicans, as it carries a recommendation from the Principal concerning ordination or authorisation. It includes comments by your training minister and Sarum Centre for Formation in Ministry staff members, as well as self-assessment. This report is then sent to your sponsoring authority. Two-year Anglican students follow a similar process but normally start it later.

The Process for students (see Reporting Timetable for dates):

You receive an Assessment Pack, which consists of assessment papers for you to distribute to your training minister, as well as a self-assessment form.

You meet your training minister to discuss their response. You should be given a hard copy of his or her form, to date and jointly sign once any agreed amendments have been made. If possible they should send e-copies of their report to Sarum Centre for Formation in Ministry.

You fill in your self-assessment form and return it with the other form to the Office. You discuss your papers in an interview with your personal tutor, or preferably beforehand by special arrangement.

The Office sends you a draft copy of your Report.

You discuss the draft Report in an interview with your Personal tutor, which may then be revised, sometimes in further consultation with you.

The Office sends you the final draft of the Report, which you sign as 'read and discussed'. You have the opportunity to attach your comments to the Report if you wish to signal to the Church your disagreement with any of the views expressed within the Report. If family matters are raised in the Report, any parties mentioned also have a right of reply. You will also receive two other copies of the Report, one for you to keep and one for your training minister.

The Office sends the Report to the Churches by the date specified in the reporting timetable. Should Sarum Centre for Formation in Ministry be concerned about your progress or your training minister feel unable to give an assurance of good progress your Personal tutor will speak to you.

Final Report on Initial Training

Sarum Centre for Formation in Ministry sends a **Final Report** to the sponsoring authority towards the end of the final year of your initial training, certifying that a student has satisfactorily completed the required training. The report proceeds to identify future training requirements, and in the case of Anglicans concludes with a final recommendation from the Principal concerning ordination or authorisation.

The process described below begins in September of your final year. Any amendments made to reflect your progress between December and May should be small and will be discussed with you by your Personal tutor.

Note: in order to be recommended for ordination, undergraduate students should achieve a mark of at least 40% in each module. MA students in initial training should achieve a mark of at least 50% in each module. (Work below this standard submitted as a first attempt shall normally be required to be redeemed.)

The Process (see Reporting Timetable for dates):

- Your placement tutor will be asked to contribute to this report.
- You will be sent an Assessment Pack, which consists of assessment papers for you to distribute to your training minister, as well as a self-assessment form.
- You meet your training minister to discuss his/her response. You should be given a hard copy of their form, to date and jointly sign once any agreed amendments have been made. If possible they should send an e-copy of the report to Sarum Centre for Formation in Ministry.
- You fill in your self-assessment form and return it with the other form to the Office.
- You discuss your papers in an interview with your personal tutor.
- The Office sends you a draft copy of your Report.
- You discuss the draft Report in an interview with your personal tutor.
- You will be sent the final draft of your Report for signing as 'read and discussed', as well as a copy for your records. You have the opportunity to attach your comments to the Report if you wish to signal to the Church your disagreement with any of the views expressed within the Report. If family matters are raised in the Report, any parties mentioned also have a right of reply.
- Anglican students: The Office sends the Report to the Churches by the date specified in the reporting timetable.

3.5.10. Procedures for Suspension or Dismissal of Student Ministers

We normally try to resolve things through discussion and without recourse to formal procedures. However, in matters that may involve issues of suspension or dismissal, the Principal (who is charged with responsibility for disciplinary matters) consults closely with Diocesan Directors of Ordinands and, where appropriate, sponsoring Bishops in the Church of England or the appropriate representatives from other denominations. Hence, the procedure for suspension or dismissal is as follows: where (after full discussion with the student concerned and having, where appropriate, sought the advice of other members of staff, the Chair of the Board of Studies and/or the Chair of the Board of Trustees) the Principal has cause to doubt - on educational or vocational grounds - the suitability of a student to continue in training for ministry, the Principal (having informed the student accordingly) will raise such concerns with the Diocesan Director of Ordinands (and, where appropriate, the sponsoring Bishop) for Church of England students and the Circuit Superintendent and Discipleship and Ministry Cluster for Methodist students. In those cases

where the concerns are deemed to be founded by the relevant denominational authority, the student is withdrawn from training by the authority on a temporary or permanent basis.

3.5.11. Academic Regulations

All students registered for awards of the University are bound by the Core Regulations for Undergraduate Programmes in the Common Awards Scheme, the Core Regulations for Graduate Diplomas and Graduate Certificates in the Common Awards Scheme or the Core Regulations for Taught Master's Degrees, Postgraduate Diplomas, and Postgraduate Certificates in the Common Awards Scheme.

These can be found at <https://www.dur.ac.uk/common.awards/regulations/>.

Students who fail to conform to these regulations risk incurring penalties and, in serious cases, risk not being permitted to progress to the next year of their programme or to take their degree. Students will normally be required to pass all modules for their level before being permitted to progress to the next level of the course. Regular attendance at tutorials and residentials is also an academic requirement of the course.

3.5.12. Academic Appeals

Sarum Centre for Formation in Ministry abides by the appeals policy of the South Central RTP (see complaints policy: <http://scrtcp.commonawards.org/mod/folder/view.php?id=179>) and the Common Awards regulations for academic appeals, which can be found at: <https://www.dur.ac.uk/common.awards/regulations/>.

3.5.13. How the Awards are Calculated

Table 1: How the final grade is calculated for the HE Certificate or HE Diploma (Normal Entry, Part Time)				
Level 4 (first 18-month phase)				
Preparing to Learn	10 credits	Continuous assessment (In order to be recommended for ordination, a mark of 40% or above is required.)	Students need to obtain 40% or above	40% or above required in order to progress to Level 5
Human Identity	20 credits			
Doctrine and History	20 credits			
Using the Bible Today	20 credits			
Integrative Learning	10 credits			
Mission and Evangelism	20 credits			
Worship and Spirituality	20 credits			
Total required to pass Level 4	120 credits	If a student exits at this point, the final grade for the Certificate of HE is the average grade for all graded Level 4 modules. The Certificate of HE is awarded with Distinction for an average grade of 70% or more or with Merit for an average grade of 60% or more		
Level 5 (second 18-month phase)				

Bible in Context	20 credits	Continuous assessment, (In order to be recommended for ordination, a mark of 40% or above is required.)	Students need to obtain 40% or above in each module	Final grade for HE Diploma is the average grade for all the graded modules
Reflective Practice (Long)	20 credits			
Ecclesiology	20 credits			
Topics in Doctrine	20 credits			
Integrative Learning	10 credits			
Ethical Living	20 credits			
Preparing for Public Ministry	10 credits			
Total required to pass Level 5	120 credits	The HE Diploma is awarded with Distinction for an average grade of 70% or more or with Merit for an average grade of 60% or more.		

Table 2: How the final grade is calculated for the BA (Advanced Entry, Part Time)

Level 4 (first 6-month phase)				
	80 credits	Usually granted 80 credits as APL before arrival		
Mission and Evangelism	20 credits	Continuous assessment (In order to be recommended for ordination, a mark of 40% or above is required.)	Students need to obtain 40% or above	40% or above required in order to progress to Level 5
Worship and Spirituality	20 credits			
Level 5 (mid 18- month phase)				
Bible in Context	20 credits	Continuous assessment (In order to be recommended for ordination, a mark of 40% or above is required.)	Students need to obtain 40% or above	Final grade for FdA is the average grade for all graded modules taken at Sarum Centre for Formation in Ministry.
Integrative Learning	10 credits			
Reflective Practice (Long)	20 credits			
Ecclesiology	20 credits			
Topics in Doctrine	20 credits			
Ethical Living	20 credits			
Preparing for Public Ministry/ New Testament Text Study	10 credits			
Total required to pass Level 5	120 credits	If a student exits at this point, the final grade for the HE Diploma is the average grade for all the graded modules. The HE Diploma is awarded with Distinction for an average grade of 70% or more or with Merit for an average grade of 60% or more.		
Level 6 (3rd year+ for APL students) (2-3 years for post-qualification students)				
Human Lifecycle	20 credits	Continuous assessment (In order to be recommended for ordination, a mark of 40% or above is required.)	Students need to obtain 40% or above	Final grade for BA (Hons) is the average grade for all
Leadership	20 credits			
Doctrine in Context	20 credits			

2 Modules out of Christianity and the Arts/ Integrative Learning/ Public Ministry	20 credits			the graded modules
Dissertation module	40 credits			
Total required to pass Level 6	120 credits	Students, whose overall mark falls within 2% of the borderline for a higher classification may have their degree classification upgraded, at the discretion of the examination board. The borderlines considered for possible upgrade are: 68% for First Class 58% for Upper Second Class 48% for Lower Second Class		

Table 3: How the final grade is calculated for the awards of PG Certificate/ PG Diploma/ MA			
Three Level 7 Modules	20 credits each	Continuous assessment: full range	Pass mark for each module is 50%. Each module must be passed
If a student exits at this point, the final grade (for the PG Certificate award) is the average of all the above modules*. The PG Certificate is awarded with Distinction for an average grade of 70% or more or with Merit for an average grade of 60% or more.			
Three other Level 7 Modules	20 credits each	Continuous assessment: full range	
If a student exits at this point, the final grade (for the PG Diploma award) is the average of all the above modules*. The PG Diploma is awarded with Distinction for an average grade of 70% or more or with Merit for an average grade of 60% or more.			
Dissertation	60 credits	Continuous assessment: full range	
The final grade for the MA award is the average of all the above modules*. Where a student's arithmetic means falls no more than 2% below a classification boundary, the board of examiners must consider whether to award the higher classification by exercise of discretion. For further details see the programme regulations at https://www.dur.ac.uk/resources/common.awards/2014-04-28_Core-Regulations_PGT.pdf .			
*excluding any for which AP(E)L exemption was granted			

3.6. Sarum Centre for Formation in Ministry Learning Resources

3.6.1. Sarum College Library

Director of Learning Resources: Mrs Jenny Monds
 Librarian: Miss Jayne Downey
 Telephone: 01722 424803
 E-mail: library@sarum.ac.uk



As a Sarum College student you are automatically a member of Sarum College Library. It is normally open on week days between 09:00 hrs and 17:00 hrs throughout the year and until 17:30 hrs on the Fridays of Residential Weekends. It is not staffed during the lunch hour from 13:00 hrs to 14:00 hrs. It is also open Tuesday evenings until 7pm during term time, and open (but not staffed) throughout residential weekends and schools. Access at other times is by arrangement with the librarian or a member of the Sarum Centre for Formation in Ministry staff. The Library operates a postal service and also offers inter-

library loan facilities.

The library is extensive and widely-used and presently holds over 40,000 volumes. About 1000 volumes are added each year as a result of donations and the purchase of new books. All of the basic books are held for reference use in the library, and many of the additional reading books for each module are available for short term loan while the module is running. Subscriptions are held for about 50 current journals, which may be read in the library. One article from any one issue may be photocopied. Articles can also be supplied from journals held in other libraries. Library staff can help you to research details.

The library catalogue is fully computerised and the online version 'Heritage Online' is accessible from <http://library.sarum.ac.uk/> or from the link to the catalogue at <http://www.sarum.ac.uk/library>. There are many other resources, including ebooks, ejournals, the ATLA Religion database and links to other useful sites accessible from the website at the above address. Ask library staff for passwords and help. The library has wifi, allowing access to the internet from your lap-top. Ask library staff for log-on details.

A library induction is offered to all first year students at the beginning of the academic year. Students are strongly encouraged to attend. For second and third year students the librarian will be present at supper on Friday of the first residential weekend in the new academic year to deal with any queries.

It may also be possible for you to gain membership of theological libraries in your local area. Your Diocesan Director of Ordinands or IME Officer [Church of England], Training Officer [United Reformed Church] or Discipleship and Ministry Cluster [Methodist Church] should have relevant local information. Sarum College Library staff can also help.

3.6.2. Sarum College Bookshop

Manager:	Mrs Jenny Monds
Assistant Manager:	Miss Emily Button
Bookshop assistants:	Ms Anne Parker & Mrs Jill Browning
Telephone:	01722 326899 [24 hour answering service]

Sarum College Bookshop is one of the best academic theological bookshops in the UK. The Bookshop ensures copies of the main texts needed for the course are easily available. Sarum College students and Training Ministers are eligible for a 10% discount on books. Extra discounts are offered to students for text books ordered ahead of modules. Order forms are posted on Sarumlearn. Books can be collected during residenceals or posted.

The bookshop also has an excellent second-hand section in the basement, as well as a wide selection of greetings cards and some gifts. It is an agent for Traidcraft.

The bookshop is open 09:00 to 16:45 hrs, Monday to Friday and every Saturday from 10 am to 4 pm. It also offers a mail order service.

3.6.3. Computing

As a Sarum College student you are expected to have access to a personal computer with broadband Internet access. This enables you to develop word-processing skills, to communicate by e-mail with other students and staff, to access modules and to use the Internet as a resource. If this presents a difficulty for you, please raise the matter with your personal tutor.

Computer facilities are available at Sarum College via terminals in the library, which offer word-processing facilities, access to specialist software relevant to the course, and Internet access. WiFi is available in the college.

You will need to ensure that you have an individual email address that only you have access to. If necessary, you may wish to set up an extra address for this purpose with your own ISP or another web-based provider (e.g., Hotmail).

3.6.4. SarumLearn

All our online learning modules are accessed through Sarumlearn, our virtual learning environment hosted by Moodle. These are not just online textbooks, but provide an interactive online learning experience using multimedia as well as online text. They include forums and discussion boards to maintain and deepen conversation with your peers and your tutor. They involved timed tasks and activities which enable you to fit study into a busy schedule. They can be accessed anywhere, anytime with an internet-enabled device. In order to get maximum benefit from Sarumlearn you will need regular access to a computer with a broadband internet connection. You will receive full induction as to how to use Sarumlearn prior to your first module.

3.6.5. Other Audio Visual Resources

Sarum College is equipped with a video projector, video recorder, digital sound recorder, DVD player, digital video camera and digital still camera. This equipment supports the teaching sessions at residential; supports the voice and presentational skills workshop; and is available for student presentations and project work.

3.7. Sarum College Student Support

3.7.1. Pastoral Care

Although you are free to approach other members of staff, your personal tutor will usually be your primary point of reference and will keep an eye on your overall training experience.

Your Training Minister/Mentor covers all matters relating to your local church training, in discussion with your personal tutor and the Sarum Centre for Formation in Ministry training team. You should ensure that you have a spiritual advisor/director who can also give you pastoral/spiritual advice and support.

Ann Philp is pastoral tutor and can be used as such by any student.

MA students who are doing the MA as lay education or post-ordination training relate especially to the MA Programme Leader as an ongoing point of contact and support throughout their time of study.

Post Qualification students relate especially to their programme leader as an ongoing point of contact and support throughout their time of study.

3.7.2. Reflection Groups

Each student year group in initial ministerial training is divided into smaller Reflection Groups of four to six people. These groups retain the same composition throughout your time at Sarum College. They share leadership of worship and some learning tasks. They also provide a forum, in privacy, where there can be frank exchange and mutual support, including the commitment to pray for one another. These groups, therefore, are not open to the spouses and supporters of students. (Although those who come regularly sometimes form their own support group.)

At the first weekend a Personal Tutor is attached to the Reflection Group who will sit in on some of the group's meetings during the first term. After this, the staff member will be available to the group as needed and will be responsible for meeting with members individually at alternate weekends. At these interviews your Personal Tutor can assess, review and support your personal development and follow up any pastoral and practical difficulties in your training.

3.7.3. Personal Tutor

If you are a student in initial ministerial training you will have an interview with your Personal Tutor at regular intervals during your course. Normally these interviews are scheduled to last between 15 to 30 minutes and take place in your Tutor's office. These interviews give us an opportunity to listen to you to ensure that you benefit from your time with Sarum Centre for Formation in Ministry.

Please keep in touch with your Personal Tutor between interviews, letting her or him know how you are, rather than bottling up your difficulties and concerns.

It is true that your Personal Tutor, as well as being a pastoral support, will contribute to your formal church assessments (see assessment for ordained and authorised ministries). There may therefore be times when you might wisely seek confidential support outside the 'system', on family and domestic issues, for instance. However, if something arises which may threaten your position in training, such as a breakdown in health, this matter must be discussed with the Principal who has a duty to keep your Church informed. Our experience is that difficulties are best and most easily solved when they are talked about, and at an early stage. If there is a particular issue to discuss which requires more time than the interview allows, then plans will be made to meet or talk on the phone at a later date.

3.7.4. Confidentiality

Requests to treat certain information as confidential will be respected, apart from circumstances subject to overriding legal constraints or information shared which a member of staff regards as having a major bearing on your suitability for ordination. In the latter case, you may be encouraged to share the information with the appropriate authorities. Otherwise, the information will be passed in the first instance to the Principal who will decide how best to proceed.

Other information will be shared amongst staff in order to help us to fulfil our responsibilities, educational and pastoral, towards you. Some information is on a purely course level, e.g., to do with academic work or pastoral training. Some may be of a more personal sort. When it is thought wise to share information with other members of staff the student will always be consulted first.

3.7.5. Support for Students with Learning Differences

Sarum Centre for Formation in Ministry are committed to making all necessary reasonable and anticipatory adjustments in its learning and teaching arrangements to ensure that students with disabilities (including those with physical and mobility difficulties, those with hearing or visual impairments, those with specific learning difficulties, such as dyslexia, dyscalculia, or dyspraxia, those with certain medical conditions and those with mental health problems) are not disadvantaged; for instance: Sarum Centre for Formation in Ministry has published a 'Student/Staff Disability Policy'; Sarum College, the venue for Sarum Centre for Formation in Ministry residential weekends and Spring School, offers good access for those with physical and mobility difficulties; as far as possible, Sarum Centre for Formation in Ministry enables individually-tailored support for students with disclosed learning differences, to help students play to their strengths and discover their own best learning style.

If you have a learning difference, you are free, of course, not to disclose it to Sarum Centre for Formation in Ministry, but, in that case, we would not be able to take your specific needs into consideration. If you only suspect that you have a learning difference and have never had this assessed, we can put you in touch with an assessor, although Sarum College itself cannot meet the cost.

For Anglican students, funding is available from Ministry Division (through the Grants Officer) providing you are willing for the results of the assessment to be shared with Sarum Centre for Formation in Ministry and your Diocese. You will need to apply for this funding through your DDO and/or IME officer.

Independent students will need to meet the cost of assessment. Further advice and guidance is available from the British dyslexia association at <http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/getting-a-full-assessment-for-dyslexia-.html>.

Once you have an assessment report, Sarum Centre for Formation in Ministry will do whatever we reasonably can to implement its recommendations. Please contact the Student Learning Support officer: currently vacant or your own personal tutor to discuss, confidentially, your particular learning difference(s). Further guidance and support is available from Durham University.

3.8. Centre-Based Learning

Students are required to attend the following in each year of study:

- six Residential Weekends (part time students), or nine residential weekends (full time students);⁶
- one six Day Residential School
- the annual Awards Presentation Ceremony (in March)
- one safeguarding training day (first year only)

The Residential Weekends and the residential week also seek to combine the academic, practical and spiritual elements of the course. Here you have the opportunity to engage with academic material from practical perspectives, learn how to lead worship and develop in your ministerial calling through a combination of worship, training and collaborative learning.

Residential learning is an important component of the initial ministerial education, training and formation offered by Sarum Centre for Formation in Ministry. It provides an excellent opportunity to come together to share perspectives in a larger group. (See the aims of residential weekends below).

Education

During residential training events you will be able to take advantage of the extensive theological resources of the Sarum College Library and the Bookshop. You will have personal interviews with your personal tutor about matters arising from your academic and developing ministry work, and will be able to get advice on or assistance with your assignments. You will have the opportunity to hear and interact with a greater variety of views than in your tutorial group, and you will engage with the thinking of your peers, Sarum Centre for Formation in Ministry staff and specialist guest speakers.

MA seminars are scheduled Saturdays, morning or afternoon. Initial ministerial training students are expected to attend all standard weekends of their own year group as well.

Training

On Sunday mornings during Residential Weekends students will be encouraged to put in practise the theoretical perspectives introduced on Saturdays. Work from residential events can be followed up in your own supervised ministerial practice in collaboration with your training minister.

Formation

Being together as a Course and/or year group engenders a strong corporate sense and a shared vocational confidence. Each residential event leaves sufficient space for students to get to know each other, and gain support and help from one other.

3.8.1. Academic levels of centre-based training

At Residential Weekends and the Annual Residential Schools you will be studying with students from your year group who may be doing modular study at a different level to yourself either because of credit for

⁶ NB independent MA students need only attend their Saturday morning seminars.

prior learning or because they are following another academic programme (e.g., BA or MA). For this reason, residential weekends will run two teaching streams, and you will attend the lectures relevant to the module you are studying. As mentioned above, for MA students, there will be dedicated seminars on the Saturday mornings of some residential weekends. The Residential School brings together students from all three year-groups.

3.8.2. Residential Weekends

The Residential Weekends aim to:

- educate you by providing stimulus and opportunity for integrating learning and practice;
- train you by offering practical models for engagement in and beyond your local community;
- form you through worship, collaborative learning and ecumenical co-operation.

Residential weekends begin with evensong in the Cathedral followed by supper and a brief time of gathering in prayer. . We then exchange news and introduce the programme, sometimes with a separate introductory teaching session. There is then time for the reflection groups to meet. The Saturday and Sunday schedules have teaching sessions, worship, some free time, and time to meet individually with core staff. There is also time later on Saturday evening to relax and get together informally. There is a student common room meeting held each weekend and chaired by the year-group representative. All students are expected to reside in College, or any alternative accommodation provided, including students who live in Salisbury and its environs.



3.8.3. Voice and Presentation Skills Development

This training aims to enable you to develop your potential as an effective communicator, and in so doing seeks to equip you with:

- understanding of good vocal technique and of strategies for on-going voice care;
- confidence in your own vocal style and skill, and an ability to adapt to varieties of liturgical material and of environment.

The training is tutored by Ms Sonia Woolley, actor and voice teacher.

3.8.4. Annual Residential Schools

The Residential Schools are held annually, either in Holy Week or Easter Week. From August 2017 we will hold the residential school at the beginning of the academic year at the end of August. All three year groups will be based on the same site.

The six-day Residential School offers scope for further education, training and formation, through:

- offering an extended experience of doing theology in community;

- providing supplementary teaching at depth, following the Course themes of Scripture, Theology and the Church in Mission;
- broadening ministerial perspectives by means of a period of critical distance from home church and context;
- providing extended opportunities for face-to-face contact with all other students and core staff;
- providing an occasion for spiritual renewal and personal study.

At every Residential School you will be able to process your learning in your Reflection Group to complete the Residential School assignment. Your learning at Residential Schools will be assessed by interview at subsequent residential weekends, and more generally through student feedback.

3.8.5. Worship at residential periods

Overview

Worship and prayer is central to our life as Christians. It is the most obvious of ways in which we communicate with God and it is also profoundly about our life in community. It is at the heart of how we express our faith together. It has the ability to form us at the deepest of levels so that we grow in faith and obedience; for as we share in word and sacrament we are transformed into the image and likeness of Christ. As such, worship provides us with a context for our learning and our being together. It brings us together as a community serving God as we explore the varieties and forms of worship, which unite us as members of the Christian family. During training, worship also provides each one of us with opportunities to lead.

If you are not Anglican your training minister will be extra important to you as you learn to lead worship in your own tradition. During the year we will support you in this as far as we can and while we do not insist that you join us in worship we hope you will.

For those training for ministries in the Church of England, leading worship well is a key skill for all those who minister as is knowledge of those key liturgical texts (including seasonal provisions) authorised by canon law and custom. We will have opportunities to understand our liturgical texts from the foundational Book of Common Prayer written in Cranmer's beautiful English to Common Worship with its liturgies drawn largely from a rediscovery of the most ancient of Christian traditions, many of them shared with our fellow Christians in other denominations. There will also be opportunities to engage in less formal worship. Your training offers you a chance to become familiar with all these and also learn something of traditions within the Church of England other than your own. This aims to better prepare you for ministry in the Church of England across its traditions and it allows you to reflect on the challenges of preparing and leading public worship in different contexts.

Except presiding at the Eucharist, most of our worship is led by students. This will give you the necessary practice and experience that you need to be a public minister of the church.

All your learning here is shared and /or supported by others. Primarily, there is your training minister and the parish context in which you are set. It is in this context that you will experience the worship style in which you feel most comfortable. It is likely to be the style of worship, which has nurtured you and where you will gain most experience. It is likely to be where you will preach your first sermons.

Your weekends in college have to focus on training you for the whole ministry of the Church of England, particularly those worship styles generally considered to be mainstream. As an ordained minister you may be called to exercise that ministry in a variety of contexts. We will monitor your experience of the breadth of Church of England contexts.

Training Ministers will also help all of you gain a breadth of experience based in your home benefice or area. Others who will help are your tutors in college and other members of staff. They will get to know you well. You will also receive training in voice production. All staff are willing to help all students. Don't forget each other and your local learning groups as a source of help. Your combined experience is wide. There are many who can help you, particularly when you are called to lead worship in a style with which you are less familiar. We do expect all Church of England ordinands to attend all worship.

Private prayer is equally important. There is a tradition in the Church of England that all priests and deacons say a daily morning office and for generations this has enriched many. Whether you follow this pattern or not is your decision but, whatever you choose, daily prayer should become part of your life.

Pattern of Worship on Residential Weekends

The most common pattern of weekend worship will be:

Friday

Our weekend starts in the peace of Cathedral evensong at 17.30 on Friday.

This you will find quiet and meditative. It is from the Book of Common Prayer

Saturday

7.30-7.50am Morning Prayer taken from the daily office book of Common Worship. (Student led)

7.15-7.35pm Evening Worship (which will take a variety of forms and be student led)

Staff will be available to you during planning if you wish.

During the course of the year you will be guided to use a variety of styles for Evening worship; e.g.

Compline or Night Prayer, worship from Lindisfarne, an Iona style, Informal worship, or Evensong.

Sunday Worship

Patterns of worship will vary but there will always be an opportunity for you to receive communion. During the course of the year you will have a variety of experiences. Sometimes we will visit local churches, other times we will worship in college or the cathedral. Members of staff responsible will use students at those points they think appropriate. The pattern of where and when will vary.

We expect all Anglicans to attend worship. We hope students from other denominations and non-ministerial students will join us. All baptized Christians are welcome to receive communion and lead worship as appropriate

Copyright Logging

Unlike prose, which can be quoted in short portions without breaching copyright, poetry is copyright until seventy years after the death of the author. If you plan to reproduce the words of a hymn or song in an order of service it is your responsibility to ensure that copyright requirements are met. This applies to reproduction on paper or by projection.

Sarum Centre for Formation in Ministry holds a Christian Copyright Licence (number 268700) and a Calamus licence (number 0714) which enable us to reproduce the words of hymn and song texts that are included within either scheme for use in our worship. If the copyright holder of the text you want to reproduce is included in either scheme you may reproduce it for one-time use in Sarum Centre for Formation in Ministry worship. A list of the copyright holders is kept on the Sarum Centre for Formation in Ministry notice board. The order of service or hymn sheet should include a notice at the end in the following format:

Jack and Jill went up the hill by A. N. Other copyright © 1999 Mountaineering Publications. Reproduced under CCL 268700

If the author of a text died over seventy years ago it is probable that it is out of copyright (although a few have the copyright extended) and can be reproduced. If the author is alive or died less than seventy years ago, and the copyright holder is not listed by CCL you cannot use the text without obtaining permission from the copyright holder. You, not Sarum Centre for Formation in Ministry, are responsible for doing this. We have to notify CCL and Calamus of all texts used under our licence, so please contact Annette Young (ayoung@sarum.ac.uk), and she will add the information to our records. The schemes then distribute the royalties to the people whose songs have been used. The CCL and Calamus schemes were devised to make it easier for churches to use hymns and songs whilst at the same time ensuring that authors receive the royalty income to which they are entitled. Sarum Centre for Formation in Ministry are committed to good practice in this area. You are strongly advised to contact Annette before you lead worship and she will be happy to advise you on all aspects of copyright relating to the use of songs and hymns.

3.8.6. Permissions for Absence From Residential Periods

Because residential periods are compulsory elements of the Course for all students, permission to be absent from them must always be sought from the Principal, in writing. Where ill-health or other circumstances makes this impossible to do beforehand, reasons for absence, with supporting evidence (such as a medical certificate, or a letter from your Training Minister) must be supplied as soon as possible after the event. If you miss a residential period you may be required to make arrangements for equivalent training by other means.

3.9. Reflective Practice

The aim of all the theological education and training provided by Sarum Centre for Formation in Ministry is not simply to encourage you to develop practical skills for Christian ministry alongside your theological study. We want you to learn to connect thought and practice in rigorous, creative and prayerful ways, so that you develop ever greater critical awareness of what you are doing, why you are doing it and of how your actions fit into the ministry and mission of the whole Church. This is 'reflective practice'.

If you are in initial ministerial training, you are required to:

undergo a programme of practical and pastoral training under the guidance of a Training Minister, informed and guided by each module of the Sarum Centre for Formation in Ministry Course; and gain experience on a supervised extended placement.

3.9.1. The Training Minister/Mentor⁷

Sarum Centre for Formation in Ministry placements are run in accordance with the South Central RTP policy on placements and supervision. Please see the SCRTP policy on placements in Appendix 13, below. Sarum Centre for Formation in Ministry appoints your Training Minister after consultation with your sponsoring Church authority, yourself and the minister of your home church. Usually your home minister is appointed as Training Minister; unless your sponsoring authority recommends that another minister should be appointed, for educational or pastoral reasons. Potential Training Ministers are assessed as to whether they are able and willing to take on a supervisory role. Your personal tutor will also wish to meet your Training Minister during your first year at Sarum Centre for Formation in Ministry, when visiting you at home.

Training ministers act as a personal guide and supervisor to each student in their local church context. They are equipped and supported at Sarum Centre for Formation in Ministry by the Training Team.

Your training minister will:

- offer pastoral support to you throughout the time of training;
- meet you for 60-90 minutes at least twice during each module, or once a month for full time students;
- help you in developing your own sense of vocation, in reflecting on what you are learning and in acquiring practical skills for ministry.
- enable your involvement as needed in the life of the training context, and if something expected by the training is not possible, discuss this with Sarum Centre for Formation in Ministry.
- ensure that any work with children or vulnerable adults is carried out in accordance with good practice and with the safeguarding policy of the parish/placement institution
- develop a training partnership agreement with you at the beginning of your programme, to be updated annually, identifying the particular ways in which you could best be helped to deepen and strengthen your vocation;
- help you in establishing a Local Learning Group;
- contribute to the reports needed by Sarum Centre for Formation in Ministry and the wider Church to assess ministerial development;
- raise with Sarum Centre for Formation in Ministry any significant concerns about students' learning or fitness for the ministry for which they are training;
- attend Sarum Centre for Formation in Ministry days for Training Ministers.

We keep track of what you are covering in your regular meetings with your training minister through a Record of Formative Learning Form (RFLF) which you must submit as part of the requirements of each module.

⁷ Independent lay students have a Mentor; students selected for ordination training have a Training Minister.

3.9.2. Placement

Sarum Centre for Formation in Ministry placements are run in accordance with the South Central RTP policy on placements and supervision. Please see the SCRTP policy on placements in Appendix 13, below. The practical and pastoral component of the Course also involves a placement in an unfamiliar context, focussing on how the world and the church inter-relate. For HE Diploma or BA students, the placement of 100 hours culminates in the writing of a report, discerning the dynamics of God's kingdom in that context, and a profile, describing an incident that was critical for your own ministerial development. For MA students, the report not only makes an accurate critical assessment of the situation, but also offers strategic insights into the dynamics of God's kingdom there in a way that releases their potential in a transformative way.

Your placements will be chosen by Sarum Centre for Formation in Ministry in consultation with yourself and your Diocesan Director of Ordinands/Training Officer/Oversight Tutor and Training Minister. You may undertake your placement either full-time or part-time. (This is a month or three months). It may sometimes be appropriate to arrange a mixed-mode placement, with some part-time and some-full-time elements, in consultation with the Placement Module Convenor. You may be sent to a church of a different tradition or denomination from your own, to an institution such as a hospital, prison or university, to a mission or charitable organisation, or, occasionally, you may be able to arrange a placement overseas. Your Placement Supervisor will be chosen by Sarum Centre for Formation in Ministry in collaboration with the Diocesan Director of Ordinands/Training officer/Oversight Tutor of your sponsoring Church. The Supervisor is always a minister, chaplain or authorised church worker who has extensive practical knowledge and experience of ministry and of the local context.

The Placement Supervisor has the following responsibilities:

- Agree a placement proposal with you and Sarum Centre for Formation in Ministry;
- Enable your involvement as needed in the life of the placement context during the placement;
- Ensure that any work with children or vulnerable adults is carried out in accordance with good practice and with the safeguarding policy of the placement institution;
- Offer formal supervision as needed (normally a minimum of three times during the placement);
- Report formally to Sarum Centre for Formation in Ministry as requested;
- Attending the placement supervisors training day;
- Offer pastoral support you if required during the placement;
- Raise any significant concerns about the student, their learning or their fitness for the ministry for which they are training with the training institution.

3.9.3. Diaconal Training at Sarum Centre for Formation in Ministry

Some students at Sarum Centre for Formation in Ministry are training for diaconal calling, rather than for priestly or presbyteral ministry or nationally accredited lay ministry. In addition, since all Anglican initial ministerial training students at Sarum Centre for Formation in Ministry are preparing for ordination as

deacon, we aim to encourage those who anticipate subsequent ordination as priest to be intentional in their preparation for diaconal ministry, rather than seeing it just as a stepping stone to priesthood.

A **Placement** (a module taken in the summer of year 2) offers scope for those called to diaconal ministry to spend extensive amounts of time engaging with a church or chaplaincy where diaconal ministry can be explored. Over the course of the three years of study at Sarum Centre for Formation in Ministry, some residentials address matters of direct relevance to diaconal ministry – for example, pastoral care and liturgy, racial justice, youth and children, making disciples. Specific sessions at residential weekends and Spring Schools are devoted to ministry topics, including the ministry of a deacon.

Students' learning through study and residentials is supported and grounded in ministry in the local church. Each student has a Training Partnership Agreement, reviewed annually, to guide their practical training. The content of the Training Partnership Agreement is determined by the student and training minister, in consultation with Sarum Centre for Formation in Ministry staff, and can be tailored to the student's vocational needs and existing experience. Within the core of ministry skills that are needed by all who are to be ordained, there is opportunity for those called to diaconal ministry to focus some of their learning in an appropriate way.

As part of their formation for ministry, students read about their anticipated vocation and extensive bibliographies are provided which include up to date resources on diaconal ministry. Personal tutors encourage deacons to read on this ministry and may discuss their reading with them in interview. Students are also directed to relevant web sites and organisations, for example the Diaconal Association of the Church of England and the Methodist Diaconal Order.

3.9.4. Prayer and Spirituality

Work on personal prayer and spirituality is a vital part of Sarum Centre for Formation in Ministry training. This is fully integrated into the undergraduate programmes, and into the MA programme through residential weekends and the local placement.

Worship is central to every weekend programme, and there is time for prayer around the scheduled events. You are also strongly encouraged to have a spiritual director/companion/advisor. If you don't have one, and don't know how to find one, you can ask your Training Minister or Personal tutor for advice on how to proceed.

3.10. Commitment to the Course

3.10.1. What is Expected of Students?

All **undergraduate students** are expected to:

- attend all tutorials and local learning groups, unless prevented by illness, or holiday (agreed in advance with the principal);
- make yourself available to attend tutorials at the module convenor convenience (whilst taking into account students' own diary constraints – e.g., work commitments);

- attend tutorials and local learning groups punctually;
- prepare thoroughly for each tutorial or local learning group;
- contribute fully to each tutorial, without dominating or free-riding;
- aim to show a first draft of your assignments to your tutor for his/her comments before submission (or, at least, discuss the outline of your assignment);
- attend residential periods;
- attend meetings with your Training Minister/ Mentor;
- inform core staff of problems and significant changes of circumstance at an early opportunity;
- step back from previous commitments in your churches to free yourself for training;
- be disciplined about how much preaching you undertake;
- find 17.5 hours a week for study, tutorial/local learning group meetings, and reflective practice;
- respect confidentiality;
- contribute to the health and well-being of the Sarum Ministry community.

All **MA** students are expected to:

- take responsibility for your learning;
- attend all seminars, unless prevented by illness, or holiday (agreed in advance with the programme leader)
- attend and prepare thoroughly for your local learning group;
- prepare thoroughly for each seminar;
- contribute fully to each seminar, without dominating or free-riding;
- participate actively in on-line discussion of their learning via the asynchronous discussion group moderated by the module leader.

MA students in initial ministerial training are also expected to:

- attend all tutorials and local learning groups punctually, unless prevented by illness, or holiday (agreed in advance with the principal);
- inform core staff of problems and significant changes of circumstance at an early opportunity;
- step back from previous commitments in your churches to free yourself for training;
- be disciplined about how much preaching you undertake;
- find 17.5 hours a week for study, including tutorial/local learning group meetings, and reflective practice in your local context;
- participate actively in on-line discussion of their learning via the asynchronous discussion group moderated by the module leader.
- respect confidentiality;
- contribute to the health and well-being of the Sarum Ministry community.

3.10.2. What Support is Available?

Core staff will:

- provide a high standard of education, training and formation, in accordance with the aims of the Course;

- commission, write and annually revise distance learning modules for the undergraduate programmes;
- commission, write and annually revise distance learning guides for the MA and offer support via seminars and on-line discussion groups, drawing on the help of outside specialists, when necessary;
- organise centre-based learning events and provide teaching input according to their subject specialisms;
- keep up to date (and, as far as possible, research-active) in their subject specialisms;
- monitor and implement, where appropriate, new developments in educational methods and technology;
- offer study skills support;
- provide spiritual and pastoral support
- seek to mark and moderate assignments to agreed deadlines;
- oversee and support the role Training Ministers;
- administer the undergraduate and postgraduate programmes efficiently.

Core staff may be contacted during residential study periods [Weekends and Spring School], as well as by phone, letter, e-mail, or in person at other times - usually, but not necessarily, during normal office hours. Please note that while staff will always seek to offer appropriate pastoral support they are also responsible for overall assessment of students and reporting on student progress to the relevant church authorities.

Training Ministers will:

- meet you for 60-90 minutes at least twice during each module;
- help you in developing your own sense of vocation, in reflecting on what you are learning and in acquiring practical skills for ministry.
- develop a training partnership with you at the beginning of your programme, identifying the particular ways in which you could best be helped to deepen and strengthen your vocation;
- help you in establishing a Local Learning Group;
- contribute to the reports needed by Sarum Centre for Formation in Ministry and the wider Church to assess ministerial development;
- authenticate a small amount of your written formational work;
- give a high priority to attending the training sessions provided by Sarum Centre for Formation in Ministry (a day's orientation course before commencement, and two days per year).

3.11. Learning Hours

3.11.1. Undergraduate Learning Hours (Part Time)

You need to set aside approximately 17-20 hours per week part time to do justice to the Sarum Centre for Formation in Ministry. This includes up to 13.5 hours of distance-learning work (including the weekly skype tutorial/ local learning group for undergraduates) and 3 hours of integrated ministerial practice. There are 4 modules per year, each lasting 10 weeks. Additionally, there are 6 residential weekends and a Spring School each year. The month of August is kept entirely free.

The hours for a standard module break down like this:

Hours per week, during the first eight weeks of the module

- 12 hours engagement with structured online learning materials 3 hours Tutorial, Local Learning Group or assignment preparation
- 3 hours on placement activities
- 1 hour 40 minutes Tutorial or Local Learning Group

Hours per week, during the final two weeks of the module

15 hours assignment preparation
3 hours on placement activities

Over the course of the module

5 hours of lectures.⁸

Two supervisions with your Training Minister/Mentor of 1.5 hours each

Weekends

You attend six residential weekends per year.

Roughly five hours of teaching from residential weekends will count as teaching for each module. The rest of the time spent on residential is spent on formation and practical training, much of which will contribute to your module study but may not be directly accredited.

Residential Week

In your first and third years this is part of the teaching for your ten-credit (100 hours) Integrative Learning for Collaborative Practice module. This means that the following hours completed during the residential week count towards the study hours for that module:

15 hours of lectures/seminars

16 hours of group work (some of this may take place outside of the residential week)

In your first year, attending the residential week is a requirement for ordinands, but only the Saturday teaching is part of the teaching for an accredited module.

3.11.2. Undergraduate Learning Hours (Full Time)

Standard Weekly Study Commitments for Full Time Students (35 hours per week)

On average you complete six 20 credit modules per year. There will be times in the academic year when you may be studying two modules at once. You will need to plan your time to accommodate this.

Each 20 credit module lasts ten weeks. One 20 credit module is roughly 200 hours of study.

The hours for a standard module break down like this on average. NB this overall breakdown of hours is a largely academic exercise, and should be used as a general guide only. The proportion of time given to each activity will vary in a given week or module.

⁸ These will usually be spread over residential weekends, but may include occasional online seminars with the module leader.

For example,

- the final 2 weeks of a 10 week module are given over to assignment preparation and do not include structured online learning materials;
- lectures are usually taught during one of your nine weekend residentials.
- the Placement Module involves a full time placement in another context;
- the Integrative Learning for Collaborative Practice Module is taught through an intensive residential plus group work.

Average Hours per Week

18 hours engagement with structured online learning materials

5.5 hours personal study / preparation for your Tutorial, Local Learning Group and/or assignment

8 hours on placement activities

2.5 hours Tutorial or Local Learning Group (there are six tutorials per module, and you should lead on average one Local Learning Group per month)

0.5 hours lectures (usually incorporated into residential weekends)

0.5 hours meeting with your training minister (you should meet your training minister on average once per month for approx 1.5 hours over the course of the year)

Weekends

You attend nine residential weekends per year.

Roughly five hours of teaching from residential weekends will count as teaching for each module. The rest of the time spent on residentials is spent on formation and practical training, much of which will contribute to your module study but may not be directly accredited.

Annual Residential

The annual residential week is not part of the academic modules. You are required to attend the residential week if you are in initial ministerial training.

3.11.3. Post Graduate Learning Hours

For MA students in initial ministerial training this time commitment is broken down in this way for each **12-month phase** of study:

Part Time

Blended Learning

3 MA modules or dissertation (600 hours per year), which includes:

- MA seminars per module (6x 1.25 hours)
- 2 Local Learning Groups per module (2x1.5 hours)
- 2-3 meetings with your Training Minister/Mentor per module (3 hours)
- Contributing to online forums
- Fortnightly tutorial discussions by video conference with your peers (optional)

One or two audited undergraduate modules (200 hours per year), which includes:

- 2 Local Learning Groups per module (2x1.5 hours)
- 2-3 meetings with your Training Minister/Mentor per module (3 hours)

- Weekly tutorial in weeks 1-8 (8x1 hours)
- 1 Saturday teaching day, as part of a residential weekend

Additional Centre-based Learning

- (a) 6 residential weekends (100 hours – not compulsory for independent students)
 (b) 1 week-long residential (50 hours)

Accelerated Pathway

Blended Learning

3 or 4 MA modules (200 hours each), plus dissertation, which includes:

- 6 MA seminars per module (6x 1.25 hours)
- 2 Local Learning Groups per module (2x1.5 hours)
- 2-3 meetings with your Training Minister/Mentor per module (3 hours)
- Contributing to online forums
- Fortnightly tutorial discussions by video conference with your peers (optional)

Two or three audited undergraduate modules (300 hours per year), which includes:

- 2 Local Learning Groups per module (2x1.5 hours)
- 2-3 meetings with your Training Minister/Mentor per module (3 hours)
- Weekly tutorial in weeks 1-8 (8x1 hours)
- 1 Saturday teaching day, as part of a residential weekend

Additional Centre-based Learning

- (a) Up to 9 residential weekends (100 hours – not compulsory for independent students)
 (b) 1 week-long residential (50 hours)

3.11.4. Post-Qualification Learning Hours

Students completing the BA, Graduate Diploma or Postgraduate Diploma after completing initial study with Sarum Centre for Formation in Ministry, may wish to continue study at a decelerated pace of 40 credits per year.

The BA, Graduate Diploma or Post Graduate Diploma all involve studying a total of 120 credits which may be completed over between 1 and 3 years. Each 10 credit module should take 100 hours of study. Each 20 credit module should take 200 hours of study.

Weekends

Students are recommended to attend two Saturday teaching days at Sarum College per year.

Tutorials

Students on the Graduate Diploma or BA continue to receive tutorials for your modules, either with their cohort or by skyping into another group. As students from other years may be completing their studies at a more accelerated pace, attendance at tutorials is agreed between the student and tutor.

Students on the Post Graduate Diploma attend MA seminars at Sarum college (3 sets of seminars per module), and may video conference into these.

4. Sarum Centre for Formation in Ministry: Programme Management, Quality Assurance and Enhancement

4.1. Governing Structure

Sarum College is an incorporated charity with a Board of Trustees which operates through three subcommittees – a nominations committee, an executive committee and a board of studies. The Ministry Programme is overseen both by the board of studies (through the minutes of the Programme Committee) and by the SCRTP Common Awards Management Committee. Student reps sit on the Programme Committee and Common Awards Management Committee.

4.1.1. Student feedback

Student feedback is encouraged and elicited in a number of ways:

Distance-learning Feedback

Distance-learning modules and MA distance learning guides are monitored through online *Module Review Forms* completed at the end of each Module.

Reflective Practice modules are monitored through online *Module Review Forms* completed at the end of each Module and interviews at alternate residential weekends.

Centre-based Learning Feedback

Residential weekends are monitored through *Weekend Residential Review Forms* completed after each weekend. MA seminars are monitored through MA Seminar Review Forms completed at the end of each module. Residential weeks are monitored through Residential School Review Forms completed after each.

The **Sarum Centre for Formation in Ministry staff** peer review regularly centre-based learning, as soon as possible after the event, and later when all the student feedback has been received and independently analysed. Furthermore, the South Central RTP peer reviews Sarum Centre for Formation in Ministry teaching annually, in accordance with the South Central RTP policy on peer review.

4.1.2. Annual review

Students are asked to complete an annual online review questionnaire, which is considered at the Annual Review Day.

4.1.3. Action in Response to Feedback

Analyses of student feedback on residential weekends, staff review and staff-agreed action points are reported to students at the following weekend.

The **Programme Committee**, chaired by the Academic Dean with staff, student and tutor representation, reviews the findings of all regular monitoring processes termly. Minutes of Programme Committee meetings are considered at each meeting of the Board of Studies, so that the Board can give attention to

salient issues arising from the process. These include proposals for the improvement or revision of modules including assignment titles or the content of centre-based teaching.

The Programme Leaders submit Annual Monitoring Reports to the Board of Studies and the Common Awards Management Committee. These include recommendations for courses of action to be taken by the Board of Studies. The Annual reports, dealing with quality assurance, student data, assessment and inspection, is presented to the Sarum College Board of Studies. The Sarum College Board of Trustees takes any requisite action, including instructing the Management Committee to meet any resource implications. The minutes of the Programme Committee and the Annual Statement are submitted to the Common Awards Management Committee of the South Central RTP, which has Sarum Centre for Formation in Ministry staff and student representation.

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