A Handbook for READERS IN TRAINING

Ministerial Formation, Learning and Training

2017—2018
# Contents

The Queen’s—Lichfield Partnership ................................................................. 4
Local Ministry in Lichfield Diocese ................................................................ 5
Reader Training 2017—18 ............................................................................. 5
Residential Weekends .................................................................................. 7
  Content and Process .................................................................................. 7
  Attendance at weekends .......................................................................... 8
  The general pattern of a residential weekend ........................................ 9
  Worship at residential weekends ..................................................... 10
Weeknight Meals and Worship ................................................................. 12
Wednesday evening programme at Shallowford ...................................... 12
Course Modules 2017—18 ........................................................................ 14
Context-based Learning ............................................................................. 16
Cell Groups ............................................................................................... 17
Personal Tutors ......................................................................................... 18
Report ....................................................................................................... 19
Library Services ......................................................................................... 20
Learning Needs ......................................................................................... 20
Moodle - the Virtual Learning Environment ............................................ 20
Learning Outcomes for Reader Training ................................................ 21
Protecting Children, Young People and Vulnerable Adults ...................... 21
Reader Advisory Group ........................................................................... 22
Contact details ......................................................................................... 23
The Queen’s—Lichfield Partnership

Since September 2011, Lichfield Readers and OLMs have been trained through the partnership between the Queen’s Foundation for Ecumenical Theological Education in Birmingham and the Diocese of Lichfield. This offers Reader candidates the opportunity for broader and deeper study, arising from the riches of Queen’s traditions and resources – while enabling them to continue learning within the diocese.

Vision statements

The Queen’s Foundation

The Queen’s Foundation is dedicated to excellence in theological education and personal formation by:

- Nurturing and equipping Christians in their discipleship
- Preparing people for mission and ministry in lay and ordained roles
- Resourcing research that serves the mission of God in the world.

We celebrate unity in diversity, in a community that is international, multi-cultural and ecumenical. We aim to enable Christians to deepen their spiritual life, to grow in a faith that is generous, enquiring, deeply rooted and creative in thought and practice, and to be passionate for God’s work in God’s world.

The Diocese of Lichfield

The diocesan invitation to all is *Come follow Christ in the footsteps of St Chad*; to focus afresh on what following Christ means in our lives and in the lives of our Christian communities. At the heart of this invitation and vision for the diocese is a focus on discipleship, vocation and evangelism incorporating the five key themes:

- Discovering the heart of God (prayer and worship, vision)
- Growing disciples (teaching and nurture, pastoral care)
- Reaching new generations (mission and evangelism)
- Transforming communities (justice and care, community issues)
- Practising generosity (becoming like our generous God)
Local Ministry in Lichfield Diocese

Local ministry, alongside local mission, is vital to the strategic vision (above). Accordingly, diocesan policy is to encourage parishes to develop local leadership teams in which groups of lay people share responsibility with the clergy for the leadership of the local church, as the best way of achieving these strategic aims. Many parishes now recognise the desirability of effective shared leadership, in which lay people play an essential part. At its heart is an emphasis on appropriately trained leaders sharing responsibility for the life of the local church, enabling its members to fulfil their own ministry as baptised Christian disciples. For some, this ministry is exercised primarily in the local church; for others, primarily in their daily work, their neighbourhood and their Monday-to-Saturday discipleship. For all, as the focus is directed on discipleship, vocation and evangelism, the aim is to glorify God and to grow God’s kingdom.

The main characteristics of local ministry are:

- **Enabling** every member of the Christian community to fulfil their ministry in the world and in the Church, and so to become co-workers for the kingdom of God.
- **Collaborative**, recognising and reflecting the variety of gifts given by the Holy Spirit to the people of God.
- **Collegial**, because the kingdom of God is not organised around a hierarchy of power, but a shared participation in service.
- **Including both lay and ordained**, recognising that both are needed for the whole Church to flourish.
- **Professional**, in the sense of a commitment to excellence, good practice and accountability.

To enable this, a range of services is offered to parishes (e.g. a wide variety of lay training opportunities, the Pathways to Ministry year, Diocesan Advisory Panels, team training and support, the training of ministers, lay and ordained). Further information about any of these services can be obtained from Julia Cunningham (see contacts list at the end of this Handbook).

### Reader Training 2017-18

Reader training in Lichfield Diocese has been, since September 2011, delivered as a pathway of the Queen’s Foundation. The training is accredited, through Queen’s, to form the first part of a BA (Hons) in Theology from the University of Durham. At the end of a two year part-time programme of Reader training most students leave with a Certificate in Higher Education in Theology, Ministry and Mission. This is equivalent to the first year of full time undergraduate study and is validated by Durham University as part of the suite of ‘Common Awards’. The programme has been designed through a partnership between Queen’s, the Diocese, other theological institutions, Ministry Division of the Church of England and the University.

The programme is rigorous and demanding, because the responsibilities of Reader ministry and expectations of Readers are also rightly demanding. Although the programme is hard work, most give feedback that they are glad they have done it, as it has widened their horizons and equipped them to be more confident in resourcing the faith and learning of others. Tutors and all those involved in the programme are committed to helping you to flourish, and although some procedures may feel bureaucratic they are part of a discipline of learning and study that is worthwhile.

But ultimately it is not the award that matters; this is a means to an end which is your Reader ministry exercised with skill and integrity. Therefore, successful completion of this award does not mean that you will automatically be licensed as a Reader; equally, not completing the award does not necessarily disqualify you from being licensed. Vocational and formational discernment processes are ongoing throughout training and are overseen by a Reader Advisory Group, consisting of officers from the Diocese and Queen’s as well as licensed Readers.
The Revd Dr Jeanette Hartwell is Director of Reader Training who works for both the Diocese and Queen’s as she leads this programme. For the Diocese, she oversees the organisation of the pathway for Readers and of the Readers themselves who are in training, supported by Julia Cunningham at St Mary’s House and reporting to Dr Lindsey Hall, Director of Vocations. As the Queen’s Lichfield Partnership Tutor she is responsible for ensuring that all the teaching and learning which takes place at Shallowford House meets the policies and practices of the Queen’s Foundation and its partner University, reporting to the Queen’s Academic Dean and Principal. Jeanette also acts as a link between Queen’s and ordinands whose evening classes take place at Shallowford House. Her dual role in the Diocese and Queen’s expresses the partnership between us and the commitment we share equally to your training and ministry.

All those who teach at Shallowford House will be either Queen’s tutors who have travelled up from Birmingham, or are associate tutors who Queen’s have contracted from the Diocese to teach a module. In particular Dr Andrew Hayes, a Queen’s tutor who shares with Jeanette a particular responsibility for the provision of Wednesday evening teaching at Shallowford, will be present most weeks.

In addition to the weekly taught classes on Wednesday evenings during term times, Reader training also incorporates residential weekends at Shallowford House. On Wednesday evenings at Shallowford you will study alongside ordinands from the Diocese which is a good way to begin habits of working and learning together with ministerial colleagues. You will also do assessed work, some relating to work in your own parish(es); you will complete a placement and belong to a local cell-group.

Whatever the context for learning (in a classroom, via Moodle, or on placement), an essential requirement is to be open to listen to and respect a diversity of perspectives and ideas. You are asked to participate fully and openly, listening attentively and speaking courteously. The opportunity to learn from others and to subject one’s own assumptions and beliefs to critical scrutiny is a precious gift.

Year 1 Inductions and Introductions

Year 1 students start their training with two inductions:

- 16 September 2017 is the Reader Induction Day at Queen’s which introduces students to Reader training;
- 20 September at 6.30pm is an introduction to Shallowford House, and to the other members of the weeknight group which will consist of ordinands as well as Reader candidates.

The Shape of Reader Training

There are a number of strands to Reader training:

- Residential weekends
- Weeknight meals and worship
- Course modules
- Context-based learning
- Learning journals
- Cell groups
- Personal tutors

These will now be described in more detail.
Residential Weekends

Each year-group has three residential weekends (i.e. six over the two-year training). These are currently held at Shallowford House. In some year-groups, numbers require that some students will be asked to share twin-bedded rooms on a rota basis – with a guarantee of en-suite accommodation for all who are sharing.

Tutors

The main tutors for the residential weekends will be the Revd Dr Jeanette Hartwell (Director of Reader Training) and Dr Lindsey Hall (Director of Vocations & Training). Guest speakers and visiting tutors will also take part. In addition, a chaplain attends the weekends and is available for any kind of conversation or consultation.

Content and Process

Reader residential weekends aim to:

• introduce students to a range of tools and skills for exploring and understanding their future role as Readers in their particular contexts;
• prepare students for Reader ministry by providing opportunities to reflect on lay leadership within the current patterns of church life and ministry;
• focus on key areas of ministry (e.g. preaching, spirituality, mission, leading worship, leadership) and thereby connect theological reflection with practical ministry
• look at some practical skills related to Reader ministry.

In addition to these general aims, each year group will study a practically focused module.

Year 1: Introduction to Preaching

The Year 1 weekend programme covers the module Introduction to Preaching:

• Preaching: Getting Started (13-15 October 2017)
• Preaching: Bible and Imagination (19-21 January 2018)
• Preaching: Leading and Learning (8-10 June 2018)

Year 2: Integrative Learning for Collaborative Practice

The Year 2 weekend programme covers the module Integrative Learning for Collaborative Practice. The theme we are focusing on for this module is God’s Mission and Ours:

• Mission-shaped ministries? (13-15 October 2017)
• Funerals – the Hidden Mission (19-21 January 2018)
• Mission in Context (8-10 June 2018).

• NOTE: In addition to the weekends Year 2 Reader students are required to attend Preparing for Authorisation with other lay ministers on Saturday 21 July, in readiness for the cathedral service on 8th September 2018.

The three residential weekends for each year-group are designed to be:
• **Formational** – they involve worship, shared meals, sharing residence to give space and time for relationships of trust and mutuality to grow more deeply, so that the learning brings together in a more integrated form who we are, what we do and how we think.

• **Informational** – each weekend will involve teaching new ideas and will help you to think in new ways. Teaching at weekends often introduces new disciplines and material – but because of the limited time, we can only offer a broad introduction, so you are expected to supplement this by reading more widely using the reading lists provided.

• **Transformational** – theological education should change us; encountering new perspectives, looking at familiar things in new ways, meeting new people who think and work out their faith in different ways from us; sharing worship with those who pray and praise differently; all of these things can and should change us.

Each weekend has three key elements:

• **Worship** (see below)

• **Teaching sessions** – these form the heart of the learning around the topic or themes for the weekend. There are six sessions, with some free time normally after lunch. Some of the sessions (especially the evening ones) will tend to be more informal.

• **Sunday morning cell groups** (see general cell-group information later in this Handbook). Year 1 students are allocated to a group at Induction Day and will generally stay in this group for the duration of the training; Year 2 students will continue in the same cell-groups as last year. Each weekend contains time for a cell-group meeting.

**Attendance at weekends**

ALL candidates are expected to attend the whole of each weekend, including meals and worship. If for any unexpected reason you are not able to attend some or all of a weekend, please contact Julia Cunningham (see Contact Details at the end of this Handbook). You will also need to fill in the standard Absence Form (download from Moodle).

You will be automatically signed in for all meals for the weekend. If, in an exceptional situation, you need to leave before Sunday lunch, please discuss this with the Director of Reader Training – and remember to let Shallowford House know in advance.

If for health reasons you cannot attend a weekend, you may need to attend the equivalent weekend the following year. You must also complete an absence form, and ensure you have informed Julia Cunningham and Jeanette Hartwell, as well as Shallowford House.
The general pattern of a residential weekend

Weekends will generally follow the pattern below.

<table>
<thead>
<tr>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>6pm</strong></td>
<td>Arrivals</td>
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<tr>
<td><strong>6.30</strong></td>
<td>Dinner</td>
</tr>
<tr>
<td><strong>7.30—9.00</strong></td>
<td>Teaching</td>
</tr>
<tr>
<td><strong>9.15</strong></td>
<td>Worship</td>
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</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.00</strong></td>
<td>Morning Prayer</td>
</tr>
<tr>
<td><strong>8.30</strong></td>
<td>Breakfast</td>
</tr>
<tr>
<td><strong>9.15—12.45</strong></td>
<td>Teaching – including coffee break</td>
</tr>
<tr>
<td><strong>1.00</strong></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Generally free time until tea at 3.00</td>
</tr>
<tr>
<td><strong>3.30—5.00</strong></td>
<td>Teaching</td>
</tr>
<tr>
<td><strong>5.15</strong></td>
<td>Worship</td>
</tr>
<tr>
<td><strong>6.15</strong></td>
<td>Dinner</td>
</tr>
<tr>
<td><strong>7.15—8.45</strong></td>
<td>Teaching</td>
</tr>
<tr>
<td><strong>9.00—9.45</strong></td>
<td>Cell groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>8.00</strong></td>
<td>Morning Prayer or Eucharist</td>
</tr>
<tr>
<td><strong>8.30</strong></td>
<td>Breakfast</td>
</tr>
<tr>
<td><strong>9.15</strong></td>
<td>Teaching</td>
</tr>
<tr>
<td><strong>10.45</strong></td>
<td>Coffee</td>
</tr>
<tr>
<td><strong>11.15</strong></td>
<td>Reflection time</td>
</tr>
<tr>
<td><strong>12.00</strong></td>
<td>Worship</td>
</tr>
<tr>
<td><strong>1.00</strong></td>
<td>Lunch, followed by departure</td>
</tr>
</tbody>
</table>
Worship at residential weekends

For general guidance on leading worship, see the Queen’s Foundation Worship Handbook, available on Moodle. Some of the guidance in the Queen’s Handbook relates specifically to the chapel at Queen’s, but most of it is excellent advice and guidance about leading worship generally, with recommended source books and resources. You are encouraged to refer to this and remember that it is available.

There are four occasions for student-led worship at each residential weekend.

- **Year 2 students already have worship slots allocated to cell-groups.**
- **Year 1 students.** Weekends will be distributed to cell-groups at Induction Day, with a cell-group generally being responsible for worship for part, or the whole of, a weekend. Members of a cell group may agree themes, but then allocate individuals to lead each service. Alternatively a cell group may decide to plan and lead the worship in a more collaborative way, although the group needs to recognise that this is more time-consuming.

A tutor is responsible for leading the worship and preaching at the Sunday Eucharist, but it would be helpful if this person could be involved in or informed about the cell-group’s plans, so that this service can also be coordinated as part of the weekend worship.

When planning worship please remember the following:

- If you want to involve others – musicians, etc – they need fair notice.
- Disciplined time-keeping is essential.
- Over the course of the weekend a balance needs to be struck between experimentation and familiarity, between innovation and being faithful to the expectations and traditions of the Church of which we are a part. We offer some guidance below for how this can be done.
- Too many words are not good for the spiritual digestion. Worship leaders are encouraged to explore a brief ‘thought for the day’ or other imaginative ways of helping reflection on scripture. The Saturday late afternoon slot and final act of worship on Sunday lend themselves to a more creative approach to worship (e.g. prayer stations, use of drama or images); you might also consider a talk or equivalent (e.g. drama, imaginative engagement with Scripture or the theme, etc) for this service.
- You should seek feedback from peers and tutors using the forms available at Shallowford or from Moodle (see the worship handbook for details). When worship-leading or preaching at Shallowford, at least one feedback form must be from one of the tutors.
- Copies of *Common Worship: Daily Prayer* are available in the Shallowford chapel.

**FRIDAY evening**

People will be tired so this should be a short (about 15 minutes) and simple service of the word. Leaders are encouraged to engage with the resources for daily worship in *Common Worship: Daily Prayer* (2005) (an act of night prayer, also called Compline, from *Common Worship* would be appropriate, for example). Alternatively, students may choose to use another liturgical resource.

**SATURDAY morning**

This short 20-minute act of worship should be a simple service of the word. Leaders are encouraged to engage with the resources for daily worship in *Common Worship: Daily Prayer* (either Prayer during the Day or Morning Prayer from *Common Worship* are appropriate). Alternatively, students may choose to use another liturgical resource.
SATURDAY late afternoon
This longer service should be around 30—45 minutes and therefore can be a more creative and imaginative act of worship. This is an opportunity to try out, and receive feedback for, ideas for leading worship that might be daunting or impossible in a parish setting, so we encourage you to be innovative. We can learn more by daring, even if we don’t get it quite right, than by playing safe – both as leaders and as worshippers. Saturday afternoon worship may also involve some kind of short talk, or other appropriate engagement with the word, such as conversation and discussion (please see the notes on services of the word in Common Worship for further guidance). We strongly recommend that leadership of this service is shared by at least two members of the cell group.

SUNDAY morning
This is a staff-led Eucharist. Members of the cell-group leading worship may take on assistant ministries at this service (e.g. readings, leading intercessions), and will be invited by the presiding tutor to do so.

SUNDAY midday
Again this longer service should be around 40-50 minutes and therefore can be a more creative and imaginative act of worship. We strongly recommend that leadership of this service is shared by at least two members of the cell group.
Weeknight Meals and Worship

Weeknight tutors/staff

At Shallowford on a Wednesday evening there will regularly be:

- module tutors (i.e. those teaching the classes) for up to three year-groups (although your programme lasts two years, ordinands have a third year and so are present for some, though not all, terms, depending on their programme)
- Tutors who have specific responsibilities for Shallowford House and for the Readers and ordinands learning there. Jeanette Hartwell will normally be present, with a particular responsibility for academic procedures for both Readers and ordinands, for example discussing issues to do with extension requests, mitigation and independent learning plans (except for those ordinands whose personal tutor is Andrew Hayes). Andrew Hayes will also normally be present, with a particular responsibility for supporting the library, assisting students with accessing books and online resources. He will also deputise for Jeanette Hartwell if she is unavailable in relation to academic processes.
- Shallowford staff, consisting of director Simon Hudson and his team, who look after reception and the dining room.

Wednesday evening programme at Shallowford

All students attending Shallowford House on Wednesday evenings are encouraged to attend worship if possible. This takes place at 6.15pm on a Wednesday evening, between the (optional) meal and the teaching session (worship is at 6pm on the first and last nights of term, to allow time for a simple Eucharist). Those wishing to eat supper (for which there is no charge) must sign in the previous week. If you are unable to arrive by 5.30pm, but would still like food, please talk to a member of staff at Shallowford. The programme for a Wednesday evening is:

5.30pm Evening meal (optional – see above)
6.15pm Student-led worship (Chapel)
[5.15pm Evening meal, first and last weeks of term ONLY]
6pm Staff-led Eucharist in the Chapel – first and last weeks of the term ONLY]
6.45pm Session 1
8pm Coffee break
8.15pm Session 2
9.30pm Evening ends

Worship

At Shallowford on Wednesdays, the worship is mostly student-led, apart from the first and last weeks of the term, when students help with a staff-led Eucharist (leading intercessions, doing readings, setting up the chapel, etc).

Wednesday worship in other weeks is led by Reader students. You are asked to do this in pairs – a rota will be available at Induction Day for you to sign up to (please see the Director of Reader Training if there are problems about arriving in time to do this). This worship-leading will be formally assessed, so feedback
forms must be handed out in advance. At least one form must be given to a tutor, with others given to peers NOT left on seats.

The service should be a simple service of the word. Time-keeping is particularly important – it should last a **maximum of 20 minutes**. Leaders are encouraged to engage with the resources for daily worship in *Common Worship: Daily Prayer* (either Prayer during the Day or Evening Prayer from *Common Worship* are appropriate). Alternatively, students may wish to use another form of evening liturgy.

Ordinands at Shallowford House do not normally lead worship on Wednesday evenings as they have other opportunities to do so at Queen’s. They can, however, be asked to give feedback.
Course Modules 2017—18

YEAR 1, 2017-18

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Week 1</td>
<td>Weeks 1 - 3</td>
<td>From Week 4</td>
</tr>
<tr>
<td>Introduction to the Bible</td>
<td>Introduction to Christian Worship</td>
<td>Foundations for Reflective Practice in Context</td>
</tr>
</tbody>
</table>

Each term is generally 10 teaching weeks with an additional week in the middle for half-term. Module handbooks setting out the contents, assignment information and bibliographies are available from the module tutors at the start of each module, and are also available on Moodle. The weeknight modules fit into a three-term pattern thus:

YEAR 2, 2017-18

The teaching/assignment programme consists of:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>TMM1147(S) A Brief Introduction to Church History (10 credits): evening teaching</td>
<td>TMM1107(S) A Brief Introduction to Christian Doctrine (10 credits): evening teaching</td>
<td>TMM1167(S) An Introduction to Christian Ethics (10 credits): evening teaching</td>
</tr>
<tr>
<td>TMM1051 (S) Using the Bible Today (20 credits): evening teaching</td>
<td></td>
<td>TMM1277(S) Integrative Learning for Collaborative Practice (10 credits): weekend programme</td>
</tr>
</tbody>
</table>
Each term is generally 10 teaching weeks with an additional week in the middle for half-term. Module handbooks setting out the contents, assignment information and bibliographies are available from the module tutors at the start of the module – and are also available on Moodle. Year 2 Readers will continue to study with ordinands.

The weeknight modules fit into a three-term pattern thus:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Week 1</td>
<td>From Week 8</td>
<td>From Week 4</td>
</tr>
<tr>
<td>Brief Intro to Church History</td>
<td>Brief Intro to Doctrine</td>
<td>Intro to Christian Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using the Bible Today</td>
</tr>
</tbody>
</table>

**General**

Both years also include:

- **A Worship Portfolio** (done over two years; not for credit but essential for personal development and formation)
- **A cell-group** (for mutual support, prayer, challenge; for sharing in worship-planning and leading)
- **A personal tutor**, with whom each student meets once a term in both years of training. The first meeting (second half of the autumn term) is to discuss your electronically completed Learning and Formation Agreement (LFA); the meeting in the Spring term is for general discussion about your progress and development; and in the third term, the meeting is to discuss your electronically completed Self-Appraisal Form (SAF). This is not for credit, but contributes to your interim and final reports, as well as offering you a one-to-one mentor outside the parish.

Each of these is covered in more detail on the next pages.

**Attendance**

You are expected to attend all sessions, both weeknight and weekends. This is not just because you will otherwise miss important material but also because others will miss your contribution and insights. However, we recognise that there are sometimes unexpected or intractable events; in which cases you are expected to complete an Absence Form, and notify tutors and staff at Shallowford where possible.

If your attendance falls below 70%, you have failed to meet the programme requirements for attendance. Please be sure to talk to Jeanette Hartwell if there is any likelihood of this as there is a process for mitigations.
Context-based Learning

There are three main parts to your context-based learning: the Local Church Agreement and the Placement in Year 1, and the Worship Portfolio taken across Years 1 and 2, and completed in the summer term of your second year.

1  Local Church Agreement (LCA)

At the start of your training we ask you to complete a Local Church Agreement with your parish supervisor/incumbent. This form encourages you to discuss in the parish your local commitments during training (which may well be less than the parish is used to, as you may need to withdraw from some roles in order to focus on training and on getting the most from it). It also asks you and your supervisor to reflect on your prior learning and experiences – and on where you might need or want to gain more experience. This could prove helpful when considering a placement church. Both student and supervisor agree to their roles within the local context. The signed form is then returned to Julia Cunningham at St Mary's House.

2  Placement

This forms part of the Year 1 module, Foundations for Reflective Practice in Context. It will be undertaken in the summer term of Year 1, and the insights gained in the weeknight teaching will be explored in practice during the placement. This placement is arranged by Queen’s after discussion with you and where appropriate with Diocesan officers.

3  Worship Portfolio

You are expected to compile a portfolio of worship you lead, and sermons you preach, as well as a record of what you are reflecting on, learning about, exploring as you go through the course. More information will be provided on this during the year. Your Worship Portfolio is reviewed by Jeanette Hartwell although not formally assessed, as it shows more clearly than any other piece of work how you have developed in key skills during your training, and also demonstrates your skills as a reflective practitioner in the final reflection you are asked to write on the changes about your journey through training and your recognition of future lifelong learning needs.
Cell Groups

Cell groups provide a context in which you can build and develop close relationships of trust and respect. Where possible, cell groups are organised geographically so that members can (for example) attend each other’s churches to offer feedback on preaching or worship-leading. Details of cell-group membership will be provided at Induction Day.

Cell groups meet at residential weekends, and optionally at any other time which the group itself may wish to arrange (e.g. once a term locally, in order to keep in touch with each other). Some cell groups meet for a meal and prayer in each other’s homes once a term – it is up to each group to decide how you can best get to know and support each other.

Cell-group meetings at weekends

Learning to work with and depend on others whom we do not choose is a key formational and ministerial matter. Responsibility for the group rests with its members. If a group is facing difficulties, the group may agree together to seek advice or support from the year-group chaplain or the Director of Reader Training, from their personal tutor(s) or from one of the module tutors.

Cell groups at residential weekends will do three things:

1. The group should be a place where personal matters are shared, encouragement given, and prayer offered. You will come to residential weekends bearing concerns and pressures as well as joys; likewise, the learning may prompt a range of responses, touching on past hurts or delights: cell groups are places to share these in so far as you wish.

2. Module tutors may suggest that for a part of the time the cell group explore something that links with the theme of the weekend. Cell groups are not bound to do this if there are more important issues.

3. Each cell group is responsible for leading worship at one (at least) of the residential weekends. It is tempting for this task to dominate the group, but we strongly urge that you devote only one meeting to this.

We strongly encourage that the first meeting of the cell group establishes some agreed ground-rules. These should include:

- An agreement to confidentiality – what is said in the group is not repeated or referred to outside the group;
- An agreement to mutual commitment and respect – attendance is a priority, members commit to careful and respectful listening;
- An agreement about whether prayer and worship will form part of the life of the group, and if so how this will be facilitated;
- The group may wish to commit to praying for each other between weekends.
- Agreement about other kinds of meeting between weekends.
Personal Tutors

Each Reader candidate is allocated a personal tutor who (in as far as it is possible given the size/geography of the diocese) lives within relatively easy reach. The personal tutor’s role is to support and challenge you as you engage with the course. S/he is outside your parish and is not a tutor on the course, so is a ‘safe’ person to share with. You are expected to meet once a term and you should take the initiative to arrange these meetings, usually at your personal tutor’s home or another place by mutual agreement. You can also bring issues of particular concern that may arise in between your scheduled meetings. Your Personal Tutor will only know the course in outline so they are not there to give advice about the programme (you should speak to Jeanette instead); they are, however, an ideal person to discuss what you are learning, what you are struggling with, and they can help you make connections and integrate your learning with your practice. They also contribute, along with others, to your report at the end of each academic year. Personal tutors are all themselves licensed ministers, lay or ordained, and so have experience both of ministerial training and of the joys and demands of parish ministry and church leadership. Generally students will have the same personal tutor for both years of training.

Meetings with personal tutors

Students have three regular meetings during each academic year with their personal tutor, once per term.

- **Autumn term.** Students in both years are asked to download an electronic Learning and Formation Agreement (LFA) from Moodle. We ask you to complete this electronically (as on all such forms from Queen’s, the boxes expand according to how much you write) and to send this to your personal tutor at least two weeks before your tutorial. This will form the basis for your first meeting. When you have discussed it, and made any agreed changes, you and your tutor both sign the form and send a signed copy to Julia Cunningham at St Mary’s House (see back cover for address).

- **Spring term.** This is the most open-ended of the three meetings. You can bring to it any issues that have arisen for you, and use it to review your training and formation thus far. Your tutor may want to refer back to your LFA and see how certain things are working out in practice.

- **Summer term.** Students in both years are asked to download an electronic Self-Appraisal Form (SAF) from Moodle. Again we ask you to complete this electronically. This will be available towards the end of the Spring term. You must complete it and send it to your tutor at least a week before your tutorial; the tutorial itself should take place by the middle of May – though a more detailed timetable will be issued nearer the time. This form, and your tutorial on it, are the basis of your personal tutor’s contribution to your Report.

Confidentiality

Personal tutors are appointed by Queen’s and are a formal part of the provision for your learning. Therefore, although they are someone you can share openly with about your learning they are not like a spiritual director where what you say is confidential. They are required to share their observations about you in their contribution to your end of year reports; they can share concerns or issues that have arisen with the Director of Reader Training who may refer this to the Reader Advisory Group. They are expected always to be open with you about any concerns they have and to share with you anything that they plan to say or report before they do so. Anything they say or report is held confidentially within the staff team or the Reader Advisory Group and will not be shared with your parish supervisor or members of the parish.

If you wish to discuss any strictly confidential matters, you are advised to talk to your spiritual director for such conversations.
Reports

In line with best practice in ministerial training, a report is written at the end of each academic year:

- An interim report at the end of Year 1 (for the Warden of Readers)
- A briefer summative report at the end of Year 2 (for both the bishop and the Warden of Readers) which forms the basis of the recommendation for licensing to Reader ministry.

These are overall reports of your learning and formation during the year and/or during training. They are multi-faceted, incorporating comments and insights from a number of people and sources, including:

- Comments from your personal tutor
- Comments from your parish supervisor/incumbent
- Comments and observations from tutors, both for weeknight and weekend modules
- Comments and feedback from your Worship Portfolio
- Academic assignments
- Your Self-Appraisal Form

The Report may suggest areas for further development or particular support during the second year, or the early months of licensed ministry – or may point you to further studies that could enhance your ministry and mission. The Report concludes with a recommendation to the Bishop about your progress toward licensed ministry. You are asked to sign the report, not to say that you agree with it but that you have read it. Where the Report raises difficult issues, or where you do not agree with it, you are entitled to ask to discuss it, normally with the Director of Reader Training. You can also write your own comment on the report.

The report is formally considered by the Reader Advisory Group. A copy of the Report will go each year to you, your parish supervisor and your personal tutor. Copies of signed Reports will be held by the diocesan Warden of Readers (the Ven. Paul Thomas).
Library Services

Reader students studying at Shallowford have access to two libraries:

1. The library at Shallowford House includes copies of module core texts (with multiple copies of some titles). This library operates a manual loan system: you are required to record your loans so that others know who has borrowed a book. Andrew Hayes is usually available to assist you in your use of the Shallowford library on Wednesday evenings.

2. You are also strongly encouraged to register with the Queen's Foundation library in Birmingham, which has a much wider range of titles than the library at Shallowford. The Queen's library uses an online management system for loans and reservations, and once you have registered, you can request books to be brought to Shallowford for you. In addition to the physical collections, a variety of electronic resources are also available to you. These give you access to online journals, which are a very useful resource for short and focused articles, and also e-books. Further details of the electronic resources can be found in module handbooks and on the Queen's library website.

A time is set aside during the induction day at Queen’s to visit the library and to complete your registration. Contact details for the Librarian, Michael Gale can be found in the Contacts section below.

For further assistance and support, please ask Andrew Hayes or Michael Gale at any time.

Learning Needs

We are committed, along with the Diocese, to providing support for those who have learning needs. If you have an existing assessment for a learning need such as dyslexia or dyspraxia please make sure Katherine Onion (Academic Registrar) and Jeanette Hartwell are aware of it. For others, as a first step we recommend you complete the self-check questions that were emailed to you as part of your admission process. If these indicate specific needs then talk with Jeanette. If you require an assessment it is good to do it as soon as possible, and the Diocese will normally pay for this. If a specific learning need is identified then it can open the door to other forms of support. The policy on supporting students with learning needs is available in the Academic Handbook which you will receive at induction. For more general support a 'study buddy' system is in operation which will be explained to you at induction.

Moodle - the Virtual Learning Environment

You can access Moodle from the home page of the Queen’s website (by clicking on the link called Queen’s VLE at the top of the page). Through Moodle you can access documentation relating to Foundation policies and practices, as well as specific information for each taught module, together with discussion forums, links to web resources, handouts, etc. Assignments are submitted through Moodle. It is essential that you get familiar with it from the word go, or you will be disadvantaged in your training. If you lack confidence about this and need some assistance ask another student or use a study buddy. If you have technical problems with Moodle email: moodle@queens.ac.uk
Learning Outcomes for Reader Training

The office of Reader is nationally recognised by the Church of England. The Church has therefore produced a set of learning outcomes for Readers, with indications of what the wider Church expects of people at three stages in their training and development:

- At the start of training
- At licensing
- After 3 or 4 years of ministry.

These can be found (downloadable as a PDF document) at http://www.readers.cofe.anglican.org/crc_doc_one.php?152

Protecting Children, Young People and Vulnerable Adults

The Diocese of Lichfield has adopted the revised Child Protection policy outlined in Protecting All God’s Children (Church House Publishing, 2010). To protect vulnerable adults, the diocese has also adopted as a policy Promoting a Safe Church. Policies and safeguarding support can be found at: https://www.lichfield.anglican.org/safeguarding/

The Diocese has a number of policies that will be released in the autumn 2017 – Diocese Safeguarding Policy (2017), Recording with Care Policy (2017), Safer Recruitment Policy (2017) and Social Media Policy (2017). These are based upon the national church documents but are Diocese specific (for example they include processes for referral to the Diocese etc). They also update National church documents with the latest legislation on Adult Protection – The Care act (2015).

The Disclosure and Barring Service (DBS) is the government agency through which checks can be made to ensure the suitability of people to hold posts, particularly where they will have sole responsibility for children or vulnerable adults.

It is a requirement of Queen’s that those undertaking training for ministerial roles within the church have a current DBS Certificate. The following points relate particularly to local ministers:

- It is the responsibility of the parish to ensure that all local ministers hold a current DBS disclosure form.
- Reader candidates who do not already have DBS clearance should discuss, at the start of training, with their incumbent or parish Safeguarding Officer how to apply for a DBS certificate.
- No one will be licensed or authorised in the diocese unless they hold a current DBS certificate.

Further information on this is available from www.gov.uk/dbs

For any further queries, please contact Neil Spiring at St Mary’s House (01543 306030; Neil.Spiring@lichfield.anglican.org).
Reader Advisory Group

A Reader Advisory Group was set up in 2012, to consider all aspects of Reader training, and to offer advice to Queen’s, the Diocese of Lichfield, tutors and candidates alike. The RAG meets once per term.

The membership of this group is currently (in alphabetical order):

- Julia Cunningham (Training Co-ordinator, Vocations & Training)
- Dr Lindsey Hall (Director of Vocations, Lichfield Diocese)
- Revd Dr Jeanette Hartwell (Director of Reader Training, Lichfield Diocese and Tutor, The Queen’s Foundation)
- Dr Andrew Hayes (Tutor in Historical Theology, The Queen’s Foundation)
- Revd Canon Dr David Hewlett (Principal, The Queen’s Foundation), Chair
- Allen Hudson (Reader, Lichfield Diocese)
- Roger Pooley (Reader, Lichfield Diocese)
- Lucy Toyn (Reader, Lichfield Diocese)

If there are any concerns, questions or issues you wish to raise about Reader training, please speak in the first instance to Jeanette Hartwell. If you are not satisfied then contact the Chair, David Hewlett (see back cover for contact details).
Contact details

Lichfield Diocesan Office
St Mary’s House
The Close
Lichfield WS13 7LD
www.lichfield.anglican.org
01543 306030
Julia Cunningham (direct line): 01543 306223

The Queen’s Foundation
Somerset Road, Edgbaston
Birmingham B15 2QH
www.queens.ac.uk
0121 454 1527
Queen’s Library
0121 452 262
library@queens.ac.uk

Shallowford House
Shallowford, Stone
ST15 0NZ
01785 760233

Emergency contact number (Shallowford): 07436 818427

Email addresses (in alphabetical order)

Dave Allen (Academic Dean, Queen’s): d.allen@queens.ac.uk
Julia Cunningham (Training Co-ordinator, Vocations & Training): julia.cunningham@lichfield.anglican.org
Michael Gale (Librarian, Queen’s): library@queens.ac.uk
Lindsey Hall (Director of Vocations): lindsey.hall@lichfield.anglican.org
Jeanette Hartwell (Director of Reader Training): jeanette.hartwell@lichfield.anglican.org
Andrew Hayes (Tutor in Historical Theology): hayesa@queens.ac.uk
David Hewlett (Principal, Queen’s): d.hewlett@queens.ac.uk
Allen Hudson (RAG member): allenhudson529@btinternet.com
Simon Hudson (Director, Shallowford House): info@shallowfordhouse.org
Katherine Onion (Academic Registrar): k.onion@queens.ac.uk
Roger Pooley (RAG member): rogpooley@aol.com
Paul Thomas (Warden of Readers): archdeacon.salop@lichfield.anglican.org
Lucy Toyn (RAG member): lucy.toyn@gmail.com