

RABBINIC STUDENT HANDBOOK

CONTENTS

1.1.	RABBINIC CURRICULUM	2
COURSE OVERVIEW:.....		2
	<i>Year in Israel (1st Year).....</i>	<i>2</i>
1.2.	ASSESSMENT	4
1.4	ISRAEL LIAISON AND SUPPORT	4
1.5	SHACHARIT AT LBC	5
1.6	ATTENDANCE AND DISCIPLINARY PROCEDURES.....	5
1.7	TERMINATION OF STUDIES	6
FINANCIAL SUPPORT FOR RABBINIC STUDENTS		6
1.	INTRODUCTION	6
2.	BASIC PHILOSOPHY	7
3.	RULES FOR SPONSORING ORGANISATION SCHOLARSHIPS.....	7
4.	RULES FOR OTHER SCHOLARSHIPS	10
2.5	STUDENT SUPPORT FUND	10
RABBINIC TUTORS.....		11
3.1	RABBINIC TUTORS.....	11
3.3	CONFIDENTIALITY	14
3.4.	DURATION OF SUPERVISION.....	14
3.5	APPOINTMENTS OF TUTORS	15
3.6	STUDENT WELFARE	15
STUDENT ADVISOR		15
BUPA WELLNESS		15
COUNSELLING AND THERAPY		15
CONFIDENTIALITY POLICY.....		17
CONGREGATIONAL WORK & PLACEMENTS		17
9.1	TEACHING CO-ORDINATOR: DEBI PENHEY	19
9.2	HIGH HOLY DAYS.....	19
JEWISH-CHRISTIAN-MUSLIM CONFERENCE, WUPPERTAL.....		19
KOL BO		19
BIBLE WEEK, OSNABRÜCK		19
COMMITTEE REPRESENTATION.....		19
STUDENTS' ORIENTATION		20
SHABBAT LECH LECHA.....		20
CCAR MEMBERSHIP		20
RESIDENCY REQUIREMENT		20
APPENDIX.....		21
	APPENDIX I - LBC CURRICULUM REVIEW CHART	21
	APPENDIX II - RABBIS PERSONAL SAFETY	22
	APPENDIX III – STUDENTS LEAVE OF ABSENCE FORM.....	24
	APPENDIX IV – SUMMARY OF THE TUTORIAL	25
	APPENDIX V – FOLLOW UP AND ACTION AFTER TUTORIAL	26
ALPHABETICAL INDEX.....		27

Course Requirements

This handbook sets out the overall requirements for your vocational training. This handbook should be read in conjunction with the Vocational Courses, HJS (Higher Jewish Studies) course handbooks and the students' handbook, as necessary. The integration between the different elements of the programme is shown in the chart at Appendix 1.

1.1. Rabbinic Curriculum

The Leo Baeck rabbinic curriculum is a sequenced set of subject areas, competencies and developing personal awareness engaging the learner in a spiral development over five years in three key areas: **intellectual, professional and personal and spiritual development**. We have recently focused on identifying the scope and sequence of these areas over the five year programme and the need for greater integration between them.

(i) **Intellectual development:** incorporating academic skills, a critical approach to Jewish and religious studies, love of learning and cultivation of creativity and expression, (ii) **Professional Development:** incorporating leadership skills, practical rabbinics, music, pastoral and community skills, formal and informal education, organisational and management skills and (iii) **Personal and Spiritual Development** incorporating self awareness, communication, interpersonal skills, spiritual growth and reflection. These key areas form the core around which all learning experiences are grouped. The key areas are overlapping to form an integrated and holistic approach to rabbinic learning, with reflective practice and overall development of the learner at the centre.

Course Overview:

Year in Israel (1st Year)

The study year abroad is a means of obtaining the Hebrew skills necessary for in-depth study of Hebrew texts, as well as forming a basis of good spoken Hebrew and familiarity with Hebrew literature. The programme is run at Hebrew Union College Jerusalem, where students have full access to all of HUC student services. An induction is held at the College prior to departing for the summer Ulpan in Jerusalem. LBC faculty continue to promote learning opportunities while students are in Jerusalem. All students are required to participate in the Israel year, or to have equivalent experience of immersion in Israeli life and Hebrew study.

Rabbinic formation develops in the **second and third years**. This includes a full grounding in Hebrew texts and Jewish studies (HJS), synagogue skills development, personal and interpersonal development, interfaith dialogue and spiritual exploration. In addition, exposure to the work of the rabbinate takes place through observations, apprenticeship, High Holy Day experience, pastoral care placement and teaching experience. Highlighted events in this stage are the spirituality retreat, inter-disciplinary seminars, Jewish-Christian-Muslim students' conference etc.

The **fourth and fifth years** are designed to act as a transition to the working rabbinate, as students study towards a joint MA programme with Kings College London in Jewish Studies, incorporating a Masters dissertation of 15,000 words. Further work is undertaken in professional development and personal and spiritual development. Practical rabbinics is a

focus of this stage and this is integrated with leadership skills, organisational development and placement experiences. These include a fourth year placement and a final year placement in a congregation.

Stage	Year	HJS/MA Component	Rabbinic Component
Pre-Stage	Prior to entry: <i>Getting ready to apply</i>	Competence in Hebrew Basic Jewish knowledge	Knowledge of congregational life
Stage 1	First (In Israel)	Rabbinic Literature Hebrew Bible Liturgy History	Community Development Synagogue skills
Stage 2	Second and Third Years: <i>Rabbinic Formation</i>	HJS Biblical & Modern Hebrew Liturgy Bible Midrash Mishnah Talmud Theology History Aramaic Codes and Responsa Electives	Pastoral Care & Community Skills Spiritual Formation Prayer Cantillation Education Homiletics Interfaith Dialogue Apprenticeship Practical rabbinics
Stage 3	Fourth and Fifth Years: <i>Rabbinic Development</i>	MA Bible Midrash Talmud Dissertation Electives Seminar Research skills	Pastoral Care & Community Skills Spirituality Congregational Placements Practical rabbinics Partners in Leadership
Post Stage	Post-Ordination: <i>Continuing Professional Development</i>	Advanced degrees in academic or vocational areas <i>Lilmod u'lelamed:</i> (LBC Research Forum)	Mentoring Rabbinic In-Service Training (RIST) Assisted self appraisal

1.2. Assessment

Assessment is a means to guide students towards integrating their learning in the three key areas and towards their formation as a rabbi, as well as making a judgement about their readiness to continue towards becoming a rabbi. We assess that which we wish to judge in respect of becoming a rabbi and in order to seek evidence of integration and individualized development.

Rabbinic students are assessed as follows:

First year: Assessment is carried out by Faculty of HUC Jerusalem and discussed with LBC staff.

Second to fifth years: Continuous academic assessment is made throughout the second, third and fourth years, in line with the academic requirements for the HJS and MA programmes. The Rabbinic Course Team monitors the student's academic, personal and vocational development through written reports from the rabbinic tutors. Continuous assessment is also made throughout the pastoral care and community skills course and in their confidential team discussions. Where issues arise, a panel of faculty (including the Student Advisor) is held to discuss those issues with the student.

Students are expected to attend and pass all prescribed courses. Non-academic subjects, such as congregational work and the Pastoral Care and Community Skills courses, are an integral part of the Rabbinic programme and have their own assessment.

1.4 Israel Liaison and Support

LBC will provide support for its students on the Year in Israel programme in order to:

- Build a cohort of Leo Baeck students in the midst of the HUC milieu
- Provide an exposure to European and British models of the rabbinate and intellectual traditions
- Introduce students to the pastoral dimensions of the Leo Baeck programme, which they will engage in more fully later on in the programme
- Expose students to visiting rabbis, educators and scholars from UK and Europe
- Provide a strong link with the College and its staff throughout the year
- Ensure a smooth transition back into the College, with reference to moving from a large institution and from a breadth of faculty and facilities.
- Familiarise students with the UK and European Jewish scene and its key characteristics

To this end, LBC will develop a structure in order to meet the specific needs of the LBC students. This structure will include periodic visits from members of the LBC faculty and staff and an additional Israel-based address to which LBC students will be encouraged to turn.

In London, Rabbi Dr Michael J. Shire, Vice Principal and Irit Burkeman, Student Advisor, will keep in contact with students and assist wherever possible.

There is a vital and significant role that LBC students can play whilst in Israel as part of the College's recruitment efforts. Each year the College Recruitment Officer arranges for LBC students to become involved with the Youth Movements' *Shnat* programme, thus offering them role models for future career choices. This has proved very successful in the past and may involve some teaching or socialising with young people. We hope you will respond positively to any such request.

1.5 Shacharit at LBC

'To open the Gates of the Morning..'

Each morning *shacharit* is conducted in the room of prayer for students to lead and run. (Exact times are timetabled).

Communal Monthly Thursday *shacharit* is from **08.30 - 09.30** for the College community, including a Senior Sermon followed by a senior sermon review session from 12.30-1.00 pm.

We invite prayers, leaders and preachers to take the opportunity to draw upon the wide possibilities for prayer, using different *siddurim* or alternative methods of *tefilah*. We therefore create a sacred space for creativity in worship and personal spiritual expression. Preparation and feedback to those taking the service is available in a supportive manner. In addition It is often helpful and productive to ask fellow students for their feedback. This then becomes a professional development opportunity as well. All students are required to lead services, read Torah and present a Dvar Torah at least once a year. Fifth year students are required to offer a Senior Sermon and read Torah at least once in their final year.

Please sign up for either *Shliach Tzibbur*, *Ba'al Koreh* or a *D'var Torah* on the noticeboard. You will then be responsible for that task. If you need to alter it, please swap dates with someone else.

1.6 Attendance and Disciplinary Procedures

Attendance is required for all enrolled classes. If you know you are going to be absent in advance, please complete the appropriate form obtained from the general office (Appendix 3). A leave of absence must be requested in writing and will be considered by the College in conjunction with the student. **If you are unable to attend through sickness on the day, please call the Student Advisor on 020 8349 5605 (Mon, Tues & Thurs) and the College office (Wed) on 020 8349 5600 first thing in the morning, so that they can inform all your lecturers.**

Students are required to attend a minimum of 80% of classes held in order to pass the class.

Students are expected to attend classes, unless there are extenuating circumstances justifying their absence. Students are asked to inform the Head of Student Services if they cannot attend class. A minimum class attendance of 80% of sessions is required. Students who do not attend class and have no valid justification will be subject to the following penalties: Between 20% and 40% non-attendance will result in the student's grade being

marked down by 10% of the overall grade; for more than 40%, the student will not be allowed to complete the module and must retake it.

Rabbinic students are permitted to ask for absence in the case of a placement responsibility, such as a funeral.

All rabbinic students are expected to attend College from the time of the student orientation in September to ordination at the beginning of July. Students taking High Holy Day Services abroad may not be able to attend orientation and should notify the office accordingly. Programmes scheduled for students after the exam period in June, (e.g. Kol Bo, Appraisal & Development Scheme) are required for all 2nd-4th year students and 5th year - Exit interviews.

Students are expected to conduct themselves in a manner appropriate with the College's status as an institution of higher learning and religious seminary. This implies respect for persons and property and adherence to rules of good conduct and courtesy to all. The College may, with the approval of the Academic Board, suspend any student guilty of unbecoming conduct or any student, who in their judgement, fails to respond appropriately to any disciplinary action. Students may appeal all such decisions to the Academic Appeals Board. Rabbinic students are models for the Jewish community and should demonstrate this as such within and outside of the College.

1.7 Termination of studies

The College may, on the recommendation of the Rabbinic Course Team, terminate a student's course of studies at any time.

If a matter arises which leads the College to consider terminating a student's studies on the Rabbinic programme, then the following procedure applies:

1. The student should receive a formal oral and written warning, with a clear statement of the problem from the student's tutor, indicating a specified period of time within which changes are to be made.
2. The student should then receive a written warning with a clear statement of the reasons for the potential ending of the student's studies from the Principal, comprising precise and detailed reasons.
3. The student should have the opportunity to plead their case before an Appeal Committee, comprising the Principal, the Director of the Rabbinic Studies, the Student's Advisor and a representative of the Rabbinic Course Team. A student may invite a member of the Faculty or a representative of the Students' Society and other if appropriate, or a representative of a community where the student has worked. The decision of the Appeal Committee is final.
4. In the case of non EU students, the college will notify the UKBA of the decision to terminate immediately.

Financial Support for RABBINIC Students

1. Introduction

This paper outlines the philosophy, and sets out the rules for the allocation, of financial support for students.

2. Basic philosophy

Bursaries and waived fees will be replaced by fixed scholarships, which (in the case of sponsoring organisation scholarships) will include fees.

2.1. Sponsoring organisation scholarships

These scholarships will be available to be awarded each year to those who in the opinion of the Admissions Board are likely to make the most contribution to the Movements' congregations or affiliated organisations ("Movement candidates"). They will cover fees and a contribution towards living expenses for five years of the rabbinic programme. The number of scholarships, having regard to the rabbinic requirements of the Movements i.e. Movement for Reform Judaism (MRJ) and Liberal Judaism (LJ), will be reviewed and determined annually by the Rabbinic Recruitment Committee after consultation with the Movements but the total number of these scholarships at any given time will not exceed 20 (i.e., an average of four for each of the five years of the course). If there are any dropouts along the way, additional scholarships may be offered in particular years to top up the requirement again to the desired number.

2.2. Other scholarships

These may be available from external sources, such as individual synagogues, or from funds specifically donated to the College for this purpose (e.g. Russian student fund) or from other resources of the College. They may be awarded on an annual basis for variable amounts on the basis of need or qualification, or on some other basis prescribed or approved by the Board of Governors, according to the terms of the scholarship.

All scholarships may be named, either to perpetuate the memory of a significant contributor to the College or to recognise the donor.

Students may apply for extra grants from other sources. Any such grant, or income received by the student from employment, will not affect the amount of a sponsoring organisation scholarship. The effect of such grant or income on any other scholarship will depend upon the terms of that other scholarship. Where additional grants can be obtained by the College, or through the College from other sources, in respect of the student who has been granted a scholarship, they will be retained by the College and the student will be required to make or support such application on behalf of the College.

The decision of the Governors will be final in any interpretation of these rules.

3. Rules for Sponsoring organisation scholarships

1. The candidate must have been accepted by the Admissions Board for the Rabbinic Programme
2. The Admissions Board must have classed the candidate as a Movement candidate
3. (1) The scholarship will cover the tuition fees charged by the College (or by any foreign institution which the student attends on the direction of the Academic Board as part of the rabbinic programme) from time to time during the five years of the rabbinic course plus a contribution towards the student's living expenses (the fees plus the contribution being the "basic scholarship").

(2) During the fourth and fifth year, if, with the approval of the College, the student obtains a placement working with one of the Movement synagogues, a placement supplement will be paid in addition to the basic scholarship, provided the relevant synagogue pays to the College an amount not less than the amount of such supplement.

(3) At any time and from time to time upon the written application of a student, the Executive Director is authorised in his discretion to pay to an individual student during his or her course at the College a supplement to the basic scholarship not exceeding the sum or sums which any Movement synagogue or Movement organisation shall have agreed to pay to the College in recognition of any work or study undertaken by the student at such synagogue or organisation as part of the rabbinic training of the student.

(4) The scholarships will not be means tested and there will be no supplements for additional dependents.

(5) The amounts to be paid in each academic year in respect of each of the basic scholarship and the fourth and fifth year placement supplement will be determined prior to the commencement of each such academic year by the Governors and published as an appendix to these rules, provided that, if the rates are reduced, no student in the second or subsequent year of the Rabbinic Programme will receive a lower basic scholarship than that received by him or her in the previous academic year.

4. A "Movement synagogue" is a synagogue which is a constituent of MRJ or LJ and also any other synagogue designated from time to time by the Board of Governors as a Movement synagogue for the purposes of these rules; and a "Movement organisation" is an organisation affiliated to MRJ or LJ or so designated for the purposes of these rules by the Board of Governors.
5. The scholarship is given for a maximum of five years. If the student leaves before the end of the Rabbinic course, the scholarship immediately ceases to be payable; and if the student has not completed his or her course by the end of five years (or any shorter period for which the student shall have been accepted by the College), they will have to finance themselves for any subsequent time spent at the College.
6. It is a condition of the granting of a sponsoring organisation scholarship that the candidate must, following ordination, serve for a minimum of five years in a Movement synagogue or a Movement organisation as a rabbi, academic, educator, youth worker or similar role, unless there is no suitable position available to the graduate. If the graduate enters into service but serves Movement synagogues or Movement organisations for less than five years, the amount paid or credited under the scholarship (other than under paragraph 3(2) or 3(3) above) shall be repaid pro-rata to the number of years not served.

The entire amount paid or credited under the scholarship (other than under 3(2) or 3(3) above) shall be repaid to the College if:

- the student voluntarily leaves the rabbinic course before ordination, or

- the student's course is terminated as a consequence of a disciplinary procedure or a failure to comply with academic requirements, or
 - having been granted *semicha*, shall have failed to enter into service with a Movement synagogue or a Movement organisation as indicated within one year of ordination (subject to such a position being available to the ordinand) , or
 - before the expiration of that year he or she decides not to work for any such body.
7. Recipients of a sponsoring organisation scholarship must abide by the conditions of the scholarship award (e.g. writing reports, attending Movement and College events, etc.) as notified to the student in writing at the time of the awarding of the scholarship and such reasonable amendments thereto as may determined by the Governors and notified in writing to the student from time to time.
8. A student receiving a sponsoring organisation scholarship is not precluded from applying for any other scholarship awards which may be available, if the criteria fit, e.g. for financial need, for special extra training etc.

4. Rules for Other scholarships

1. These scholarships will be for such amounts and offered on such basis or bases, whether of need or of merit, as may be specified by the criteria of the fund. They may be granted to any rabbinic student at the College who has been accepted by the Admissions Board.
2. They may be provided by specific donors (synagogues or individuals) who may, subject to the approval of the Board of Governors, specify the terms and conditions applicable thereto, or may be provided by the College itself out of identified or allocated resources.
3. Subject to any stipulation to the contrary made by any specific donor or by the Board of Governors, the scholarship awarding body will be the Senior Management Team together with one Honorary Officer.
4. Recipients of these scholarships must abide by the conditions of the scholarship award, e.g. report writing, visiting a congregation that sponsored the award, as notified to them in writing at the time of the making of the award and such reasonable amendments thereto as may be determined or approved by the Board of Governors and notified in writing to the recipient from time to time.
5. The scholarships may be awarded for one year only but may be renewed each year, or for such other period as may be specified at the time of the grant, and in either case will cease immediately if the student leaves the College for any reason.
6. If the student voluntarily leaves the College before the completion of his or her course, the amounts of the scholarship shall become repayable.
7. If the student's course is terminated as a consequence of a disciplinary procedure or a failure to comply with academic requirements, the amounts of the scholarship shall become repayable.

Amounts payable for the Academic Year 2009/10

Basic scholarship including £8,000 College tuition fees	£17,000
Fourth year placement supplement	£3,500
Fifth year placement supplement	£5,500

2.5 Student Support Fund

APPLICATION FOR DISCRETIONARY GRANTS FROM THE STUDENT SUPPORT FUND

Grants from this fund may be available as follows:

- Grants are normally made only to Rabbinic students
- Financial hardship - however arising is the paramount consideration

- The amount of any grant given will depend upon the amount available for grants in any year, having regard to the need to keep sufficient funds available throughout each year
- Grants may be also be available to support students who take extra-mural courses in vocational studies at any time
- No student can normally expect to receive more than £500 in any one year
- All grants are discretionary

Procedure:

- Students wishing to apply for a grant should consult informally and in confidence with the Student Advisor
- If the Student Advisor considers that an application falls within the fund's parameters, the Student Advisor will assist the applicant in completing an application form which will be submitted to the Vice Chairman for approval
- All applications are treated in confidence and will be decided on their own merits and without reference to any other application
- The decision of the Honorary Officers is final

Rabbinic tutors

3.1 Rabbinic Tutors

Each Rabbinic student is allocated a **Rabbinic Tutor** during their time at the College, who, preferably, will be a practising congregational Rabbi. The tutor monitors the student's progress and reports to the Rabbinic Course Team, raising any areas of concern which a student may have, with the student's agreement, as well as feeding back issues from the College to the student.

Aims of the tutorials

Broadly speaking the one-to-one tutorial sessions aim at helping students to think in a **holistic** and **reflective** way about their progress, challenges and achievements. It is an opportunity to encourage them to determine their academic and vocational/professional goals and objectives, reflect upon their spiritual journey, consider their personal and interpersonal skills and reflect on interconnections between these different areas. It is also a space to help them plan how to achieve their objectives as well as record those achievements.

The overall areas to which these apply are:

Develop an awareness of potential connections among skills

Develop an awareness of potential transferability of skills - academic, work, life

Develop an awareness of the potential transferability of skills developed in various disciplines

Develop an awareness of potential intellectual connections between disciplines.

In order to do so the academic tutor is asked to **focus** on the following:

- (a) **Help the student evaluate where they are.** This can be done through a mixture of skill audits, conversations about what they have done, examining past

experience, study skills, examining their approaches to learning, learning styles, their professional past, identifying gaps, understanding their professional selves and their motivations and aspirations, how they manage themselves.

As they begin their studies assess how well they are progressing, what they have done well or less well in their presentations, written assessments, general approach to learning (looking at formative and summative assessments). Are they planning their assignments? How are they managing their studies and the way they are performing? In particular help examine the reasons for the achievements or difficulties. Are they making connections between the different areas of study and between study and themselves/life? What transferable skills are being developed?

How are their studies contributing to their personal goals and wider development? Are they choosing the right modules as they progress into the second and third year? What do they hope to gain from studying a module? Are there other goals beyond the learning outcomes suggested in the description, for example personal aims? Do they have the right skills to succeed in those modules? What transferable skills do they think they will get? After the module is completed - were they disappointed about something, what needs improving?

Self analytical skills are key.

- (b) **Help students reflect on what they are doing and what they want to do?** Given where they are, what do they want to change/improve in the areas of academic, spiritual, personal and vocational/professional development. What are their goals? Reflection is key here.
- (c) **Help them get there.** Planning how to achieve the goals. Planning their academic progress through the College. Being aware of opportunities either in the programme or outside the programme to develop skills, experience etc. Planning for future career or further study.
- (d) **Help students understand what evidence** of their academic and vocational/professional skills and achievements to include in their portfolios.

Recording

Before the Meeting:

In order to prepare for the tutorial the student is asked to complete a Student Self-Assessment Form (Form A) reflecting on his/her academic, spiritual, vocational/professional, inter-personal and personal progress or any other issue s/he wish to raise as well as any action planning s/he is engaged in.

At the end of the tutorial two documents are prepared:

- A summary of the meeting is written by the tutor (Form B) and agreed with the student. This form is then placed in the student's file.
- The student states what follow-up and future course of action s/he intends to take following the tutorial (Form C). This document will be part of material considered at the next tutorial.

Examples

Below you will find examples of the kinds of issues which can form part of the tutorial session. It is **left up to you and the student** to select those areas which are most **relevant and appropriate for that specific individual** taking into consideration the **particular stage of the BA or MA** which the student has reached. The following are suggestions of what might be considered and is not a definitive list.

General - *These would be examples of issues to be discussed during the first semester of the first year.*

- Are they familiar with the College Handbooks
- Have they attended the induction week
- Are they planning to take the workshops on offer
- Are they aware of the students' associations
- Do they understand the policy on plagiarism

Study requirements on the programme

- Do they know what help the College offers in different areas
- Do they understand the purposes of PDP
- Do they understand the role of the tutor
- Do they understand what is expected from them prior to meeting the academic tutor
- Do they understand what evidence to collect for the portfolio

Skills and Aptitudes - *Ask them to reflect on how well they are progressing in these areas:*

- Can they identify their preferred learning style? Are they aware of their approach to learning?
- Have they attended the seminar on how to write assignments and do they know how to reference academic work, use data bases, the library, other resources
- Are they developing discipline based skills
- Are they progressing sufficiently in their acquisition of Languages
- Can they demonstrate self-management, self-awareness
- Ethical awareness, social awareness
- How do they cope with managing their time
- Managing information - appraising and organising information
- Writing skills, presentation skills,
- Show evidence of increased ability to think critically, evaluate evidence, analyse, reason, argue etc.
- Working with others and inter personal skills - working in small group, chavruta, Beit Midrash (ability to understand others, support others, negotiate, initiate, delegate etc.)
- Communication skills - both written and oral
- Confidence
- Problem solving
- Creativity
- IT skills, finding resources, managing information, referencing
- Creating an action plan for their academic learning during the current and for the following year

- Creating an action plan for their dissertation
- Develop positive attitudes to lifelong learning

Careers and Vocational/Professional Development - *These are examples of issues which are particularly relevant in the third year of the BA and the MA*

Ask them to reflect on how well they are progressing in these areas:

- Ability to think ahead about their professional development
- Skills they might need
- Analysis of attributes, abilities, interests
- Ability to work with others in and outside class (ability to manage, chair, organise, represent)
- Researching opportunities for further training/studies/employment/volunteering
- Creating an action plan for the future
- Updating their CV

General Development

- Learn from activities off site (placements, internships etc., volunteering)
- Reflect on personal aims and aspirations
- Reflect on their spiritual journey
- Reflect on feedback from tutors, peers and colleagues

3.3 CONFIDENTIALITY

1. Whilst matters discussed between student and Tutor should never become a matter of gossip, it is clear that the Tutor is not a 'confessor' and has a duty to the College. The Tutor has wide discretion over what to include in a Report and what to omit (this should be agreed between Tutor and student), but should never be placed in the position of being unable to disclose to the College information of genuine importance to his/her evaluation of a student's progress and suitability. The Principal and Director of Rabbinic Studies have discretion not to pass on information in a report to the Rabbinic Course Team if, in their judgement and after consultation with the Tutor, they see no need to disclose that piece of information to the Rabbinic Course Team.
2. Under no circumstances is anyone other than the student concerned or a member of the College faculty allowed access to reports.

3.4. DURATION OF SUPERVISION

1. A student should retain the same tutor for the duration of his/her entire college course. However if either the tutor or student wish to change, on account of difficulties, they may do so in consultation with the Director of Rabbinic Studies.
2. Tutors should not be responsible for more than three students each.

3.5 APPOINTMENTS OF TUTORS

1. Tutors will be allocated to particular students by the Vice-Principal, in conjunction with the Head of Student Services.
2. If the student is unhappy with a particular allocation, he/she may discuss this with the Director of Rabbinic Studies, who will do their best to respond to legitimate objections or requests.

3.6 STUDENT WELFARE

Whilst Tutors will take a caring interest in the students they supervise, they are not expected to deal with such matters as material welfare, finance, illness etc. This is the responsibility of the Student Advisor.

Student Advisor

Irit Burkeman, the Student Advisor, is available to all students, in confidence, to help with any problem. Irit Burkeman is available by appointment or drop-in. She is available in an emergency whenever the need arises. The Student Advisor assists on welfare, curricula and cultural issues. The Student Advisor agrees with students any and all information that is passed on.

BUPA WELLNESS

The College subscribes to the services of **BUPA Wellness** which offer a counselling facility, legal, child care, elderly care and financial advice. This service is available free for all Rabbinic students and can be used in total confidence (the names of those using the service are not notified to the College). The service can be accessed by telephone or on-line. Notices giving details of the service are on the College notice boards and individual leaflets are distributed.

You can contact them free on Tel: 0800 371 536

Counselling and Therapy

The College strongly encourages and expects all Rabbinic students to undertake counselling/psychotherapy as part of their rabbinic training. All students are strongly encouraged to undertake individual psychodynamic psychotherapy preferably starting in the first year, as part of a commitment to personal growth. Psychotherapy on an extended basis can aid the Rabbi's longer term personal development and provide a deeper understanding of certain aspects of the Rabbi's role and the dynamics of interpersonal relations.

The cost of therapy is the student's responsibility, but it is recognised that the College may need to provide some financial assistance. Financial assistance is therefore available for partial costs of psychotherapy arranged confidentially by the PC & CS tutor.

The therapy itself is confidential between the therapist and student and there is no report back to the College whatsoever.

For those not in currently in therapy, provision can be made in any crisis for short-term counselling. See above for BUPA Wellness service which is available to all Rabbinic students for use as and when required.

Confidentiality Policy

Confidentiality continues to be an issue of sensitivity at the College. Whereas personal and private matters discussed with individuals in the College should be absolutely confidential, issues concerning students' growth and development as future rabbis are essential and required in a programme of rabbinic formation. The confidentiality policy is based on the following principles:

1. It is important to be transparent in the process surrounding the issues of confidentiality, both for its own sake and for the important model it provides for professional development. Everyone should know when, how and by whom discussions about students are held.
2. In a system of dual roles where people wear multiple hats and therefore obtain information from a number of sources, faculty have to be scrupulous in confidentiality and understand that there are relationships of unequal power. It is important that everyone should know what roles people play and who will be involved in sharing of information. "I can't talk about what x said to me without his/her explicit permission when chatting to other members of staff. I cannot use information derived from one role when I am in another."
3. Faculty and staff should all share the same understandings about confidential information, when it is to be held and when shared and under what circumstances.
4. If the College's policy on confidentiality is transparent, widely adhered to and consistent, we hope to build an atmosphere of trust and responsibility leading to greater openness and a better response to need.

Summer Institute

This is an annual three day intensive programme open to students and those engaged in Jewish Leadership. The aim of the programme is to look at different leadership issues through exploration of texts and contexts. Students have to attend the institute at least once during their time in the college, but encouraged to attend regularly.

Congregational Work & Placements

Rabbinic students are required to undertake practical work in congregations during their second, third, fourth and fifth years.

Student Placement

Upon entering the rabbinic programme, some students will have had congregational experience in leading services, teaching, singing, etc. The first three years of the programme are regarded as the formation years in which students gain knowledge, skills and personal awareness of their future roles as rabbis. This sequenced programme builds competence and confidence in being a rabbi.

The placement programme is designed as follows:

YEAR	PLACEMENT	LINKED TO:
1st Year	HUC Shacharit	Synagogue Skills
2nd year	Observational Year Teaching High Holy Days	Shacharit Practical Rabbinics Spirituality/Prayer Liturgy Education Orientation/Appraisal Parashat Hashavua
3rd Year	Apprenticeship	Shacharit Pastoral Care and community skills: Placement High Holy Day pulpit
4 th Year	Congregational Placement	Practical Rabbinics Pastoral Care & Community Skills
5 th Year	Congregational Placement	Mentoring Practical Rabbinics PC&CS Partners in Leadership

9.1 Teaching Co-ordinator: Debi Penhey

Rabbinic students are placed in congregational teaching posts in their second year as part of the education component. Candidates to the rabbinic programme should liaise with the Department of Jewish Education before accepting teaching positions, in order to ensure the appropriate arrangements for rabbinic students

9.2 High Holy Days

Students are required to conduct services throughout between the second and fifth years. Students are assigned their responsibilities through the Placement committee. Students are asked for their preferences, which are taken into consideration by the committee. Students should gain a wide experience of the congregational rabbinate and across the Movements over their five years. Preparation for the High Holy Days experience is offered either through the *Kol Bo* programme or at the time of the students' orientation.

Jewish-Christian-Muslim Conference, Wuppertal

A week-long interfaith conference is held in Germany (usually in March). The conference aims to enhance dialogue between the three monotheistic religions through lectures, project groups, discussion groups, participation in each others' services and personal contact. Each year a different topic is chosen as a focus for the week. Classes are cancelled during the Jewish-Christian-Muslim conference and students are expected to attend regularly during the five years programme.

Kol Bo

Kol Bo - an intensive seminar (lasting for up to 2 weeks) that has an annual theme that will take place following examinations week. Further details are in the Vocational Handbook.

All students are required to attend *Kol Bo*.

Bible Week, Osnabrück

A week-long Christian-Jewish conference is held annually in Germany (usually in July). The conference is centred around Hebrew Bible texts, focusing on the whole or part of a particular book each year. The timetable consists of three keynote lectures, study groups, project groups, participation in each others' services and personal contact. Students are encouraged to attend wherever possible.

Committee representation

Representation on the many committees of the College is a practical way to gain experience in working with lay leaders and other professional staff. All College committees, other than the Admissions Board and the Examinations Board, have student representation. Some committees have parts of the meetings closed to students.

This is an opportunity to learn about the workings of a religious and educational organisation, as well as input into the decisions being made on a regular basis. Experience with different committee work will assist rabbinic students in the skills needed to work as a team and run an organisation. It is often helpful to discuss the work of the committee with the chairperson prior to, or immediately after, a meeting in order to gain from his or her reflections. Student representatives should attend regularly at the meetings they

have volunteered for or find an alternate attendee if they cannot attend. Committees rely on student input at each meeting for their decision making processes.

Committees try to meet at such a time as is convenient for the student representative, though this is not always possible.

Students' Orientation

Each year a students Orientation programme is organised for all students. This is usually held at the commencement of the year. Special sessions are held for first year students.

Shabbat Lech Lecha

Rabbinic students are expected to attend services in the sponsoring movements' synagogues to commemorate Leo Baeck's yahrzeit. This is done to promote the college's profile in the community.

CCAR Membership

This is to state that the mentoring requirements post ordination required for admission to CCAR can be met by two year participation in RIST activities, including rabbinic groups, ASA and seminars. Final year students should be reminded that in order to be eligible for automatic CCAR membership now or at any future time, they must have fulfilled their mentoring requirements for two years immediately post ordination.

Residency Requirement

The Academic Board requires that a rabbinic student be in residence for a minimum of three years to be eligible for ordination.

Appendix

Appendix I - LBC Curriculum Review Chart

Appendix II - Rabbis Personal Safety

1. WHAT IS AN ASSAULT?

Any action - either physical or verbal - that causes hurt, be it bodily or emotionally

The cause can vary enormously - person with a grudge or mentally unstable...or after money...or drunk...or on drugs or anti-Semitic...or sexual

Assaults can come not just from strangers but also from those you know

2. OPENING YOUR FRONT DOOR (home or synagogue)

Do you know who is standing outside?

- have a glass panel in the door/spy-hole/intercom
- have a latch chain/ opening the door with one foot behind it
- have good lighting by the door/security lighting
- have a panic alarm near the door
- get someone else to be with you when you open the door
- try to avoid being alone in the building

3. VISITORS WHO COME TO YOUR HOME WHEN YOU ARE OUT

Do your family know what to do?

- how to open the door (see 1 above)
- talk on the doorstep or invite in
- have paper & pen to hand (not having to go off & search for it)

4. ARRANGING MEETINGS WITH STRANGERS

Are you sure you are safe?

- meet at the synagogue
- meet at coffee shop locally
- have someone come with you if you visit their home
- ensure someone knows where you will be

5. WHEN MEETING INDIVIDUALS (at your home or synagogue)

Can you summon help if needed?

- have a mobile phone with you (turned on/fully charged)
- get someone else to knock on the study door after ten minutes
- have cash/false wallet to give away if threatened
- carry personal attack alarm
- position yourself with access to the door
- don't be afraid to run away
- report any incidents to the police, however trivial

6. WHEN MAKING PASTORAL VISITS TO PEOPLES' HOMES

Are you sure you will be safe?

- tell someone (family/office) where you will be
- have a mobile phone with you (turned on/fully charged)
- get someone to phone you (the house phone/your mobile)
- sit so as your exit is not blocked

7. MEETING WITH CHILDREN/MEMBERS OF THE OPPOSITE SEX

Can you be subject to false accusations of molestation?

- have a glass panel in the door
- make sure the door is left ajar
- ensure someone else is in the building
- get someone to knock on the door after ten minutes

THE OBJECT

To be both accessible and safe - available to all in need, but taking sensible steps to ensure your own personal security

Jonathan Romain
October 2007



FORM A

**TUTORIALS
STUDENT SELF-ASSESSMENT FORM
To be filled in prior to the meeting with the tutor**

Name of Student: _____ Date of Tutorial: _____

The purpose of the tutorial is to provide a framework in which to get an overview of your development as a student and future rabbi. It is an opportunity to think in a holistic way about your progress, challenges and achievements and to reflect on their interconnections. The areas are: academic progress, spirituality, personal and interpersonal relations and vocational/professional issues and goals. The tutorial is also the place to help you think about what you may want to change and or improve and what immediate steps and/or long term plans you wish to take to further your development and achieve your goals in these areas.

In order to help you prepare for the tutorial please reflect on the following areas:

1. Academic progress, challenges and achievements

2. Spirituality - growth and challenges

3. Personal Development:

4. Interpersonal Development

5. Vocational/Professional

6. Any other issue of concern



FORM B

CONFIDENTIAL

SUMMARY OF THE TUTORIAL

FORM TO BE FILLED IN BY TUTOR AND AGREED WITH THE STUDENT
Once the form is completed and signed a copy is given to the student and placed in the student file.

Name of Student: _____

Name of Tutor: _____

Year of Study: _____

Date of Tutorial: _____

This form should be completed during or immediately after the tutorial. Its purpose is to reflect on, record and consider the student's progress and development, any difficulties and areas for further consideration with particular attention to the following and their interconnections: academic progress, spirituality, personal and interpersonal relations and vocational/professional issues and goals. Where relevant please indicate the academic, professional and personal goals, and aspirations raised by the students and how they plan to achieve them.

Signed by the student:

Signed by the tutor:

Date:

Appendix V - Follow up and Action after Tutorial



FORM C

TUTORIALS

FOLLOW-UP AND ACTION AFTER TUTORIAL
To be filled in by the student

Following the meeting with the tutor reflect on the course of action you intend to take to further your personal development planning taking into account the following areas: academic, spiritual, vocational/professional, interpersonal and personal. This document will be part of material considered at your next tutorial.

Issue	By when

ALPHABETICAL INDEX

A

APPLICATION FOR DISCRETIONARY GRANTS FROM
THE STUDENT SUPPORT FUND, 10
APPOINTMENTS OF TUTORS, 15
Assessment, 4
Attendance and Disciplinary Procedures, 5

B

Bible Week, Osnabrück, 19
BUPA WELLNESS, 15

C

CCAR Membership, 20
Committee representation, 19
CONFIDENTIALITY, 14
Confidentiality Policy, 17
CONGREGATIONAL WORK & PLACEMENTS, 17
Counselling and Therapy, 15
Course Overview, 2
Course Requirements, 2

D

DURATION OF SUPERVISION, 14

H

High Holy Days, 19

I

Irit Burkeman, 15
Israel Liaison and Support, 4

J

Jewish-Christian-Muslim Conference, Wuppertal,
19

K

Kol Bo, 19

R

Rabbinic Curriculum, 2
Rabbinic tutors, 11
Residency Requirement, 20

S

Shabbat Lech Lecha, 20
Shacharit at LBC, 5
Student Advisor, 15
Student Placement, 17
Student Support Fund, 10
STUDENT WELFARE, 15
Students' Orientation, 20

T

Teaching Co-ordinator: Debi Penhey, 19
Termination of studies, 6