ninisterial training to sustain and draw strength from their relationships - with God, fami	ily,

- d. tells the candidate whether they will be sent to train for ministry. Members of the Assessment Board will meet with the candidate and synod representatives in the second or third week after the Assessment Conference to meet the candidate and convey the decision. This is also an opportunity to talk to the synod about the final decision and, where the decision is to send the candidate for training, to discuss through which Resource Centre for Learning they will train, and the ongoing care and oversight of the candidate/student with synod representatives. If the decision is not to send the candidate for training or to defer training then the discussion needs to focus on the debriefing process and care of the candidate.
- 2.2 For the sake of simplicity and darity the rest of this paper will refer to the "student", to distinguish between the individual's progress through the initial assessment process and their entry into Education for Ministry Phase 1. Assessment of an individual's suitability for ministry does not end when a candidate is accepted as a student, since discernment continues throughout the Education for Ministry Phase 1.
- 3.1 Copies of the Assessment Board and Education and Learning Board's decisions are sent to the synod in the week following an Assessment Conference. As soon as possible after the candidate has formally accepted the offer of training, a copy of their application papers is sent from Ministries, via Education and Learning, to the appropriate Resource Centre for Learning. These papers will also include the Assembly Assessment Board report, the Education and Learning Board report, any comments from the synod, the report of the Personal Development Officer, along with the reports of the pre-training health screening and psychological health screening conducted after the Assessment Conference. It is vital that any qualifications and comments made during the initial assessment process are kept in mind throughout training and are reviewed when the final decision on eligibility for a call is taken.

- 4.1 The stresses of passing through a complex and extended process of training can be great, and the Church has a responsibility to offer its ministerial students pastoral care that both respects their needs and supports their training. The Church expects to honour that responsibility as follows:
 - a. The synod has an anchor role in the care of the individual, beginning from the time they make their initial application to be considered as a candidate for ministry, sustained during the initial assessment process, and continuing throughout the

the permission of the individuals involved, inform the Secretary for Education and Learning in the first instance so that an appropriate response can be considered. The Secretary for Education and Learning will keep the Secretary for Ministries informed. There may be cases where pastoral necessity requires a decision to be taken about the continuation of Education for Ministry Phase 1. The decision

- 8. Spirituality
- 9. Theological perspective
- 10. Development objectives
- 11. Other matters to consider
- 6.2 Consistent use of these headings in annual reports from Resource Centres for Learning should enable all parties to see more dearly how the student is developing through Education for Ministry Phase 1, and how any difficulties have been addressed and dealt with. It is understood that individual Resource Centres for Learning have inherited reporting systems which may be shaped by ecumenical requirements and local practice. However, the spirit of the

- 6.8 The normal end of year review report emerges from the student's self-assessment, placement report(s), the tutor's report, and any other documentation which is a routine part of the RCL's review process for students. It is this penultimate year report which will inform the Assessment Board's decision on a student's progress towards ordination or commissioning.
- 6.9 The annual meeting of the Assessment Board takes place in the first half of September so, for reasons of timing, it may be that the Convener of the Assessment Board and the Secretary for Ministries will act on behalf of the board in declaring a student eligible to go forward to the next stage of the process, unless doubts have been raised about an individual's progress by the RCL. The process for dealing with such a case is covered in 8.1-8.6 below.
- 6.10 The report for the synod moderators, which is written once provisional readiness for ministry has been confirmed by the Assessment Board's officers, is written by the RQL and forwarded to the moderators for their meeting in October. Like the annual reports, this report is seen and signed off by the student. The moderators are particularly keen that this report for each student should address directly the eleven issues noted in the guidance sheet. Not only do these headings address the issues which are relevant when seeking an introduction to service, but consistent use of them will enable darity and parity when students from different Resource Centres for Learning have to be considered together for introduction to service.
- 6.11 The Assessment Board or its officers should not be asked to make a decision about a student's readiness for ministry on the basis of incomplete information. Neither should synod moderators be asked to weigh factors of which the candidate has not been told, because otherwise their job becomes impossible. However, it is also important that all reports on a student should be dealt with discreetly and carefully.
- 6.12 As with other annual reports, the Assessment Board's officers should receive the penultimate year's report from the Resource Centre for Learning through the Secretary for Education and Learning. In the penultimate year this should be done in time to enable the next stages of the introduction process to proceed as scheduled. The Assessment Board, through the Secretary for Ministries, will ensure that the student, the Resource Centre for Learning, the synod, and the Secretary for Education and Learning are informed of its decision.

6.13E01

- 7.2 The process outlined in 6 above is based on a usual four year EM1 programme, and it may need to be adapted where completion is expected to be other than in the following summer. For students heading for stipendiary service agreement should, if possible, be given at least six months before completion of training. For those intending to serve in a non-stipendiary capacity agreement should preferably be given at least four months before the completion of training.
- 7.3 Pastorates to which