



Education for Ministry Phase 2

GUIDELINES

January 2012



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1.1 Education for ministry (EM) occurs within the context of the learning of the whole people of God and is quite specifically, education to enable people to engage in the ministry of Word and Sacrament and Church Related Community Work in the United Reformed Church. The whole of Education for Ministry is divided into three phases. Education for Ministry Phase 1 (EM1) is the initial phase of training after a candidate has been accepted for training and before ordination or commissioning. Education for Ministry Phase 2 (EM2) is the post ordination or commissioning period lasting until all requirements have been met, normally three years. Education for Ministry Phase 3 (EM3) covers the remaining time of a person's active ministry. That the names of these learning periods reflect a growing understanding that education for ministry is an ongoing process, with different phases requiring different learning, but not neatly separated from what has gone before.

1.2 In practical terms, the EM2 phase normally begins at ordination to the ministry of Word and Sacrament or commissioning to Church Related Community Work and ends with a certificate of completion of EM2, issued by the Synod in which training has been completed. More fundamentally, the EM2 period is focussed on moving from content focussed learning to context focussed learning where responsibility for learning moves away from the Resource Centre for Learning towards the minister or CRCW. EM2 is about context and development, putting theology and faith in real places with the minister holding real responsibility. Experience shows that the first public period of ministry can be a time of isolation, where there is little line management, few colleagues and few, if any, staff for whom the EM2 minister is responsible. For many, this is a significant change from a prior employment experience. The EM2 period is a time to learn how to work in new circumstances, to share that learning with others in the same situation and to reflect in dedicated learning events.

1.3 The URC EM2 period sits alongside similar periods in other denominations yet is quite distinct. URC EM2 ministers are people in recognised posts of responsibility, with no further recognitions necessary. In growing ecumenical training relationships, however, it may be that some training is shared, yet the expectations of the URC EM2 period remain unique.

The following guidance explains more about the EM transitions, the people responsible for EM2 and the processes supporting the EM2 period of learning.

2.1 EM1

Once a candidate has been selected for ministry, they become a student for ministry, entering EM1 through a URC Resource Centre for Learning, RCL. The student normally remains related to their sending Synod, which holds an anchor role of pastoral care, whilst the RCL delivers care more immediately. The prescribed learning and development outcomes in EM1, and the responsibility for the student reaching these, lies with the appropriate RCL. At the successful completion of this phase, a student may earn a qualification, receives a Leaving Certificate from the RCL, is judged ready for recognised ministry by the Ministries Assessment Board and, after receiving a call, is either ordained or commissioned to a post of ministry and so enters EM2.

2.2 EM2

2.2.1 The responsibility for managing learning shifts in EM2 with learning focussing on consolidating and grounding theory in practice. EM2 is characterised by:

- Residential learning events arranged by the Assembly EM2 Officer; two fixed training events are required in year one, with a residential training event in each of years two and three of EM2.
- EM2 Training events in each Synod, and the expectation that in the EM2 phase, each minister or CRCW will attend their Synod Spring or Summer School.
- A budget for ministers or CRCWs to take up other kinds of learning, related to their context of ministry.
- An EM2 Pastoral Advisor, situated alongside the minister or CRCW, and appointed at the beginning of EM2.
- A specific programme for each EM2er which is bespoke, robust and flexible, supporting EM2ers to fully engage in planned continuing professional development

2.2.2 It is expected that by the end of EM2, a minister or CRCW's learning is predominantly self-managed, in creative dialogue with relevant Synod Officers and people in their places of ministry.

2.2.3 There are times when there is a gap between the end of EM1 and the beginning of EM2. When a person is in this between stage, there will be liaison between the EM1 leaver, the sending Synod and the Assembly Education and Learning Office to monitor any training needs in relation to how and when the minister or CRCW enters EM2.

2.2.4 At the completion of EM2, a minister or CRCW receives a Certificate of Completion of EM2 from their Synod. This enables entry to EM3.

2.3 EM3

2.3.1 The emphasis in EM3 is life long learning and may include taking up new learning with each change of ministry and context. EM3 does not include appointed Pastoral Advisors, yet

people completing EM2 are encouraged to put in place a pastoral support system which is appropriate to them. It is in EM3 that the Ministerial Accompanied Self Appraisal (MASA) process begins and this process will indicate learning needs. The purpose of EM3 is to deepen knowledge and develop professional practice and continues throughout the whole of a person's active ministry. Relevant Synod Officers act as advisors and people in the place of ministry are expected to be in active dialogue with them about their learning needs and other contributions. The United Reformed Church leaflet 'Making it Work', offers guidance in the processes of discerning, choosing, planning and reflecting on learning experiences. It's main elements are incorporated in the learning journal guidance notes

2.3.2 Though EM2 moves toward self directed learning and EM3 is much more self directed, there will always be elements of United Reformed Church required learning. Where there is new legislation requiring ministers to be aware of health and safety or child protection, for instance, there will be learning events which ministers or CRCWs must attend and some which may be required.

3.1 As described in Section 2, EM2 Transition, there are different people with differing levels of responsibility for learning in each EM period. The table below details each period, with the text following explaining each role of the people in EM2.

EM1	EM2	EM3
<ul style="list-style-type: none"> ▪ EM1 Learner ▪ Synod Training Officer (or other relevant officer) ▪ Synod Training Committee (or equivalent) ▪ Assembly Education and Learning Committee ▪ Resource Centres for Learning ▪ Assembly Ministries Committee ▪ Assessment Board 	<ul style="list-style-type: none"> ▪ EM2 Minister ▪ Pastoral Advisor ▪ Place of Ministry ▪ Synod Training Officer (or equivalent Synod EM2 Officer) ▪ Relevant Synod Committee ▪ Assembly EM2/3 Officer ▪ Resource Centres for Learning 	<ul style="list-style-type: none"> ▪ EM3 Minister ▪ Place of Ministry ▪ Synod Training Officer (or other relevant officer) ▪ Synod Appraisal Co-ordinator and Appraisal Partner ▪ Resource Centres for Learning

3.2 EM2 Minister

It is anticipated that a minister or CRCW inducted to a place of ministry will have a commitment to reflection and learning in their new context, and that all learning in the first years of recognised ministry, whether organised by the URC or not, is part of EM2. A person formally progresses to EM3 when agreed by their relevant Synod Committee and Officer.

3.3 EM2 Pastoral Advisor

3.3.1 EM2 Pastoral Advisors are appointed by the Synod. This is normally arranged through the Synod Training Officers (or other relevant officer), from whom the Pastoral Advisor will receive training and oversight. The Pastoral Advisor is usually, though not always, an experienced URC minister or CRCW. They will meet regularly and reflect with the EM2 minister on their experience of ministry. They act as mentors and guides who are:

- able to make time
- open to new learning
- non-judgemental
- able to allow for other perspectives than their own
- able to challenge assumptions without creating conflict
- see the value of continuing professional development
- able to reflect theologically and apply this to the practice of ministry
- able to listen and mirror back what is said
- self aware
- experienced in the church and thoughtful in their own faith

3.3.2 The purpose of the Pastoral Advisor is to:

- Provide pastoral support and practical advice in the first years of a minister or CRCW's service

- Establish a process of reflection with the EM2 minister, helping them to consider all the aspects of their work, including relationships, roles, responsibilities, spirituality and personal development
- Encourage the use of the Learning Journal to help EM2 minister incorporate personal reflection in a structured way and to use such reflection to indicate future learning needs
- Encourage good working practices with the EM2 minister, including time and priority management, developing appropriate systems of support, continuing to read and keep theologically informed
- Encourage good ministerial professional practice with the EM2 minister, including adherence to any URC codes of conduct and maintaining safe and appropriate boundaries
- Help the EM2 minister take full advantage of EM2, encouraging them to find training appropriate to personal needs and ministerial context

3.3.3 There is no set number of meetings, although at least every six weeks is recommended, and it is expected that support will be provided by a range of communication methods, including telephone and email. There are times for incremental reports set out in the Learning Journal (see Section 4), but the EM2 Pastoral Advisor task is expected not to be too onerous for the Advisor, yet not too slight for the minister or CRCW.

3.3.4 The relationship and tasks carried out between each Pastoral Advisor and each EM2 minister will be different in each situation. The relationship needs to be built on trust and mutual respect, with a healthy mix of companionship and distance. Some key issues are:

- While a Pastoral Advisor may give advice at times, the role is to guide the EM2 minister to create their own solutions
- Each side of the relationship needs to be aware of personal prejudices and agendas
- Each meeting or contact needs to have enough time to be most effective
- The relationship between the EM2 minister and Pastoral Advisor may be quite critical for a range of reasons; it will be important to set early boundaries to ensure good practice and necessary space
- An agreement needs to be made about the confidential nature of discussions, with negotiation of appropriate permission on the sharing of any information to a third party
- While the work in the place of ministry may well be discussed, the focus is on the role of the person in post and their experience of ministry
- It may be that the Pastoral Advisor will be proactive, setting goals and introducing case studies to help understand recurring issues

3.3.5 Pastoral Advisors are key in EM2, supporting the successful completion of the EM2 process and guiding the minister or CRCW towards good ministry and completion of a learning phase. It may be however, that in rare circumstances such a key relationship does not always work. In order to prevent such a situation developing Synod Training Officers (or their equivalent) are asked to contact the EM2 minister six months after the appointment of their Pastoral Advisor in order to check with both parties if the relationship is working and, if necessary, seek a new appointment.

3.4 Place of ministry as learning environment

3.4.1 Ministers and CRCWs are deployed in a range of places of ministry, from single churches to community centres, to multi pastorates to chaplaincies, to missional communities

alongside secular employment and more. There is no single model of ministry in the URC. In preparation for ordination or commissioning, the place of ministry will be made aware by the Synod that not only is the EM2 minister or CRCW required to undertake further training, but also that people in the place of ministry will have a role to play in that training. It is expected that they will encourage such training.

3.4.2 In each place of ministry, there are people to whom the recognised minister relates. In the EM2 period, there is a group from the pastorate who join the minister in relating their work to their call and mission. Sometimes it is an Eldership, sometimes it is a recognised reflection group called together for the task, other times it may be a ministerial or Chaplaincy team. In each situation, there is the potential for this group of people to support the learning of the EM2 minister and this is encouraged. There are points in the Learning Journal where this interaction is prompted and where reflections can be recorded. The intentionality of this learning relationship is that it should become second nature for a minister or CRCW to so reflect with the people in their place of ministry beyond the EM2 period.

3.5 Synod EM2 Officer

3.5.1 Each Synod has its own Synod EM2 Officer (who may variously be a Training Officer, Development Officer or other recognised person) who has (or shares) overall responsibility for the management of all continuing ministerial education, including an EM2 programme for EM2 ministers and CRCWs, otherwise, a Synod EM2 Officer. Their designated role in EM2 is to

- plan and conduct learning events, including Synod Schools
- support individuals to make learning decisions based on need arising from the context of their place of ministry
- arrange whatever funding for learning is agreed at Synod and Assembly
- support ministerial development using a formal plan as at Appendix 3

3.5.2 The Synod EM2 Officer arranges study days each year for EM2 ministers or CRCWs, and where the numbers may not warrant such a programme, the Synod EM2 Officer may have arrangements with adjacent Synods or within their Regional Training Partnership or other ecumenical partnerships to combine cohorts for training events.

3.5.2 It is the Synod EM2 Officer's responsibility to provide evidence for the relevant Synod Committee so that it can decide when a person transfers from EM2 to EM3. They are responsible for helping the EM2 minister and their Pastoral Advisor to prepare incremental reports to the Synod Training Committee and they share reports with the Assembly EM2 Officer. (Further reference to these reports are contained in the notes about the learning journal which are below)

3.6 Relevant Synod Committee

In each Synod, there is normally a group of people responsible both for the Synod's role in selection of candidates for EM1 Training and for the oversight of all training in that Synod, from ordained to commissioned to Lay. In some Synods, they are called Training Committees, but their titles will vary. They have ultimate responsibility, with the Synod Training Officer, for the movement from one phase of Education for Ministry to another and they receive incremental reports. The relevant Synod Committee agrees when a Completion Certificate is issued for EM2.

3.7 Assembly EM2/3 Officer

The Assembly EM2/3 Officer is accountable to the EM2/3 Committee, a sub-committee of the Assembly Education and Learning Committee. The officer holds overall responsibility for the EM2 programme, with particular responsibility to arrange and manage the Assembly residential courses. Liaising with EM2 ministers, CRCWs and Synod Training Officers, the EM2/3 Officer guides individuals in EM2 to choose courses to support ministry in their context. This officer has an overview of the whole EM2 programme and by liaising with and reporting to the EM2/3 Committee and Synod Training Officers, helps each understand the wider view of the whole programme. Ensuring the quality of the residential Assembly programme, the EM2 Officer also offers some element of pastoral care to EM2 ministers and CRCWs.

4.1 Learning Journal

The Learning Journal is introduced at the beginning of EM2 and may well be a continuation of one begun in EM1. It is a document created in the EM2 minister’s own style and media. Though it is a private repository for the use of the EM2 minister, it will allow the creation of information for reports or other external media. It is expected that the Learning Journal will be an on-going exercise of reflection, not merely a compilation of information. It will produce information for use in personal profiles, pastorate profiles, meetings with Synod Training Officers, meetings with Pastoral Advisors and place of ministry learning reflections.

Learning Reflection Templates

Often, it is easier to reflect with the use of prompt questions. The two sets of questions below may be used for any formal or informal learning activity.

FORMAL Learning Event

Name and Date of Learning:	
Before the Learning activity, I made my learning decision by	
Description of Learning event [detailed description of the course, meeting, etc]	
God was to be seen in [reflection on where you perceived the movement or presence of God]	
I am now feeling/thinking/being:	
I may change the way I do/think by:	
I now believe that:	
I now need to do/need:	

INFORMAL learning event (any unscheduled or unplanned situation from which learning has unexpectedly emerged)

The Learning activity:	
Description of event [meeting, encounter, etc]	
God was to be seen in [reflection on where you perceived the movement or presence of God]	
I am now feeling/thinking/being:	
I may change the way I do/think by:	
I now believe that:	
I now need to do/need:	

4.2 Reports and Certificates

Incremental Reports

A report is created at the end of EM2 Year Two and at the end of EM2 with the help of the EM2 Pastoral Advisor and in dialogue with the Synod EM2 Officer. The Learning Journal contains the prompt templates for this report which include a list of training undertaken in the two years, a reflection on at least two events in each of those two years and a self assessment form for the EM2 minister, measured against the agreed outcomes of EM2 learning. Each report is presented to the relevant Synod Committee and becomes part of on-going portfolio of the EM2 minister. Suggested contents for these reports is at Appendix 2.

Certificates

To confirm the importance of EM2, certificates are awarded for the Assembly residential learning events and completion of EM2 itself.

Certificates of Attendance and Participation on the EM2 residential programme will be awarded when the event trainers are satisfied that not only did an EM2 minister attend the learning event, but also that they participated by attending and contributing to sessions within the event.

Education for Ministry Phase 2 Completion Certificates are awarded by the relevant Synod committee, based on evidence provided by the EM2 minister and Synod Training Officer which indicates that an EM2 minister fully engaged with the EM2 programme.

Reflection and Reporting Map

For those who find visual information helpful, this graphic maps out sections 2, 3, 4, 5 and 6 of the EM2 Learning Journal (see Appendices). It highlights which learning generates certificates and when reports are expected. *The green wiggly line at the Pastoral Advisor row is an indication that relationships with Pastoral Advisors are individual relationships. They produce no reports, though the Pastoral Advisor may well help with decisions about what to put into a report.*

EM2 Learning Journal Map	EM2 Year 1	EM2 Year 2	EM2 Year 3
<div style="border: 1px solid black; padding: 5px;"> <div style="border: 1px solid orange; padding: 2px;">Synod Agreed learning</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Synod Organised Training</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Other Training</div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div style="border: 1px solid orange; padding: 2px;">Synod School</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Synod Training</div> <div style="border: 1px solid orange; padding: 2px; margin: 2px;">Other Learning Activity</div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div style="border: 1px solid orange; padding: 2px;">Synod School</div> <div style="border: 1px solid orange; padding: 2px; margin: 2px;">Synod Training</div> <div style="border: 1px solid orange; padding: 2px; margin: 2px;">Other Learning Activity</div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div style="border: 1px solid orange; padding: 2px;">Synod School</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Synod Training</div> <div style="border: 1px solid orange; padding: 2px; margin: 2px;">Other Learning Activity</div> </div>
<div style="border: 1px solid blue; padding: 5px;"> <div style="border: 1px solid blue; padding: 2px;">Assembly Agreed learning</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">EM2 Residentials</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Other Training</div> </div>	<div style="border: 1px solid blue; padding: 5px;"> <div style="border: 1px solid blue; padding: 2px;">Church House Induction C</div> <div style="border: 1px solid blue; padding: 2px; margin: 2px;">End of Year 1 Reflection C</div> </div>	<div style="border: 1px solid blue; padding: 5px;"> <div style="border: 1px solid blue; padding: 2px;">residential C</div> <div style="border: 1px solid blue; padding: 2px; margin: 2px;">residential C</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Other Learning Activity</div> </div>	<div style="border: 1px solid blue; padding: 5px;"> <div style="border: 1px solid blue; padding: 2px;">residential C</div> <div style="border: 1px solid blue; padding: 2px; margin: 2px;">residential C</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Other Learning Activity</div> </div>
<div style="border: 1px solid green; padding: 5px;"> <div style="border: 1px solid green; padding: 2px;">Place of Ministry learning</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Demographic mapping</div> </div>	<div style="border: 1px solid green; padding: 5px;"> <div style="border: 1px solid green; padding: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">surprise</div> </div>	<div style="border: 1px solid green; padding: 5px;"> <div style="border: 1px solid green; padding: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">surprise</div> </div>	<div style="border: 1px solid green; padding: 5px;"> <div style="border: 1px solid green; padding: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">event</div> <div style="border: 1px solid green; padding: 2px; margin: 2px;">surprise</div> </div>
<div style="border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px;">Pastoral Advisor</div> </div>			
<div style="border: 1px solid orange; padding: 5px;"> <div style="border: 1px solid orange; padding: 2px;">Other Learning</div> </div>	<div style="border: 1px solid orange; padding: 5px;"> <div style="border: 1px solid orange; border-radius: 50%; padding: 2px; display: inline-block;">reflection</div> <div style="border: 1px solid orange; border-radius: 50%; padding: 2px; display: inline-block; margin-left: 10px;">reflection</div> </div>	<div style="border: 1px solid orange; padding: 5px;"> <div style="border: 1px solid orange; border-radius: 50%; padding: 2px; display: inline-block;">reflection</div> </div>	<div style="border: 1px solid orange; padding: 5px;"> <div style="border: 1px solid orange; border-radius: 50%; padding: 2px; display: inline-block;">reflecti</div> <div style="border: 1px solid orange; border-radius: 50%; padding: 2px; display: inline-block; margin-left: 10px;">reflection</div> </div>

Key: R Report C Certificate

Objectives Self Assessment

The *Objectives: Self Assessment* is a way to track confidence and growing skills in ministry and community work. The statements come from the 1998 General Assembly where these objectives of continuing professional development were agreed. It is suggested that the list is visited twice a year in EM2, when it seems good to reflect on growth and perceived needs. The Assessment table is below the List of EM2 Learning.

Work through each outcome and self score from 1 to 5; 1 being least able or developed and 5 being most able or developed.

	Learning Objectives	Yr1a	Yr1b	Yr2a	Yr2b	Yr3a	Yr3b
	Date:						
a)	I can reflect theologically about my ministry, so that theory and practice are brought together.						
b)	I can appreciate the creative relationship between personal appraisal and ministerial education.						
c)	I keep abreast of Biblical, theological and other learning relevant to ministry in a rapidly changing world.						
d)	I continue to develop appropriate specialisms and skills as the emphasis of my ministry changes.						
e)	I have a thirst for learning, continued spiritual growth and informed flexibility in ministry.						
f)	I take seriously my role as a teaching elder, sharing good practice and learning from growth points in the Church.						
g)	I renew myself in my tasks of caring for and enabling people to develop and express their discipleship						
h)	I help members of Churches to be better equipped to relate to the demands and decisions of daily life and to speak about their faith.						

Section 2

Synod agreed Learning

Each Synod will run some EM2 learning events directly, or will have events arranged in partnership with other Synods or learning providers. It may also be that there are other learning events which happen in the Synod region, not organised by Synod or needing to be negotiated with your relevant Synod Officer, but which you attend. This section will include reflections from:

- At least one Synod organised/negotiated learning event each year
- At least one other learning event each year

Reflection templates are at the back of these Guidelines.

Section 3

Assembly agreed Learning

Assembly learning events are those planned directly by the Assembly EM2 Officer, usually weekend residential events, or those in place of residential weekends, agreed as substitutions. There may also be national learning events (conferences, etc) not organised or needing to be negotiated with the Assembly EM2 Officer, but which you attend. This section will include reflections from:

- At least one Assembly organised/negotiated learning event each year
- At least one other learning event each year

Reflection templates are in these Guidelines Section 4.1.

Section 4

Place of Ministry: reflections & demographic mapping

It could be said that the place of ministry is always a place of learning – at least it has defined learning curves! This section is to capture some of that learning at particular times. Learning could occur in fixed events such as church meetings, Elders meetings, Community Meetings, public meetings and more. Any event which has arisen from a fixed time in a calendar could be considered a learning event. Additionally, there will be surprise encounters, surprise outcomes, surprise spiritual experiences – all those things which are not fixed in the calendar. This section will include reflections from:

- At least one scheduled event in your ministerial/community work calendar each year
- At least one surprise each year

Reflection templates are in these Guidelines Section 4.1.

This section is also for reflecting on the physical place of your mission and the people with whom you exercise ministry or development. It could become the repository of all kinds of information about the people in your community of ministry (statistics, characteristics, trends, opportunities). Your reflection comes from gathering the information into a single place. Some of the information might be replicated for the group of people with whom you plan ministry and mission, but its place in your own journal is for your own reflection on the place and the people where you are called to work.

Section 5

Pastoral Advisor: Reflections

No Template is needed for this section. This is a place for you to keep whatever reflection you have about your experience and encounters with your Pastoral Advisor. Reflections from the other sections in the journal may be used as discussion points for

your meetings with your Pastoral Advisor; this section is for you to reflect on that key relationship of your first three years in recognised public ministry. It may be useful later on when considering finding a spiritual director, or a mentor, or any other kind of peer or supervisory relationship for continuing development.

Section 6

Other Learning reflections

There may be events or experiences falling completely out of any category. Something may have happened in your family, or your community, or in another country. Something has made you stop, think, pray and want to reflect. This section is for your reflections on all other learning or reflection of any description.

Appendix 2 : Report Contents

It is anticipated that the incremental EM2 reports will have contents as indicated in these lists.

Report 1 - End of EM2 year 2

- A copy of the list of Learning from the Learning Journal
- A copy of the Objectives Self Assessment from the Learning Journal
- A copy of at least one reflection, or summary of at least one reflection
- A copy of the Development plan, created between the Minister/CRCW and the Training and Development Officer
- A record of certificates received

Report 2 - End of EM2 year 3

- A copy of the list of Learning from the Learning Journal
- A copy of the Objectives Self Assessment from the Learning Journal
- A copy of at least one reflection, or summary of at least one reflection
- A copy of the Development plan, created between the Minister/CRCW and the Training and Development Officer
- A record of certificates received
- A statement about the overall learning and development in EM2 and the anticipations and expectations for learning and development in EM3, created either by the EM2er alone, or in partnership with the Training and Development Officer

Appendix 3: EM2 Development Plan

EM2 Development Plan

Action by Minister	Target Date or period
Action by Training and Development Officer	Target Date or period