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## Introduction

This Placement Handbook is for students, Diocesan Advisers, and Placement Co-ordinators and markers. It begins by explaining the rationale and process involved in setting-up and completing placements. Further information is provided for three key persons in the placement: Placement Co-ordinator, Placement Supervisor, and student. A separate paper, *Information for Placement Supervisors*, is available for Placement Co-ordinators to send to supervisors. For copies of that paper, and of this handbook, please contact:

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## Placements: rationale and process

The Initial Ministerial Education (IME) courses at TISEC are designed to train people for authorised lay and ordained ministries. They incorporate an experiential model of theological education, which enables students to gain the ability to reflect theologically on experience, in order to interpret and renew it. Placements form a vital part of this process. They provide students with opportunities for gaining new and diverse experiences of, and perspectives on, ministry, through sharing with and learning from those already established in ministry: they allow particular projects to be pursued; and they allow students time to reflect theologically on their experiences, thus forming an essential discipline for their future ministry.

Under normal circumstances, all students undertake a placement in each year of their IME. It is recommended that a total of 40 hours be spent *in situ* during the course of the placement. At least two placements must be in Church/ Circuit contexts: the third may be in a community or chaplaincy context. Full-time BD or MTh students may be required to undertake a placement as part of their University studies: this may be arranged through the University or through IME. A written supervisor's report is required for such students. Since the placement is intended to broaden and deepen students' experience of Church life, a placement should NOT be undertaken at a student's own Church.

In their third year of study, students undertake a placement-based research project. This offers an opportunity for their development as independent learners. The project is chosen by each student in consultation with their diocesan adviser and placement supervisor. A form, which must be sent to the TISEC office for consideration by the Board of Studies in advance of the placement being carried out, is reproduced in appendix 4. **PLEASE NOTE: If the project chosen involves discussing sensitive issues with people, or involves working with children or vulnerable adults, or involves an odd methodology (e.g. the covert gathering of data), it may require approval by an ethics committee. If there is any doubt in this matter, please discuss the proposed project with the Provincial Ministry Development Officer.**

Placements are marked against two competencies, one of which is always competency 1 (critical and creative theologian). In the students' first and second years of study, the other competency is specified and relates to a particular question which the student is asked to address. In the third year the student is asked to identify the second competency, according to the nature of the research project chosen. Each competency contributes 50% to the overall mark.

### ***How placements are undertaken.***

The process for undertaking a placement is as follows.

1. Selecting a placement.  
Student and Diocesan Adviser meet to discuss the kind of placement required. At this meeting, students and Diocesan Advisers should work through the following questions together:
  - (i) What is the student's previous experience in churches/ sector ministries/ helping agencies?
  - (ii) What is the student's previous experience of the Christian tradition, in terms of churchmanship/ denominations/ ecumenism/ liturgy?
  - (iii) What kinds of experience does the student have of locations (rural/ suburban/ city centre/ urban), of ministry patterns (team ministry/ link charge/ sole incumbency), of social mix (ethnic groups/ professional/ student/ unemployed), of age groups (elderly/ middle-aged/ young families/ teenagers/ children), of ministering to those in need (chronic sick/ disabled/ mentally ill/ bereaved)?
  - (iv) (Year 3 only: What research project does the student wish to undertake whilst on placement?)

On the basis of this discussion, try to identify what is required from the placement, in terms of:

- Type of Church/ Circuit/ Organisation
- Christian tradition
- Locality
- Type of congregation/ constituency
- Type of ministry style.

Try also to identify from the list below the kinds of experience sought from the placement:

Visiting	Administration	Racial issues	Group management
Leadership	Teaching	Preaching	Leading liturgy
Teamwork	Social context	Social issues	Occasional Offices
Ecumenical	Rural	UPA	Age groups (specify)

**IMPORTANT.** If there are any particular ministerial skills which the students wishes to develop in the context of the placement (e.g. visiting the housebound, leading intercessions, assisting as a deacon at the Eucharist) these should be identified, too.

2. The student then shares this information with their Placement Co-ordinator (PCO), who discusses the kind of placement required with him or her. The PCO is normally a diocesan appointment. The student and Diocesan Adviser may offer a suggestion for the location of the placement: this needs to be agreed with the PCO. Alternatively, the PCO may offer a suggestion.
3. The PCO then contacts the church or agency which has been selected, and identifies an individual who will act as the placement supervisor if the placement can go ahead. The PCO then sends out the 'Information for Placement Supervisors' paper to the supervisor. If the desired placement is not possible, the student and PCO and, if desired, the student and Diocesan Adviser, discuss things further and an alternative location is identified. The PCO then makes contact, as above.
4. The student then arranges a three-way meeting between themselves, their Diocesan Adviser, and the Placement Supervisor. An agreement for the placement is made: this sets out the dates of the placement, and the expectations of the student (i.e., appendix 1 [p. 8]). If the student has identified any specific practical skills which it is desired to develop in the placement, these should be discussed and stated in the placement agreement.
5. PLEASE NOTE. Students in their third year undertake a Placement-based Research module. This requires the student to identify, in consultation with their Diocesan Adviser, a project

which will be the principal focus of the placement. The Placement Supervisor needs to be in a position to offer supervision for this project.

6. A mid-way consultation may take place during the placement between Diocesan Adviser, Placement Supervisor, and student, if any party feels that this would be beneficial.
7. At the conclusion of the placement, a final meeting between Diocesan Adviser, Placement Supervisor, and student takes place. This allows for a discussion of the placement, and of any outstanding issues that remain for any of the parties concerned. The supervisor's report is to be discussed at this meeting (see appendix 2 [p. 10] for a pro forma for this report).
8. After this meeting, the Placement Supervisor sends a report to the Placement Co-ordinator.
9. On receipt of the Placement Supervisor's report, the PCO writes formally to thank the Placement Supervisor.
10. In the first two years of study the student is required to submit three pieces of work for assessment to the placement marker (in most cases the PCO), by the date given in the academic calendar in the *IME Handbook*. These are: student's placement diary, self-assessment, and assignment based on the placement. In the third year of study a research report is produced, alongside the self-assessment. (See appendix 3 [p. 12] for module descriptors, which includes details of the aims and objectives, learning outcomes, and assessment package of the placement.)
11. The placement marker assesses the student's work. The marker should follow the guidelines given on the front page of the Placement Assessment Form in appendix 4 [p. 19] and also consult the Guidelines for Placement Markers given in appendix 5 [p. 23]. Detailed marking criteria are provided in appendix 6 [p. 26]. Additional marking criteria, which may be required for marking placement research reports, may be obtained from the TISEC office.
12. The PCO then returns the diary to the student. The marked Placement Assessment Form and assignment/ research report are sent to the TISEC Office, where double-marking is arranged. The office updates their student record of results and forwards the Placement Assessment Form and assignment to the student. Copies are sent for moderation to York St John University, and no marks are final until such moderation has occurred.
13. At the end of the academic year the student's overall progress in learning, including the placement, is reflected upon at an appraisal conference. Placement Supervisors are not required to attend students' end-of-year appraisal conferences, but may request to do so, or be requested to do so, with the approval of those concerned.

### **Information for Placement Co-ordinators/ Markers**

Co-ordinators need to have a good understanding of the challenges and opportunities in ministry today. They need to develop good contacts with local churches and other agencies in their diocese in order to provide a breadth of placement opportunities and to ensure that appropriate supervision is offered to the student. Placement markers must be theologically trained at least to degree level, and understand the demands of ministry today.

If a student requests a placement outside the diocese please contact the Placement Co-ordinator of the diocese involved, or the TISEC office, before trying to set up the placement.

It is the responsibility of the Co-ordinator to ensure that the student hands in the required work for assessment on time or to agree an extension to this. Please ensure also that the word limit for the report is not exceeded. Appendix 3 [p. 12] details the work required of the student. Please follow the notes on the front of the Placement Assessment Form (appendix 5 [p. 19]) and in the Guidelines for Placement Markers (appendix 6 [p. 23]) in order to complete the marking of work. The detailed marking criteria for the assignment report are provided in appendix 7 [26].

Please find in appendix 8 [p. 35] suggested formats for letters to be sent to supervisors at the start and end of a placement.

*Moderation:* Scripts will be moderated in accordance with the Quality Assurance procedures of York St John University. See appendix 6 [p. 23] for details of this process.

## **Information for Placement Supervisors**

### ***How much time would it involve?***

Supervisors are expected to do the following:

1. Meet the student and their Diocesan Adviser for an hour and a half at the beginning of the placement in order to share expectations, to set up a working agreement about areas of involvement and timetabling, and to agree the Placement Agreement with Diocesan Adviser and student.
2. Broadcast the presence of the student to other key people.
3. Arrange introductions to other members of the ministry team/ congregation/ organisation.
4. Keep a 'watching brief' during the contact opportunities, even if not actually involved with these activities, and present opportunities for reflection with the student.
5. Meet the student for an hour and a half at the end of the placement, and at other times as possible/ appropriate.
6. Complete the supervisor's report and return it (by the date stated on the agreement) to the Placement Co-ordinator. (This report might be discussed at the final meeting.) Copies will then be sent to the Diocesan Adviser, and placed in the student's file.

### ***How is the student assessed by the supervisor?***

Assessment is by a standard form (appendix 2 [p. 10]). Please note that the student is required to complete an assessment package (see descriptors in appendix 3) in relation to the placement, but the supervisor is not involved in this process or in marking the placement.

### ***Who else is involved?***

Each student has a Diocesan Adviser who co-ordinates the entire training process. The Diocesan Adviser will act as the IME contact person throughout the placement, answering any queries you may have and will be involved in setting-up the placement agreement at the outset.

## **Information for Students**

Please study the module descriptors in appendix 3 to familiarise yourself with the requirements of the placement.

*Students in their first or second years* are required to submit three pieces of written work for each placement (two of which are assessed), to be submitted to the placement marker by the due date in the academic calendar. Please note that the competencies being assessed in each level differ. The pieces of work to be submitted are:

### **1. A diary of the experience of the placement.**

This is a personal record of the placement. It should be written up immediately after each contact opportunity, and deal with the following:

- a record of what you did/ who you met
- key things noticed in these activities/ meetings
- feelings about the situation and your reaction to it
- questions which have been raised for you
- matters for reflection and prayer

**Please note:** the contents of this diary are seen as confidential. It will be seen only by the placement marker, and will be used solely as evidence for the report.

### **2. A Competency 8 Assessment Sheet.**

This is similar to the self-assessment sheets used for other IME assignments and forms part of the Placement Assessment Form (see appendix 5 [p. 19]). It assesses competency 8 'Effective Self-Assessor'. The Placement Assessment Form may be accessed electronically, and it also comes as a **pink**-coloured form. This is distributed at residential weekends.

### **3. An Assignment Report.**

The assignment report for level 1 is to be 1500-2000 words long: for level 2 it is 2000-2500 words. Students are asked to reflect on two questions in relation to their experience on placement, the competencies being assessed, and their wider theological reading.

The diary is not assessed but provides evidential support to the assessed assignment report. All assignments at all levels are assessed for competency 1, and one other competency (3, 5 or 7) is assessed as well: see the IME handbook for details. Please see appendix 6 [p. 26] for the detailed marking criteria for the placement.

*Students in their third year* undertake the placement-based research module. This requires the submission of a placement research report and a competency 8 assessment sheet.

**Appendix 1: Placement Agreement**  
**PLACEMENT AGREEMENT**

Student's name:
Address:
Telephone/ Email
Supervisor's name:
Address:
Telephone/ Email:
Diocesan Adviser:
Address:
Telephone/ Email
Placement Co-ordinator:
Address:
Telephone/ Email
Dates for beginning and end of placement:
Name of Church/Circuit/Organisation:
Date for end of placement meeting:
Date for submission of Supervisor's Report:
Student Assignment due date:

*From the discussion between supervisor, student and diocesan adviser at the preliminary meeting:*

Detail the chief objectives and main areas of involvement negotiated for this placement.

To what is the student most looking forward in this placement?

What does she/ he feel will be the greatest challenge?

What does she/ he hope to gain from the placement?

**The diocesan adviser should complete this form at the initial meeting with the supervisor and the student, and send copies to the placement co-ordinator, supervisor and student.**





### Appendix 3: Placement Module Descriptors

**Year: B**

**Module: Placement**

**Level 1**

#### **Aims and objectives**

To develop the basic pastoral and theological awareness and praxis of those preparing for accredited ministry. To develop basic skills in reflective practice.

#### **Learning outcomes**

Students will demonstrate an ability to offer some basic theological reflection in a creative and critical manner. They will display sensitivity to the context of their placement and encounters they have, and they will be able to offer some basic reflections on the nature of ministry.

#### **Brief course content**

The choice of the placement is selected taking into account the past experience and expertise of the student. The aims and content of each placement are discussed and formalised between the diocesan adviser, student, and placement supervisor. At least one placement takes place within a congregational setting (at least two for those proceeding to ordination).

#### **Method of delivery**

Delivery of the placement will be agreed upon at the initial meeting and all parties involved are to be supported and approved by the Institute. The student is expected to fulfil the terms of the placement agreement or to renegotiate such expectations with the supervisor in consultation with the diocesan adviser.

#### **Contact time**

Meetings to set-up the placement, agree a contract, and review the placement should take 4 hours. Ten hours travel time is allocated. It is expected that a minimum of 4 hours be offered by the supervisor to the student as a time of reflection and evaluation. Introductory reading is allotted 8 hours. Each placement should consist of at least 40 hours work in situ. There is a further allocation of 34 hours for theological reflection and preparation of submission work. Placements will typically run from Epiphany to Easter.

#### **Introductory reading material:**

Green, L. *Let's Do Theology* (Mowbray, 1991).

#### **Indicative bibliography**

Ballard, P. *Practical theology in action: Christian thinking in the service of the Church and society* (SPCK, 1996).

Brown, D. and Loades, A. (eds.) *The sense of the sacramental* (SPCK, 1995).

Campbell, Alastair V. *Rediscovering pastoral care* (DLT, 1986).

Drane, J. 'Breaking into dynamic ways of being Church', in ACTS, *Breaking New Ground* (Scottish Ecumenical Assembly, 2001).

Green, Laurie. *Let's do Theology* (Mowbray, 1991).

Forrester, Duncan. *Theology and practice* (Epworth, 1990).

Lyall, David. *Integrity of pastoral care* (SPCK, 2001).

Moltmann, Jürgen. *God for a Secular Society: the public relevance of theology* (London: SCM Press, 1999).

Pattison, Stephen. *A critique of pastoral care* (2<sup>nd</sup> ed: SCM Press, 1993).  
Wallis, Jim. *God's Politics* (Harper, 2005).

### **Assessment package**

Students are expected to submit the following 3 pieces of work:

1. A placement diary (which records work undertaken and personal reflections).
2. An assignment report of 1500-2000 words, responding to the following two questions:
  1. Write a report of your placement, outlining ways in which you have been theologically challenged by it.
  2. Reflect and comment on the type(s) of ministry which you encountered on placement, with attention to how a concern for justice, peace and/or creation issues was evident in these. Support this reflection with evidence from your wider theological reading.

This assignment will assess competency 1: Critical and Creative Theologian and Competency 7: Critically Aware Person. The diary is not assessed but provides evidential support for the reflections made in the assignment.

### 3. Competency 8 Assessment Form.

(The report received from the supervisor will contribute to the student's end-of-year appraisal. Assessed pieces of work from other modules may be attempted within the framework of a placement, for example the preparation and delivery of a sermon. Such work will be submitted and assessed according to the criteria of the relevant module.)

**Year: B**

**Module: Placement**

**Level 2**

**Aims and objectives**

To develop critical pastoral and theological awareness and praxis of those preparing for accredited ministry. To develop critical and creative skills in reflective practice.

**Learning outcomes**

Students will demonstrate an ability to offer detailed theological reflection in a creative and critical manner. They will display sensitivity to the context of their placement and encounters they have, and offer critical analysis of patterns of ministry/work and congregational/organisational life.

**Brief course content**

The choice of the placement is selected taking into account the past experience and expertise of the student. The aims and content of each placement are discussed and formalised between the diocesan adviser, student, and placement supervisor. At least one placement takes place within a congregational setting (at least two for those proceeding to ordination).

**Method of delivery**

Delivery of the placement will be agreed upon at the initial meeting and all parties involved are to be supported and approved by the Institute. The student is expected to fulfil the terms of the placement agreement or to renegotiate such expectations with the supervisor in consultation with the diocesan adviser.

**Contact time**

Meetings to set-up the placement, agree a contract, and review the placement should take 4 hours. Ten hours travel time is allocated. It is expected that a minimum of 4 hours be offered by the supervisor to the student as a time of reflection and evaluation. Each placement should consist of at least 40 hours work in situ. There is a further allocation of 42 hours for theological reflection and preparation of submission work. Placements will typically run from Epiphany to Easter.

**Indicative bibliography**

- Appleton, D. *The Practice of Prayer* (Mowbray, 1979).  
Ballard, P. *Practical theology in action: Christian thinking in the service of the Church and society* (SPCK, 1996)  
Brown, D. and Loades, A. (eds.) *The sense of the sacramental* (SPCK, 1995)  
Campbell, Alastair V. *Rediscovering pastoral care* (DLT, 1986)  
Dalrymple, John. *Simple Prayer* (DLT, 1984).  
Green, Laurie. *Let's do Theology* (Mowbray, 1991)  
Forrester, D. and Tellini, G. *Encounter with God* (T&T Clark, 1996)  
Forrester, Duncan. *Theology and practice* (Epworth, 1990)  
Lyall, David. *Integrity of pastoral care* (SPCK, 2001)

**Assessment package**

Students are expected to submit the following 3 pieces of work:

1. A placement diary (which records work undertaken and personal reflections).
2. An assignment report of 1500-2000 words, responding to the following two questions:

1. Write a report of your placement, outlining ways in which you have been theologically challenged by it.
2. Describe and critically comment on the life of personal/corporate prayer that you observed in the placement. Support this reflection with evidence from your wider theological reading.

This assignment will assess competency 1: Critical and Creative Theologian and Competency 5: Prayerful Person. The diary is not assessed but provides evidential support for the reflections made in the assignment.

### 3. Competency 8 Assessment Form.

(The report received from the supervisor will contribute to the student's end-of-year appraisal. Assessed pieces of work from other modules may be attempted within the framework of a placement, for example the preparation and delivery of a sermon. Such work will be submitted and assessed according to the criteria of the relevant module.)

**Aims and objectives**

To offer students an opportunity to carry out independent research into a topic of their choosing, within the context of a placement. To develop critical pastoral and theological awareness and praxis of those preparing for accredited ministry. To develop critical and creative skills in reflective practice.

**Learning outcomes**

Students will:

1. identify and make critical use of a wide range of appropriate resources relating to their chosen area of study;
2. utilise research skills and methods in a placement context in order to gather and analyse data appropriate to the topic;
3. produce a piece of sustained, critical writing that demonstrates insight into the placement context and the chosen research topic;
4. reflect critically on the learning process, identifying academic, professional and personal outcomes

**Brief course content**

This module provides students with an opportunity to develop as independent learners by researching a chosen topic within a placement context. The topic is chosen in discussion with the student's diocesan adviser, taking into account the past experience and expertise of the student, and agreed by the programme co-ordinator. An appropriate placement is then selected. The aims and content of each placement are discussed and formalised between the diocesan adviser, student, and placement supervisor, in such a way as to facilitate the student's engagement with the selected topic.

**Method of delivery**

Delivery of the placement will be agreed upon at the initial meeting and all parties involved are to be supported and approved by the Institute. The student is expected to fulfil the terms of the placement agreement or to renegotiate such expectations with the supervisor in consultation with the diocesan adviser.

**Contact time**

Meetings to set-up the placement, agree a contract, and review the placement should take 4 hours. Ten hours travel time is allocated. It is expected that a minimum of 4 hours be offered by the supervisor to the student as a time of reflection and evaluation. Each placement should consist of at least 40 hours work in situ. There is a further allocation of 42 hours for theological reflection and preparation of submission work. Placements will typically run from Epiphany to Easter.

**Indicative bibliography**

This will in part be shaped by the student's chosen topic. General recommendations are:

Croft, Steven. *Transforming Communities: Re-imagining the Church for the 21st Century* (DLT, London, 2002 ISBN 0-232-52456-4)

Very useful, practical look at ways of building church today.

Graham, Elaine L. *Transforming Practice: Pastoral Theology in an Age of Uncertainty* (Wipf and Stock, Oregon, 2002 ISBN 1-57910-922-5)

Quite an academic approach - looking at ways of relating pastoral theology to the post-modern and later climate in the world.

Moody, Christopher. *Eccentric Ministry: Pastoral Care and Leadership in the Parish* (DLT, London 1992 ISBN 0-232-51978-1)

Quite old but a fund of sound common sense, very much based on practical experience in parishes.

Vest, Norvene (ed). *Tending the Holy: Spiritual Direction Across Traditions* (Morehouse Publishing, London 2003 ISBN 0-8192-1918-5)

Looks at spiritual direction across various faiths - quite thorough

Ward, Hannah, and Jennifer Wild. *Human Rites: Worship Resources for an Age of Change* (Mowbray, 1995 reprint 2002 ISBN 0264-67334-4)

Really handy resources for marking rites of passage and the kinds of things that happen to us in our time and our kind of society.

### **Assessment package**

1. A placement research report of 3000 words, addressing the learning outcomes 1-3 above.

(This report will be marked against the criteria for competency 1, Critical and creative theologian, and one other competency, which is to be specified by the student as most relevant to the particular research topic chosen.)

2. Competency 8 Assessment Form (learning outcome 4).

(The report received from the supervisor will contribute to the student's end-of-year appraisal. Assessed pieces of work from other modules may be attempted within the framework of a placement, for example the preparation and delivery of a sermon. Such work will be submitted and assessed according to the criteria of the relevant module.)

**APPENDIX 4:  
Research Project Approval Form**

Negotiated Study titles must be submitted for scrutiny to ensure that agreed titles will enable Students to meet the Learning Outcomes for the module. Completed forms should be sent to the Ministry Development Officer by the date agreed.

Student name:

Diocesan Adviser:

Placement Project Supervisor:

Agreed Title		
Key Questions: identify no more than three key questions for the study.		
Explain how this will draw on your work based / placement based context		
Identify at least six appropriate academic texts appropriate to your study		
I have discussed this proposal with my Supervisor		
Student Signature:		Date:
I have discussed this proposal with the Student		
Supervisor Signature:		Date:
Theology Quality Panel Comments:		
<input type="checkbox"/> Approved	<input type="checkbox"/> Approved subject to comments above	<input type="checkbox"/> Not Approved
Chair of Theology Quality Panel Signature: Supervisor / 1 <sup>st</sup> Marker		Date: 2 <sup>nd</sup> marker

## PLACEMENT ASSESSMENT FORM

(Please print in black ink/type and cross box where appropriate. An electronic version is available.)

<b>Student's Name:</b>		
<b>Diocesan Adviser:</b>		
<b>Location and duration of Placement:</b>		<b>Word Count:</b>
<b>Level:</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/>	<b>Year:</b> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	
<b>Date Due:</b>	<b>Date Submitted:</b>	
<b>Placement Marker's Name:</b>		
<b>Competencies being assessed:</b>		
<b>Assignment Report Assessment</b>	<b>Mark:</b>	<b>%</b>
<b>Competency 8 Assessment</b>	<b>Mark (1-5):</b>	<b>Grade (A-F):</b>
<b>Name of TISEC Moderator:</b>		<b>Date Moderated:</b>
<b>TISEC Agreed Mark:</b>	<b>%</b>	<b>Grade (A-F):</b>

### Assessment Information

1. Three pieces of written work are to be submitted: the diary, assignment report, and placement self-assessment sheet. These are to be submitted by the student to the placement marker. Submission dates are to be found in the *IME Handbook*.
2. Before submitting the assignment report, students must complete the *Competency 8 Assessment Sheet*.
3. The diocesan placement marker should complete all assessed work **within two weeks** of the submission date. Once marked, the marker should send this Placement Assessment Form and the Assignment Report to Denise Brunton at the Institute (do not send the diary). The TISEC office will update student records and return marked work to students. **Marks are provisional.** A sample of assignments will be double marked. Assignments are then moderated by York St John University and the Examination Board at the end of the year. Students will be informed of any change in marks after York St John moderation, though any significant change after double marking may be conveyed to the student prior to this.
4. The **marker** should refer to the paper *General Guidelines for Placement Markers*. Two pieces of work are assessed: the Assignment Report and the Competency 8 Assessment Sheet. Please note that the diary is not marked, but it should offer evidential support for reflections made in the assignment report. Two pieces of work are to be assessed separately by this *Placement Assessment Form* – the Assignment Report and Competency 8. The *Placement Assessment Form* consists of two sheets: (1) *Assignment Report: Mark and Grade Sheet*, for marking the Assignment Report, and (2) *Competency 8 Assessment Sheet*, for marking Competency 8. The marks and grades are recorded above.  
 In the *Assignment Report: Mark and Grade Sheet*, percentage marks (1-100) are awarded for each of the two competencies being assessed in the report. The marks are then added together and halved to give the overall mark out of 100. Markers may deduct up to 5% of marks for poor English and referencing. Marks will be deducted for submissions which exceed the stipulated word length (see the *IME Handbook* for details). Marks will be deducted for unauthorised late submission – 2% for each day late, a mark of 0% after three weeks late. A final mark and grade (A-F) are then given. If there is evidence of plagiarism the assignment will receive a mark of 0%. The overall pass mark is 40% (D-); however there must be a mark of at least 40% in each of the two competencies. Where a high mark is given in one competency but a mark below 40% is given in the other the assignment receives an overall fail, even if the overall mark would be above 40%.  
 The *Competency 8 Assessment Sheet* is used to assess Competency 8 (Effective Self-Assessor). This is a formative assessment. The marker provides comments on the question answered by the student. An overall mark and grade is awarded: a mark of 1-2 is given the grade 'Not Yet Satisfactory (NYS)'; a mark of 3 is 'Sound Standard: Satisfactory (S)'; and marks 4-5 are 'Above Satisfactory (AS)'. The award of a 3 mark indicates that the work has achieved the level it was submitted at.
5. Detailed marking criteria for each competency are available from the TISEC Office.
6. Students may resubmit a failed assignment report once. A subsequent pass will be capped at 40% (D-). Students should speak to their adviser about resubmitting an assignment report. A date for resubmission must be agreed in consultation with the marker, and Denise Brunton at the TISEC office kept informed.
7. If a student is dissatisfied with a mark they can ask to meet with the marker to discuss the assessment. If the student is still dissatisfied they are requested to contact the provincial Ministry Development Officer.

**Assignment Report: Mark and Grade Sheet**

**Marks** (please specify the competency being assessed)

		<i>Moderation</i>
<i>Competency</i> :	%	%
<i>Competency</i> :	%	%
<i>Overall Mark:</i>	%	%
<i>Deductions:</i>	%	%
<i>Final Mark</i>	(%)	%
<i>and Grade (A*-F3) for the Assignment</i>		

***Fail notification:***

(A fail may result from marks below 40%, evidence of plagiarism, and/or late submission)

**Marker's Comments:**

**Name of Marker:**

**Date:**

**Name of Moderator:**

**Date:**

## Competency 8 Assessment Sheet for Placements

Students should complete the question and submit them together with their assignment report. The mark and grade obtained from this assessment should be recorded by the adviser and student in the 'Charting Progress through the Course' sheet. Please refer to the level indicators over the page for guidance on what is expected - competency 8 is marked at the same level as the assignment it accompanies. The mark and grade given for this is formative in nature, it will not affect the mark and credits associated with the assignment report.

<b>Level</b> <i>(please cross appropriate box):</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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Identify and reflect on an area or areas that challenged/interested you in doing this placement and assignment report. How is this related to your understanding of ministry and what areas for further learning do you perceive?

*In assessing this competency the marker will be looking for the following outcomes from the student:*

**At Level 1:** Ability to reflect on the experience of learning and identify some key issue(s) that have been perceived, learnt and/or require further investigation.

**At Level 2:** Ability to provide a critical evaluation of the experience of learning and key issue(s), with ability to identify detailed continuing learning needs.

**Marker's Comments, Mark and Grade**

Provide detailed comments on the student's response.

**Mark and related Grade for Competency 8:**

**Signature of Marker:**

**Date**

## Appendix 6:

### General Guidelines for Placement Markers in Initial Ministerial Education

If after reading this paper you have any questions or concerns about marking a placement, please contact a Ministry Development Officer at the TISEC office at the address below.

The placement marker should return the marked *Placement Assessment Form* and the Assignment Report to the TISEC Office, where possible, within two weeks of submission. Do not return direct to the student or to their Diocesan Adviser. Please retain copies for your records and send to:

Denise Brunton,  
TISEC  
Forbes House  
21 Grosvenor Crescent  
Edinburgh  
EH12 5EE  
tel. 0131 225 6357  
tisecc@scotland.anglican.org

The office will send out copies of the marked *Placement Assessment Form* and the original assignment report to the student. The student will inform their adviser of their marks.

#### **What needs to be assessed?**

For a placement three pieces of work are handed in: the diary, the assignment report, and the competency 8 assessment form. Only the latter two are assessed; the diary should provide evidence to support points made in the assignment report.

- (i) *The Assignment Report.* This involves the assessment of two competencies. At level 1 these competencies are 1: Critical and Creative Theologian and 3: Servant. At level 2 these competencies are 1 and 7: Critically Aware Person. The competencies are taken from a competency framework consisting of eight competencies.
- (ii) *Competency 8 'Effective Self-Assessor'.* This involves marking a brief self-reflective piece on the placement.

ALL students enrolled for credit with York St John University (YSJU) should have their marked Assignment Reports and Placement Assessment Forms photocopied and duplicates sent to the TISEC Office for moderation. Students should be aware that marks returned to them are provisional, dependent on TISEC and YSJU moderation.

#### **Placement Assessment Form**

To mark every placement a *Placement Assessment Form* is used (see example in this handbook). The form contains two marking sheets: the *Assignment Report: Mark and Grade Sheet* to assess the assignment report, and the *Competency 8 Assessment Sheet*. Normally the form is pink in colour but students may fill it out electronically and print it out on white paper.

## **Levels**

Students may choose to submit at level 1 or 2. The assignment report question differs for each. The placement should be marked according to the criteria set for level at which submitted.

### **(i) Assessing the Assignment Report**

#### ***Marking Criteria***

A set of marking criteria has been developed for each competency over two levels. These have been developed using a scale of 0-100% for the mark with corresponding grades ranging from F3 up to A\*. Students have access to the marking criteria used by markers. Relevant marking criteria for the level 1 and 2 placements for this year are included in this document. In the event of a student opting to have a placement-based research project marked against another competency, please contact the TISEC office for the relevant marking criteria.

#### ***Assignment Report: Mark and Grade Sheet***

This sheet is to record the marks and final grade given for the assignment report. Using the marking criteria appropriate for the level at which the assignment is being submitted, the marker is requested to give a percentage mark for each competency on the scale of 0-100. The total percentage mark is then worked out by adding the marks for the two competencies together and then dividing by two.

At this point the marker may deduct up to 5% if it is felt that the work suffers from poor English and/or referencing. There is a space for recording deductions on the Sheet. Guidelines for making deductions are given at the end of Appendix 6.

The final mark and its corresponding grade can then be given. The mark and grade are noted on the front of the *Placement Assessment Form*.

Please note that the pass mark is 40%. In order to pass an assignment the student must achieve 40% or more in both competencies. Where a student achieves a high pass mark in one competency and a poor mark in the other, to the point that the combined mark is above 40%, they would still be deemed to have failed the assignment if the mark for either competency is below 40%. Where this happens it should be explained on the Mark and Grade Sheet.

The marker is requested to provide detailed comments to the student on the marks they have given for the competencies, and for any deductions. Space is provided on the sheet for this. Please provide also a comment on the work in general, with the aim of encouraging the student in their learning and to highlight particular strengths and/or weaknesses.

### **(ii) Assessing Competency 8**

#### **Competency 8 Assessment Sheet**

Competency 8 'Effective Self-Assessor' is assessed separately from the report. It is a formative assessment; built-in to support lifelong and life-related learning. Though the mark for Competency 8 does not affect the mark for the assignment itself or the award of credits, the student's performance in this competency is tracked and evaluated by their diocesan adviser over the course of the year.

The Competency 8 Assessment Sheet consists of a question for the student and space for the marker's comments, mark and grade. This form should be marked after the *Assignment Report: Mark and Grade Sheet* has been completed. The marker should make detailed comments on the question answered by the student.

#### **Marking Criteria**

A set of marking criteria for this competency has been developed over levels 1 and 2. Please note that a different scale is used for arriving at the mark and grade for this competency.

Marks and grades are given on a scale of 1-5:

Marks of 1-2 receive the grade of 'Below: Not Yet Satisfactory.'

Mark 3 receives the grade of 'Sound Standard: Satisfactory'

Marks of 4-5 receive the grade of 'Above: Satisfactory'.

The award of grade 3 'Sound Standard: Satisfactory' indicates that the work has achieved the level it was submitted at.

The mark and grade are noted on the front of the Placement Assessment Form.

#### **Late Submissions**

Assessed work that is submitted late should be penalised – 2% points for each day late to be deducted from the overall mark. An assignment submitted 3 weeks or more after the submission date will receive 0%. Deductions are recorded on the *Assignment Report: Mark and Grade Sheet* before computing the final mark.

No deductions should be made for work that is submitted in accordance with an agreed extension date. Students must request an extension in advance of the submission date with the marker and Ministry Development Officer, and after consultation with their diocesan adviser. There must be good reason for asking for an extension. Admissible reasons include serious personal illness, the death of a relative or close friend, significant family problems such as divorce or separation, serious work pressure, computer failure, and exams.

#### **Resubmission and Remarking**

Students can resubmit a failed assignment once. A pass in a resubmission should be capped at 40%, the minimum pass mark. Assignments are set at either level 1 or 2; it is not possible to submit an assignment at a level different from which it has been set.

A date for resubmission must be agreed in consultation with the marker and Ministry Development Officer; Denise Brunton at the TISEC office must be kept informed.

If a student is dissatisfied with a mark they can ask to meet with the marker to discuss the reasons for the mark. If the student is still dissatisfied they can request that the Provincial Ministry Development Officer appoint another person to remark the assignment.

#### **Plagiarism**

Plagiarism is not tolerated at TISEC. If plagiarism is identified, a zero mark should be returned for the piece of work in which it appears.

#### **Double Marking**

A sample of scripts will be double marked. In most cases, students will receive their results from the first mark. However, they are made aware that marks are provisional until double marking and University moderation (for York St John registered students) have been completed. Students will be informed of any change in marks after YSJ moderation, though any significant change after double marking may be conveyed to the student prior to this.

#### **Fast Tracking of Marginal Assignments**

In all cases where a student is within 3% of the pass or fail of an assignment – 3% either side of 40% on either knowledge and understanding or the competency – the *Placement Assessment Form* and assignment should be fast tracked to the office for double marking.

## Appendix 7: Marking Criteria for the Placement Report

For level 1 the competencies being assessed are 1 and 7; at level 2 it is competencies 1 and 5. The marking criteria for these are as follows:

### Marking Criteria for Competency 1 Critical and Creative Theologian at levels 1 and 2

**Definition of Critical and Creative Theologian.** Students are expected to develop an ability to engage theologically with issues of life, faith, ministry, and mission, and with biblical/doctrinal materials, in a critical and creative manner.

Assignment Level 1 Competency Learning Outcomes:

The student will have a broad knowledge of the issues/materials involved. Ability to discern some core theological concerns, show evidence of beginning to reflect on and evaluate these critically and creatively, and make some relevant links between life and faith.

Assignment Level 2 Competency Learning Outcomes:

Some detailed knowledge of the issues/materials. An ability to analyse and evaluate these issues in a theologically critical and creative way and make detailed links between life and faith.

<b>Range of Mark</b>	<b>Competency 1 Critical and Creative Theologian: Level 1 Marking Criteria</b>
90-100% A* 84-89% A+ 78-83% A 70-77% A-	Ability to define and detail relevant and core theological concerns, with evidence of sustained critical and creative interaction with these, and making relevant links between life and faith that show evidence of insight and research.
67-69% B+ 64-66% B 60-63% B-	Ability to define relevant and core theological concerns, with evidence of some sustained critical and creative interaction with these, and making some clear, coherent and relevant links between life and faith.
57-59% C+ 54-56% C 50-53% C-	Ability to define some core and relevant theological concerns, providing evidence of beginning to reflect on and evaluate these critically and creatively, and make some relevant links between life and faith.

<p>47-49% D+ 44-46% D 40-43% D-</p>	<p>Ability to define some core theological concerns. There is an attempt to begin to critically and creatively reflect on these but analysis and evaluation of their import is limited. Some relevant links between life and faith are made but with limited comment. There may be some inaccuracies in arguments and a lack of clarity and coherence in places.</p>
<p>35-39% E</p>	<p>Some core theological concerns are raised but there is a lack of clarity and coherence. Critical and creative engagement with the issues is limited and generalisations are used. There may be some significant inaccuracies and/or inconsistencies in arguments. Relevant links between life and faith are stated but not developed. The work does have potential.</p>
<p>30-34% F 10-29% F(1) 1-9% F(2)</p>	<p>Failure to raise core theological concerns and little or no evidence of research. Critical and creative engagement with the issues is lacking or not present. There are major inaccuracies. Failure to make relevant links between life and faith.</p>
<p>0% F(3)</p>	<p>Failure to submit.</p>

<b>Range of Mark</b>	<b>Competency 1 Critical and Creative Theologian: Level 2 Marking Criteria</b>
90-100% A* 84-89% A+ 78-83% A 70-77% A-	An ability to analyse and evaluate relevant theological issues in a critical and creative way is evident. This is done with attention to detailed argument, and an ability to draw on theological voices/resources from a variety of sources in a detailed and relevant way. Ability to make detailed and creative links between life and faith, displaying some insight and/or originality.
67-69% B+ 64-66% B 60-63% B-	An ability to analyse and evaluate relevant theological issues in a critical and creative way is evident. This is done with attention to some detailed argument and acknowledgement of wider theological and contextual concerns. Ability to make detailed and creative links between life and faith is evident.
57-59% C+ 54-56% C 50-53% C-	An ability to analyse and evaluate relevant theological issues in a critical and creative way is evident, though not in great detail. Ability to make some detailed links between life and faith.
47-49% D+ 44-46% D 40-43% D-	An ability to analyse and evaluate relevant theological issues in a critical and creative way is evident, though this is limited in places and may be unclear or incoherent in some places and suffer some inaccuracies. Ability to make some relevant links between life and faith, though these lack being developed.
35-39% E	An attempt to analyse and evaluate relevant theological issues in a critical and creative way is evident but there may be major inaccuracies and/or incoherent/unclear arguments. An attempt is made to make some links between life and faith but these are stated and not developed or appear inappropriate in significant ways.
30-34% F 10-29% F(1) 1-9% F(2)	Failure to analyse and evaluate relevant theological issues in a critical and creative way. Failure to do research and major inaccuracies and/or incoherent/unclear arguments characterise the work. Failure to make or pursue links between life and faith.
0 F(3)	Failure to submit.

## Marking Criteria for Competency 7 Critically Aware Person

Students are expected to develop an ability to engage with matters of justice, peace, and creation, and to reflect on these in relation to their personal faith and to the wider concerns of marginalisation and the exercise of power and authority.

### *Assignment Level 1 Competency Learning Outcomes:*

Basic awareness and analysis of justice, peace, and creation issues in relation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority.

Range of Mark	<b>Competency 7 Critically Aware Person: Level 1 Marking Criteria</b>
90-100% A* 84-89% A+ 78-83% A 70-77% A-	Evidence of developed awareness of justice, peace, and creation issues in relation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority, supported by detailed, critical, insightful and/or creative reflection. Evidence of being well researched. Issues are related to the to the context(s) in appropriate and creative ways.
67-69% B+ 64-66% B 60-63% B-	Evidence of awareness of justice, peace, and creation issues in relation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority, supported by some sustained and critical reflection. Issues are related with clarity and coherence to the context(s).
57-59% C+ 54-56% C 50-53% C-	Evidence of a basic awareness of justice, peace, and creation issues in relation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority, supported by a broad grasp of the issues and some basic analysis. Issues are related in appropriate ways to the context(s).
47-49% D+ 44-46% D 40-43% D-	Evidence of a basic awareness of justice, peace, and creation issues in relation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority, supported by a broad grasp of the issues and some basic analysis, though there may be some factual errors or a failure to cover some important aspects. Issues are related in appropriate ways to the context(s), but they may be unclear and there may be some inconsistencies.
35-39% E	An attempt to relate issues of justice, peace, and creation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority is evident but understanding is faulty and there is a failure to offer adequate and structured analysis. The relation of issues to the context(s) appears incoherent and unclear in significant

	places.
30-34% F 10-29% F(1) 1-9% F(2)	There is a failure to relate issues of justice, peace, and creation to personal faith and the wider social concerns of marginalisation and the exercise of power and authority. There are significant mistakes in understanding and a failure to offer adequate analysis. The relation of issues to the context(s) is inappropriate/inadequate.
0 F(3)	Failure to submit.

## Marking Criteria for Competency 5 Prayerful Person

Students are expected, in relation to personal development and/or the church community, to engage with issues and methods of prayer, discernment, and worship.

### *Assignment Level 2 Competency Learning Outcomes:*

Ability to discern and evaluate interior motives and thoughts in a critical and balanced manner. Ability to analyse and evaluate core theological and pastoral issues related to personal and corporate prayer/worship. Ability to distinguish between different spiritual traditions in the church, and to critically engage and compare them.

<b>Range of Mark</b>	<b>Competency 5 Prayerful Person: Level 2 Marking Criteria</b>
<p>90-100% A*</p> <p>84-89% A+</p> <p>78-83% A</p> <p>70-77% A-</p>	<p>Displays a developed self-awareness shown in ability to define and evaluate interior motives and thoughts in a critical and balanced manner, done with clarity and an ability to creatively relate this self-awareness to wider issues in spirituality. Ability to identify, offer detailed analysis, and evaluate core theological and pastoral issues related to personal and corporate prayer/worship in a critical and creative manner. Ability to distinguish between different spiritual traditions in the church in a detailed and coherent manner with relevance to the context, and to critically and creatively engage and compare them in ways that challenge/support key arguments/themes. There is evidence of originality and insight in approach and understanding.</p>
<p>67-69% B+</p> <p>64-66% B</p> <p>60-63% B-</p>	<p>Displays a developed self-awareness shown in ability to define and evaluate interior motives and thoughts in a critical and balanced manner, done with clarity and ability to relate this self-awareness to wider issues in spirituality. Ability to identify, offer some detailed analysis, and evaluate core theological and pastoral issues related to personal and corporate prayer/worship. Ability to distinguish between different spiritual traditions in the church with relevance to the context, and to critically engage and compare them in ways that challenge/support key arguments/themes.</p>
<p>57-59% C+</p> <p>54-56% C</p> <p>50-53% C-</p>	<p>Displays self-awareness, evidenced in ability to define and evaluate some key interior motives and thoughts in a critical and balanced manner. Ability to identify and evaluate core theological and pastoral issues related to personal and corporate prayer/worship. Ability to distinguish between different spiritual traditions in the church, and to critically engage and compare them.</p>

<p>47-49% D+</p> <p>44-46% D</p> <p>40-43% D-</p>	<p>Displays self-awareness, evidenced in ability to define some key interior motives and thoughts and offer some basic critical reflection on these. Critical reflection may appear limited and inconsistent in places. Ability to identify some core theological and pastoral issues related to personal and corporate prayer/worship and to evaluate these in limited but relevant ways, though may lack clarity and consistency in places. Ability to distinguish between different spiritual traditions in the church, in some key but limited aspects, and to begin to critically engage and compare them. May contain some inaccuracies.</p>
<p>35-39% E</p>	<p>Attempt to display self-awareness, evidenced in ability to define some key interior motives and thoughts, but evidence of critical reflection on these is very limited, inconsistent, and/or lacks clarity. Ability to identify some core theological and pastoral issues related to personal and corporate prayer/worship, but the evaluation of these lacks clarity and detail. Basic ability to distinguish between different spiritual traditions in the church, but there is a clear lack of critical engagement with them and incorrect comparisons made between them. May contain some significant inaccuracies. Shows potential.</p>
<p>30-34% F</p> <p>10-29% F(1)</p> <p>1-9% F(2)</p>	<p>Display of self-awareness is not evident - key interior motives and thoughts are not defined clearly and there is a clear lack of critical reflection on these. Inability to identify relevant core theological and pastoral issues related to personal and corporate prayer/worship, suggesting a lack of research/concern, and a failure to evaluate these with any consistency or in any detail. Ability to distinguish between different spiritual traditions in the church is limited, and critical engagement with them and comparison between them is absent in any coherent or consistent manner. May contain significant inaccuracies. Reflections and approach appear unclear, inconsistent, and significantly wrong in places.</p>
<p>0 F(3)</p>	<p>Failure to submit.</p>

## **Guidelines for Deducting marks in the use of English and in Referencing/ Providing a Bibliography**

In accordance with TISEC’s marking criteria it is possible for a marker to deduct up to 5% for poor use of English and for poor referencing and/ or the provision of a poor bibliography. These guidelines describe the scope of the deduction and provide guidelines for calculating any deduction.

### **Scope**

Up to 5% can be deducted for poor English.

Up to 3% can be deducted for poor referencing/ bibliographic detail.

Extra marks are not given for good English and referencing.

Marks for deduction in the use of English are calculated separately from those for referencing/ providing bibliographic detail. However, the combined total deduction should not exceed 5%. So if an assignment is marked down by 3% for poor English and 1% for poor referencing, the total deducted would be 4%. But if an assignment is marked down by 4% for poor English and 3% for poor referencing, the total deducted would be limited to 5%.

### **Guideline for Deducting marks for Poor Referencing and Bibliography**

<b>Level 1</b>	<b>Level 2</b>
<b>-3%</b> No referencing and no bibliography provided.	<b>-3%</b> There is a failure to either reference material or provide a bibliography.
<b>-2%</b> There is a failure to either reference material or provide a bibliography.	<b>-2%</b> Referencing and/or bibliography are obviously incomplete and/or inconsistent in several places/ways.
<b>-1%</b> Referencing and/or bibliography are obviously incomplete and/or inconsistent in several places/ways.	<b>-1%</b> Limited but obvious mistakes/inconsistencies/omissions in referencing and/or providing a bibliography.

### Guidelines for Deducting Marks for the poor use of English

Level 1	Level 2
<p><b>- 5%</b> Obvious and repeated misspelling throughout. Sentence structure and grammar are incorrect throughout. The poor use of English results in the argument and flow of the assignment being completely obscured.</p>	<p><b>-5%</b> Spelling mistakes on all pages. Sentence structure and grammar are incorrect on all pages. The poor use of English results in the argument and flow of the assignment being unclear/ broken throughout.</p>
<p><b>-4%</b> Spelling mistakes on all pages. Sentence structure and grammar are incorrect on all pages The poor use of English results in the argument and flow of the assignment being unclear/ broken throughout.</p>	<p><b>-4%</b> Spelling mistakes on most pages. Sentence structure and grammar are incorrect on most pages. The poor use of English results in the argument and flow of the assignment being unclear/ broken in most pages, affecting the overall sense of meaning of the assignment</p>
<p><b>-3%</b> Spelling mistakes on most pages. Sentence structure and grammar are incorrect on most pages. The poor use of English results in the argument and flow of the assignment being unclear/ broken on most pages, affecting the overall sense of meaning of the assignment.</p>	<p><b>-3%</b> Significant amount of spelling mistakes spread throughout the assignment. Sentence structure and grammar are incorrect in a significant number of places. The poor use of English results in the argument and flow of the assignment being unclear/ broken in several significant places.</p>
<p><b>-2%</b> Significant amount of spelling mistakes spread throughout the assignment. Sentence structure and grammar are incorrect in a significant number of places. The poor use of English results in the argument and flow of the assignment being unclear/ broken in several significant places.</p>	<p><b>-2%</b> Significant amount of spelling mistakes in the assignment. Sentence structure and grammar are incorrect in some places. The poor use of English results in the argument and flow of the assignment being unclear/ broken in some places, but the overall meaning is still clear.</p>
<p><b>-1%</b> Significant amount of spelling mistakes in the assignment. Sentence structure and grammar are incorrect in some places. The poor use of English results in the argument and flow of the assignment being unclear/ broken in some places, but the overall meaning is still clear.</p>	<p><b>-1%</b> Obvious and careless spelling mistakes in several places. Sentence structure and grammar are incorrect in a few obvious places. The poor use of English results in the argument and flow of the assignment being unclear and broken in a few but obvious places.</p>

## Appendix 8: Draft letters from PCOs to supervisors

PCO Supplement 1: Draft letter from PCO to supervisor, setting up placement.

<name>  
<address 1>  
<address 2>  
<address 3>

<date>

Dear <name>,

Thank-you very much indeed for undertaking to supervise a placement at <Church name> on behalf of TISEC. Our student, <student name>, is currently in the <nth> year of their study with the Institute. He/ She will contact you in the near future to arrange a meeting between the two of you and his/ her Diocesan Adviser to discuss the placement.

Placements are a vital part of all students' time at TISEC, providing as they do a wonderful opportunity for gaining experience and practical understanding. We are most grateful to you for helping us in this way.

I enclose a brief information paper, *Information for Placement Supervisors*, outlining the practicalities of placements for TISEC students.

With all good wishes,

**PCO Supplement 2: Draft letter to supervisor at conclusion of placement.**

<name>  
<address 1>  
<address 2>  
<address 3>

<date>

Dear <name>,

Thank-you so much for kindly supervising <student's name> during his/her recent placement at <Church name>. Placements of this kind are a key element in the preparation of our students for ministry, and we are most grateful to you for your enabling this to go ahead.

Thank-you also for your prompt submission of your report on <student name> during his/ her time with you.

With all good wishes,