



Master of Ministry
Validated by Liverpool Hope University

Programme Handbook and Specification

February 2020

**1. PROGRAMME SPECIFICATION for MMin
for entry during academic year 2020-21**

A. Brief Description

1.	Study mode(s) and period of registration	Part-time only. 3 years
2.	Frequency of Intake	Twice yearly – February and September.
3.	Awarding body	Liverpool Hope University
4	Teaching location(s)	Spurgeon’s College, London BMS Birmingham
5	Framework for Higher Education Qualifications	Level 7 – 180 credits
6	Final award(s), including any interim awards	Master of Ministry (MMin). A Postgraduate Certificate in Ministry will be available as an exit award on successful completion of 60 credits and a Postgraduate Diploma in Ministry will be available as an exit award on successful completion of 120 credits.
7	Role of the programme specification	This document explains the aims and structure of the programme and how the units contribute to the programme’s overall aims and Intended Learning Outcomes. It also sets out what knowledge, understanding and skills students can expect to have acquired when they graduate.
8	Regulation	The provision is subject to Spurgeon’s College Taught Postgraduate Degree Regulations.
8	Date written	February 2020
9	Further links	College website: www.spurgeons.ac.uk Spurgeon’s College Moodle: http://spurgeons.moodle.webanywhere.co.uk

The table below shows the normal duration of the course. Students attempt 60 credits per year. The maximum period of registration for the MMin is 3 years.

	Award	Part-time
Duration	Postgraduate Certificate in Ministry (60 credits)	1 year
	Postgraduate Diploma in Ministry Diploma/ Foundation degree (120 credits)	2 years
	Master of Ministry (180 credits)	3 years

B. Details

1.1 Aims

The programme aims to provide:

1. an environment fostering the integration of academic and professional knowledge and values, through the sharing of lived research and professional practice;
2. an advanced level of critical engagement with literature in the field of theology and Christian ministerial praxis;
3. opportunities for students to communicate their ideas effectively to academic peers;
4. the opportunity for students to draw on a variety of theological and other academic disciplines and discourses in order to reflect critically and constructively on their practice;
5. the opportunity to explore topics from an ethnically and culturally diverse range of international voices and perspectives
6. the opportunity for students to learn from the research interests of staff;
7. the opportunity to join and participate in a wider postgraduate ministerial community of students and scholars for mutual support and formation;

1.2. Learning outcomes

By the end of their studies students should be able to:

Subject Specific Skills (Level 7)

1. reflect in a critically and theologically sophisticated way on practices of mission and ministry, with particular reference to their own contexts;
2. analyse and critically evaluate demanding texts and ideas in the field of theology and Christian praxis research, both orally and in writing, and relate this to specific professional contexts;

3. evaluate critically current research in aspects of Christian ministry such as pioneer mission, leadership, community engagement and preaching, within the contemporary social context, and apply that knowledge to their own practice;
4. demonstrate a sophisticated and nuanced understanding of key issues within the field of theology and contemporary praxis.

Key Generic (transferable) skills (Level 7)

Professional Skills

1. apply, summarise and analyse key complex trends relevant to her/his profession;
2. communicate reasoned ideas effectively within a variety of contexts;
3. identify, engage with and respond appropriately to ethical issues in his/her professional contexts;
4. understand and critically evaluate positions taken by others in similar and different professional contexts to her/his own;
5. build personal confidence in analysing and leading appropriate professional practice;
6. integrate academic and professional knowledge to develop the self;
7. articulate with confidence his/her own ministerial perspectives and praxis.

Academic Skills (Level 7)

1. undertake independent learning, independent research, and sustained critical and self-reflexive analysis;
2. critically assess arguments and positions taken by others, both in discussion and in writing, including the ability to evaluate the quality of methods employed to produce any underpinning data or evidence;

3. present information effectively in a variety of different media, including digital, with the ability to summarise and create articulate syntheses of complex positions, and to justify conclusions and positions put forward;
4. apply their critical and imaginative faculties towards the creative transformation and enhancement of ministerial practice;
5. ask informed questions, and identify problems and issues, on a given topic.

1.3 Teaching/Learning and Assessment Methods

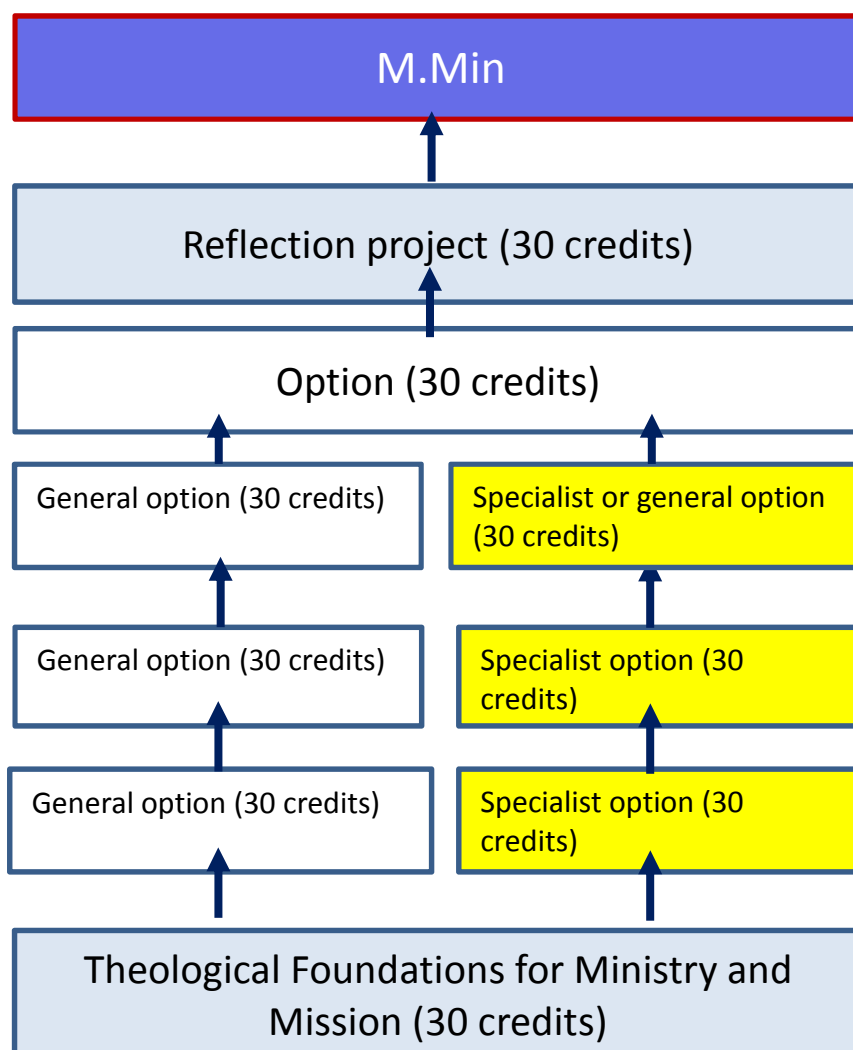
The Master of Ministry degree is a professional qualification which provides an opportunity to engage in sustained reflection and research upon the practice of ministry. In order to complete all of the elements of this course, students need to be able to engage in independent research and reflection. At each stage in this process students are required both to engage in critical theological reflection upon their own professional practice, and to enter into dialogue with a variety of theological traditions and with insights from other disciplines. This process of reflection and dialogue contributes to students' personal and professional development as reflective practitioners, helping them to construct fresh perspectives on the tasks and opportunities facing those involved in the practice of ministry.

The course will provide a structured environment in which students can engage at an advanced level with a range of academic and professional issues relevant to their own practice. The learning and teaching strategy seeks to develop the three key skills of independent learning, independent research, and sustained critical and self-reflexive analysis integrating academic and professional considerations. Therefore, the major emphasis is on encouraging independent, self-reflexive and active learning with tutors providing appropriate support.

Students will be encouraged to discern the underpinning contexts of given world views and to reflect on the professional implications of particular social, political and academic stances. The validity of students' own cultural identities and ministerial practices as starting-points for theological reflection will be affirmed. Students will also be able to discuss challenging and sensitive concerns in professional settings with a community of experienced peers. These strategies reflect the aim of the programme to promote the development of transferable skills and a commitment to the students' continuing development as researchers and professionals.

Student engagement between intensive teaching periods will be facilitated by online forums. Students will have set tasks to undertake as preparation for such online sessions and for the next block. The VLE will serve a number of purposes, including providing a repository for information and resources, and also as a means to extend the academic debates and activities established during the face to face delivery. The engagement is intended to be both formal and structured (such as specifically scheduled online forums), and spontaneous and occasional (such as contributing to ongoing 'threads', responding to material posted by tutors and other students). Alert and news functions will be used by unit leaders and other tutors to keep in regular contact.

1.4 Structure of the Provision



The above structure is deliberately designed to allow the possibility of a more general or a more specialised route through the programme. Initially it is envisaged that one specialist route will be offered (preaching) but others may be added in due course.

1.5 Narrative description of the programme

Students engage in curriculum based study worth 180 credits at Level 7, consisting of 5 x 30 credit taught units and a Reflection Project in which they engage in a guided investigation of a situation in their own professional context and write an extended theological reflection upon it. The first taught unit, Theological Foundations for Ministry and Mission, is compulsory for all students. The remaining 4 units can be chosen from the range of options available during the relevant years of study. Units initially proposed for inclusion as options are listed below; others may be added in due course.

Students who wish to pursue the specialist route leading to a designated specialist qualification, e.g. MMin (Preaching), are required to take at least 2 units, totalling 60 credits, in the specialism.

1.6 Delivery mode

Each unit will be introduced through a short intensive period of residential or virtual study. These periods will primarily take the form of seminars based on students' preparatory reading and professional experience, scenario-based learning, sharing of staff research, group discussion, group work and student presentations. Thus, the experience will be interactive and include the sharing of lived practice, whilst fostering the development of autonomous learning.

Students will then study in their own home setting, supported by online resources provided for the unit via the College's virtual learning environment. They will be required to engage in online forums and occasional one-to-one supervision with a tutor, either remotely or face-to-face.

Students will be encouraged to discern the underpinning contexts of given world views and to reflect on the professional implications of particular social, political and academic stances. Students will also be able to discuss challenging and sensitive concerns in professional settings with a community of experienced peers. These strategies reflect the aim of the programme to promote the development of transferable skills and a commitment to the students' continuing development as professionals in mission and ministry.

The intensive period introducing the Reflection Project will help students to become familiar with skills and disciplines of data gathering as well as further developing their ability to reflect theologically in a mature and sensitive way on their practice.

Students will be encouraged to engage with the College's research culture, which includes a rich programme of weekly postgraduate research seminars on a range of topics, recorded to enable remote access, and regular research colloquia.

It is intended that the programme will provide a solid foundation for undertaking a significant and original research project in a doctoral programme.

1.7 Taught Units

The taught units build on the expertise and experience of staff and the needs of the ecclesial communities to which the College is affiliated.

Compulsory Units:

Theological Foundations for Ministry and Mission
Reflection Project

Initial Optional Units (offered according to staffing and take-up numbers):

Black Theology and Social Justice
Christian Spirituality
Church Planting and Pioneer Ministry
Ethics and the Christian Community
*Learning from Great Preachers**
Multicultural Churches
*Preaching as a Congregational Event**
Preaching – Theology and Practice (required core unit for preaching specialism)

*Students who wish to follow the Preaching specialism and gain an MMin (Preaching) will be required to take at least one of these units, in addition to the two compulsory units and the core Preaching unit, *Preaching – Theology and Practice*.

Possible optional Units for future development

Chaplaincy (placement unit)

Global Theologies

Issues in Cross-Cultural Missiology

Practical Ecumenism

Prophetic Theology

The Doctrine of Creation Care and Environmental Ethics

The Gospel and Film

Theology in the Public Sphere

1.8 Assessment Strategy and Criteria

Assessment Strategy

The assessment strategy is intended to build student skills in rigorous reflection on professional practice; it is also designed to foster a critical integration of academic and professional knowledge and values. Thus, critical reflection on the student's own ministerial practice is a sustained element of the assessment strategy, alongside assignments designed to enhance skills and knowledge in selected fields of study. Assessment will derive from reflection and discussion about key matters relating to professional interests. Taught unit assessments will include an appropriate mixture of essays, reflections, textual analyses, oral presentations, and contributions to online media such as wikis or blogs. Timely, formative and transparently managed feedback will form an important part of the assessment strategy. Due attention will be given to the selection of assessment questions and tasks so that students are able to engage with issues relevant to their professional context.

The Assessment Strategy enables students to demonstrate the acquisition, understanding, application, synthesis and evaluation of knowledge at the appropriate level, while also demonstrating subject-specific and transferable competencies and skills.

Assessment is viewed holistically as an integral part of the Learning and Teaching strategy, intended to enhance learning as well as providing the means for verification of student achievement. A clear communication of expectations (chiefly through the unit descriptors), and feedback to students on completed assessment, are pillars of the strategy.

The following practices will be adopted to ensure that assessment is rigorous, transparent, equitable and valid:

1. As part of the students' induction process, the following will be discussed:
 - a. The role and purpose of assessment within the programme
 - b. The grading system
 - c. Marking criteria
 - d. The practicalities of submission
 - e. Opportunities for resubmission
2. Assessment details will be published to and discussed with students at the start of each unit, as will marking criteria.
3. The use of both internal and external moderation processes. All summative work is internally second-marked. A representative sample of assessments is sent to the external examiner for moderation, the sample size being agreed with the external examiner.
4. Academic standards are maintained by a combination of the following:
 - a. The external examiner facilitates understanding of comparability with other institutions.

- b. Members of the team, acting as external examiners at both Masters and Doctoral levels in other institutions, foster discussions about comparability.

1.9 Transition Points

Student progress is reviewed at the September meeting of the Progression and Awards Board for taught postgraduate students at the end of the first and second years. Students who have failed any units will be granted compensation or opportunity for reassessment in accordance with Spurgeon's College Taught Postgraduate Degree Regulations. The final assessment for the award will take place in June of the third year.

1.10 Entrance Requirements

In accordance with the Protocol for Admission to the MMin, Applicants to the Master of Ministry (MMin) programme must be graduates in Theology or Religious Studies with normally at least a good second class honours degree (55% or above) from an approved institution. Candidates without such a qualification but with equivalent prior studies may be considered for admission.

Applicants need to have a minimum of two years' experience in Christian ministry, irrespective of denominational allegiance, and to have normally completed the training for that ministry at least two years prior to the start of the course.

Advanced Prior Experiential Learning (APEL) may be considered as equivalent, or partly equivalent (up to 90 credits), to these entry requirements for candidates who do not meet the normal threshold but have relevant experience. All candidates will be invited to an interview (possibly via Skype) where they need to demonstrate to the panel that they have sufficient experience and aptitude for the course they are applying for.

Applicants from outside the UK may be required to meet specific English language requirements normally an IELTS at level 7 where the reading and writing specific components should be at least 7. The College will comply with the relevant and current Home Office legislation.

Applicants who are citizens of countries other than the UK will only be admitted subject to careful verification that they fulfil the criteria laid down by the UK Government for the admission of non-UK nationals as published on the UK Home Office website at the time of application.

Applicants are strongly encouraged to disclose any disabilities, health issues whether physical or mental, or learning difficulties which might impact their studies. The College will make all reasonable adjustments for such students, but where there are concerns about a student's ability to undertake their desired course, the procedures in the College's Fitness to Study policy are followed. Where appropriate, it is advisable that accepted students apply for a Disability Student Allowance as early as possible to enable support to be in place before they begin their studies.

There is an appeals procedure when applications are unsuccessful. Please see the Protocol for Admission to the MMin.

1.11 Special Features

The programme has a number of special features. At the heart of this is the emphasis on integration of academic and professional knowledge and values and on the development of each individual as a reflective practitioner. Elements of note include:

- A choice of optional units in addition to core requirements.
- A delivery model based on short intensive blocks, specifically geared towards full-time professionals.
- Possibility of studying specialised routes.
- Access to the College's excellent library and electronic resources.
- The focus is on the process of development as a practitioner in relation to personal and professional concerns, rather than on particular branches of knowledge in the field as an end in itself.
- The opportunity to join and participate in a wider postgraduate ministerial community of students and scholars for mutual support and formation.
- The assessment is varied and innovative, developing a broad, critical and self-reflexive skills base.
- The College offers a vibrant research culture, with opportunities for engagement with 'live' research embedded into the programme structure.
- The programme offers a cohesive and coherent study experience as part of a community of student peers and of research practitioners.
- The curriculum and learning and teaching methods foster reflection on personal, professional and academic values and on the links between them. This is then related to evolving professional identities.
- Modes of learning and teaching will forge meaningful links to policy, political and practitioner contexts.
- The programme benefits from the College's active partnerships with churches, para-church organisations such as the Baptist Missionary Society, and other higher educational institutions at home and abroad.
- Accommodation can be arranged for any periods of residential study at a competitive rate.
- An ecumenical staff base of experienced academics and practitioners.

1.12 Programme evaluation, monitoring and revision

Evaluation and Monitoring

(i) Unit evaluation: Students are asked to evaluate each unit which they study. The completed evaluation forms are sent to the unit tutors who present the outcomes to the Postgraduate Programmes Committee and complete their own evaluation in the light of the students' comments. Student and tutor evaluations are monitored by the Academic Quality Assurance Committee, which in turn reports to the Academic Board. The students are represented on both the committee and the Board and significant outcomes are shared with students through the Student-Staff Liaison Committee.

(ii) End of year Programme evaluation: At the end of each year, students are asked to comment on their experiences on the programme as a whole and the support they have received. This feedback is examined by the Postgraduate Programmes Committee and forms part of a continual process of review by the teaching staff team, with a rolling action plan in response to data about the quality of teaching, learning and achievement and the student experience. The Programme Director provides an annual report to the Academic Board and the University.

(iii) Internal evaluation and monitoring reviews: The programme is part of the College's internal scheme of periodic reviews which ensures that each programme is reviewed on a 6 year cyclical basis.

(iv) In addition the validating partner, Liverpool Hope University, has its own systems in place to review its validation arrangements.

Programme Revision and Development

Programme revision can be initiated by the College's teaching staff or the Academic Board as well as by the University. Students participate in this process through their representatives on the Postgraduate Programmes Committee, Academic Board and through other consultations.

Programme development is the responsibility of the appointed Programme Development Working Group that reports to the Programme Design and Re-validation Review Committee that makes recommendations to the Academic Board.

2. CONTEXT, RATIONALE AND FURTHER DETAILS OF THE MMin PROGRAMME

2.1 Background to the Award and Rationale for the Development

Spurgeon's College is a nationally-recognised and respected centre of theological education with a reputation for academic excellence and high-quality ministerial formation. In maintaining its reputation, the College recognises the value of active participation with the wider university sector, while wishing to retain its distinctive evangelical ethos and identity. Part of the College's vision for the next ten years is to develop its position, in the global and diverse city of London, as a research-led, experience-based, centre of excellence delivering positive outcomes for students. The College's willingness to work collaboratively with established institutions, such as Liverpool Hope University, is one manifestation of this wider vision. Spurgeon's College's commitment to Christian mission is central to its Mission, Vision, Values, Aims and Objectives. The College seeks to form students who are equipped to identify strategic opportunities to participate actively and intelligently in the *missio Dei* and to play their part in enabling the Kingdom of God to come and the Church of Jesus to be built up and strengthened.

Spurgeon's College views this MMin programme as a means of contributing to the mission of Spurgeon's College "to train men and women for Christian mission, ministry and leadership in the contemporary world." The aim of the proposed programme will be to equip graduates who already have experience in mission, ministry and leadership with the sophisticated level of knowledge and reflective skills to continue developing in the effective pursuit of those callings in the contemporary world.

It is intended that the MMin will build on and enhance academic cross-disciplinary collaboration across both Liverpool Hope University and Spurgeon's College, benefitting from the richness and diversity of their research expertise, as well as the wide, long-standing professional partnerships in which colleagues engage, particularly churches and partner institutions. In particular, it is envisaged that the College's newly-established partnership with the Baptist Missionary Society will offer exciting opportunities for drawing on the expertise and experience of BMS personnel in the teaching of the MMin, a wide network of potential candidates, and the facility to deliver teaching at the geographically central BMS premises in Birmingham.

Whether professionally orientated or otherwise, all the College's programmes align with its commitment to research-informed teaching at all levels; and it is also the case that several areas of provision not formally resulting in a vocational qualification nevertheless have explicit relevance to, and reference, professional contexts and applications. In this way, the work of the College as a whole reflects multiple and nuanced understandings of knowledge (both 'pure' and applied) and recognises 'professional knowledge' as an area that draws on various traditional and emerging traditions and modes of learning.

2.2 Overview of Spurgeon's College's Standing and Provision

Spurgeon's College is a Christ-centred, evangelical college in the Baptist tradition, engaged in biblical and theological education. Based in South London it offers, amongst other programmes, undergraduate and postgraduate degrees in the field of Theology and Religious Studies. Spurgeon's College has a distinguished and ongoing history, having been training Baptist and non-Baptist ministers for over 163 years. The College's alumni are working across the world to support their communities.

In November 2019 the Office for Students (OfS), approved the College's registration. Recent QAA reviews have consistently identified Spurgeon's as meeting UK expectations in all areas of scrutiny. Spurgeon's College is committed to retaining its research degrees provision, and hopes to enter into a collaborative partnership for the awarding of research degrees with an institution that shares our values and our goal of forming students for mission and ministry in the contemporary world.

2.3 The MMin at Spurgeon's College, validated by Liverpool Hope University

The context of Christian ministry is changing rapidly; new tasks, new situations, new challenges. The degree of Master of Ministry (MMin) is a professional degree which provides an opportunity to engage in sustained reflection and research upon the practice of ministry and helps the student to renew themselves and their approach to ministry in a fast changing world. It is designed for people who cannot take extended periods of study away from their ministry. It is closely patterned on the Masters in Theology (MTh) pathways for continuing ministerial development that have been successfully offered at Spurgeon's College for 25 years. It is also designed to be a potential foundation for professional doctoral studies for those who wish to pursue them.

The Liverpool Hope-validated MMin programme can be seen in a number of ways:

- as in-service training or continuing ministerial education;
- as on-going personal and spiritual development;
- as an opportunity to develop new skills;
- as a focus for evaluating your current work;
- as a structure for developing expertise in a particular aspect of theology and ministry;
- as an opportunity to develop new approaches to mission and ministry;
- as an opportunity to consider the challenges facing church life and mission in the 21st century;
- as a preparation for making a significant contribution to the understanding and practice of mission and ministry through the completion of a major research project in a professional doctoral programme.

The **aim** of the MMin programme is to develop reflective practitioners in collaboration with others, who will engage in critical, theological reflection upon the practice of Christian ministry understood in its broadest sense, and their own professional practice. The programme encourages students to explore various theological traditions and disciplines, to further develop a range of practical skills and to develop habits of theological reflection which integrate theory with practice. This process of reflection and dialogue contributes to students' personal and professional development as reflective practitioners, helping them to construct fresh perspectives on the tasks and opportunities facing those involved in the practice of ministry.

In particular, the MMin programme aims to:

- attract students who are practitioners of varied and responsible Christian ministry in order to allow them to develop and expand their range of theological knowledge, understanding and skills in ways that will inform their practice;
- provide students with a range of learning experiences that are supported by a variety of teaching approaches and delivered in a supportive learning environment;
- offer to students the opportunity to explore and reflect critically upon theological studies with particular regard to the richness of Christian practice and expression;
- enable students to draw on a variety of theological and other academic disciplines and discourses in order to reflect critically and constructively on their practice;
- use the research interests of staff to inform and enhance the students' learning experience;
- promote the development of key transferable skills that will assist students in their career options;
- enable students to become competent in research methodologies that can be used to reflect on the practice of ministry.

The MMin consists of 180 credits at Level 7.

The programme links to the wider corporate goal of Liverpool Hope University to be ‘a generator of new knowledge and ideas in order to be a natural epicentre for research, knowledge transfer ... and professional development’. The MMin encapsulates these elements, locating the learning of the student within the professional context, and assuming the potential for both professional transformation in the individual, as well as tangible impact in the professional setting. These inter-related spheres of influence are themselves aligned with broader philosophical perspectives that rooted in a commitment to truth, peace and social justice, key aspects of value-informed practice.

The proposed MMin is intended to attract applicants who have clearly demonstrated Level 6 competencies and the capacity for study at Levels 7, combined with a significant level and duration of professional experience, usually current and continuing (and to which the focus of the intended study closely relates).

2.4 Evidence of Demand and Consultation Process

The MMin has been specifically designed to meet the needs of professionals in Christian ministry or service and of the strategic interests of Spurgeon’s College. Students recruited to the programme will be drawn from a wide range of professionals from occupations including ministers in traditional and pioneer settings, chaplains, pastoral counsellors, and missionaries. Indeed, it is this combination of professionals that will create a cohort that can share educational and training experiences to greatest effect.

The units to be offered will be a mixture of tried and tested units already offered under different programmes, refreshed to meet contemporary demand, and new units designed specifically for the programme. Spurgeon’s College has offered postgraduate degrees for continuing development in ministry since 1994. It established a Master’s in Applied Theology and a Master’s in Preaching in the 1990s, first validated by the University of Wales and since 2012 by the University of Manchester. Since the University of Manchester’s decision in 2018 to bring the partnership gradually to an end, the College has been reassessing the full range of its courses. It wishes to refresh its postgraduate provision for professional development in response to changing needs. It intends to seek its own Taught Degree-Awarding Powers, but also to establish a postgraduate route which could lead potentially to doctoral studies in mission and ministry, and for this purpose it has established a partnership with Liverpool Hope University.

In addition to the professional Master’s degrees, Spurgeon’s College has offered a successful Doctor of Ministry degree since 2004. This was validated by the University of Wales (Lampeter) and since 2010 by the University of Chester. Since the University of Chester ceased taking new applications for the programme (and for the validated MPhil/PhD) in 2016, the College has continued to receive enquiries regarding postgraduate research. The College’s hope is to restart a validated DMin programme in due course and the establishment of the MMin will be a vital element of this process.

While developing these plans for its postgraduate provision, the College has also undertaken a major review of its BA degree and plans are in place for offering a completely refreshed curriculum from September 2021. In addition to a generic ministerial pathway, we have agreed to offer specialist pathways in areas including pioneer ministry, chaplaincy and youth ministry. The simultaneous revision of undergraduate and postgraduate programmes allows for an alignment of routes, such that undergraduate pathways such as these would form a natural basis for transition into a MMin. Given that the MMin is thus conceptualised as part of a coherent suite of provision leading from undergraduate programmes through potentially to doctoral level, it is confidently anticipated that there will be increasing numbers of applications from these ‘internal’ routes.

In sum, the proposals for the MMin incorporate and build on the strengths and considerable experience of the College in offering postgraduate degrees for continuing professional development,

with the aim of meeting the continuing demand for relevant and accessible in-service training for those in a wide range of ministry settings.

2.5 Relationship to the Equality Scheme(s)/Inclusive Curriculum Design

Spurgeon's College is committed to the principles of equality and diversity as well as the elimination of discriminatory practices. Within this context the College seeks to ensure that all individuals are treated with respect and dignity; find it possible to participate fully in the life of the learning community; are recognised for the varied contributions that contribute to Spurgeon's Mission and have equal access to opportunities so as to maximise their personal, academic and professional development. Underpinning this approach is the principle that no individual will receive less favourable treatment on the grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade union membership, or any other irrelevant distinction.

The MMin curriculum is fully compliant with the Equal Opportunities Policy of Spurgeon's College. The curriculum itself promotes consideration of matters relating to equality and diversity. This is threaded through the programme since such issues emerge in self-reflexive professional practice and in reflection on professional values; they are also addressed explicitly in critical engagement with epistemological paradigms attentive to positionality and standpoint (such as liberation theologies).

The team recognises that 'an inclusive curriculum is one where all students' entitlement to access and participate in a course is anticipated, acknowledged and taken into account' (Higher Education Academy, Inclusive curriculum design in higher education, 2011, p. 7). It seeks to reflect the following principles, as enunciated by the HEA:

- Anticipatory: Adopting an anticipatory approach reduces the need for reactive and individualised responses that can arise when inclusive issues have not been considered at the design phase;
- Flexible: it is open, versatile and responsive to an evolving student population, and to changes in circumstances that may require adaptations to accommodate student availability;
- Accountable: it encourages staff and students to be responsible for the progress they have made against equality objectives and actions agreed;
- Collaborative: it builds on partnership between students, colleagues and other stakeholders including professional bodies, sector bodies, international partners and employers to enrich the curriculum content and relevance;

In addition the teaching team seek to promote equity and to challenge prejudice and discrimination.

This translates into this provision as follows:

- Anticipatory: students are encouraged to think about maintaining a quality experience in the classroom as a way of widening the interests and aspirations of all students. In this regard the student voice is heard and acted upon through a number of mechanisms. These include:
 - o Student feedback on units, leading to robust evaluation processes via the Postgraduate Programmes Committee and Academic Quality Assurance Committee
 - o Student representation in the wider framework of College Boards and Committees
- Flexibility: Members of the team – where appropriate with the support of colleagues responsible for administration and pastoral care – make every effort, within the framework of College regulations and processes, to meet with individual student needs responsively, creatively and fairly. This approach includes meeting with students in difficulty outside of office hours or, subject to due process, setting alternative assessment tasks;

- Accountability: The teaching team and students share a responsibility to uphold inclusivity and fairness for everyone. Through the structure of small teaching groups, in particular, potentially harmful or hurtful behaviour is intercepted and positive relations fostered;
- Collaborative: To ensure enhanced opportunities for students, the teaching team fosters collaborative relations with a range of professional bodies and stakeholders, notably through its partnership networks.

2.6 Principles of Curriculum Design

The curriculum is designed on the following principles:

- The professional identity, practice and experience of candidates admitted to the programme are central to the learning experience; providing opportunities both for self-reflective learning as professionals and for learning as part of a multi-professional community of practice are key;
- The curriculum will be relevant to a diverse range of personal-professional needs and interests;
- Fostering integration of academic and professional knowledge and values is at the heart of the programme;
- Students should be enabled to relate their academic and professional interests and concern to broader issues of policy and practice;
- Core to the student experience is the formation of cohort communities, through which students will engage with their peers in a variety of activities/settings, both face to face and virtual; thus, the curriculum should offer a cohesive and coherent study experience as part of a community of student peers;
- The curriculum should reflect faculty expertise and integrate closely with faculty research specialisms;
- In all, the curriculum should promote student development as highly competent and self-reflective practitioners.

2.7 Credit Structure

The programme consists of 180 credits of study consisting of 6 units of 30 credits each. Two units are taken per year over the three years of the course. There is no dissertation, but the final unit consists of a guided investigation into a situation in the student's own ministry context on which they offer a substantial theological reflection.

2.8 External Involvement in the Curriculum Design

The subject team at LHU have consulted experts in the field including Rev Canon Prof Leslie Francis and other institutions who have long experience of delivering ministerial postgraduate programmes, including Spurgeon's College itself. The team are also indebted to the experience of the EdD team at Liverpool Hope University. Aspects of the Spurgeon's College inservice MTh pathways and DMin, which have been validated and scrutinized by external bodies over 25 years, have been integrated into the curriculum design and programme specification of this new Liverpool Hope-validated MMin programme.

2.9 Relationship to Subject Benchmark Statement(s)

There is no relevant subject benchmark statement, but the programme conforms to the Level 7 descriptor of the Framework for Higher Education Qualifications.

2.10 Learning and Teaching

Key features of the Learning and Teaching Strategy include:

1. Learning in small groups which allows the development of academic potential and fosters relationships with members of staff

It is envisaged that the size of the student group would be small. This will enable close working with the tutor and between students. One-to-one support and is also built into the course.

2. A coherent curriculum supported by well-designed assessments and appropriate feedback

The curriculum has a clear rationale and distinctiveness and is planned in an integrated fashion. Assessments are varied in support of the specific requirements of particular unit learning outcomes. They will be accompanied by feed-forward about assessment criteria and guidance for planning work at this level, and by constructive and detailed feedback.

3. Signposting of a clear route for personal development and employability

Personal and professional development is integral to the programme. Clear signposting of this will be offered in marketing materials, admissions interviews, in handbooks and orally, and it will be built into the student experience throughout.

4. A curriculum informed and influenced by current research

The curriculum is underpinned by extensive staff research.

5. Well organised learning opportunities underpinned by a network of pastoral and academic support

Class sessions will have clear foci and structure, within the bounds of which the aim is to enable student engagement, and allow for peer exchange as well as tutor support and feedback. Tutors will seek to foster an environment in which contentious and difficult questions can be treated in a principled manner. These principles will derive, at least in part from philosophical understanding and debate. The learning and teaching strategy outlined above is designed to provide a flexible and responsive network of pastoral and academic support.

6. Developments and changes to Learning and Teaching made after listening to the student body

The election of student representation and discussion of points raised at staff-student liaison meetings will be given a high priority. Evaluations will be carried out at the end of each unit, and responses shared with students.

7. Teaching delivered by staff using good and innovative practice informed by a range of development opportunities

The teaching team is committed to interactive learning, using a range of mechanisms including textual analysis, seminar discussion, group work, workshop-style explorations of problems, multimedia input and debates. Staff engage with development opportunities provided both internally and externally.

8. Learning opportunities developed through regular reflection by subject and support teams

Unit evaluations and external examiner reports will enable the team to reflect on how best to provide enhanced learning opportunities.

9. Learning opportunities developed with recognition of diversity within the student body

The teaching staff will promote learning through diverse strategies, using a variety of oral and written communication, discussion strategies, abstract reasoning and more concrete professionally oriented case studies. They will be careful to note and respond to any specific student requirements as detailed in Learning Support Plans. Reading lists will be regularly updated to ensure a diversity of perspectives in gender, ethnicity, culture, etc.

10. Learning opportunities delivered in a high quality physical, virtual and social learning environment

Moodle will be used to provide resources and enable further virtual learning exchanges. Where residential events are possible, social gatherings will help cement relationships and respect. Students will also be encouraged to get involved as they are able in the academic oversight structures of the College.

2.11 Visiting Academics

In order to broaden and enhance the learning of students it may be appropriate to employ visiting academics as subject specialists to share in the teaching of the programme. Due care will be taken in the selection of visiting academics to ensure that they are appropriately qualified to lead and teach the distinctive and integrated content of this programme. Those who have not taught at Spurgeon's College before will be inducted, by the provision of all appropriate documentary information, and consultation with other members of the team as appropriate, into Spurgeon's procedures and expectations.

2.12 External Examiners

Spurgeon's College will follow its approved policies and procedures relating to the appointment, training, mentoring and management of External Examiners.

The College Registry will provide External Examiners with all appropriate documentary information, and will be inducted into College's procedures and expectations regarding (*inter alia*):

- registering attendance
- appropriate use of the Moodle VLE
- policies regarding extensions
- marking standards
- marking timescales
- feedback norms and timescales
- resubmission policies and practices

2.13 Management and Co-ordination

2.13.1 Award Co-ordinator/Programme Director

Dr Joshua T. Searle, Director of Postgraduate Studies, Spurgeon's College

The Programme Director will have responsibility for the overall strategic and operational management of the MMin programme. This includes academic elements such as curriculum design, content, delivery and assessment; consideration of applications to the programme; staffing of the provision; marketing of the programme; and overview of how the MMin relates to other areas of provision. The Programme Director will be supported by an MMin Programme Team, which will be made up of academic staff involved in designing and delivering the provision, and also key support staff.

2.13.2 Programme Team

The MMin will be delivered by members of the Theology Faculty of Spurgeon's College with experience in aspects of ministry and practical theology:

Rev Prof Philip McCormack MBE (Principal; Christian Doctrine and Ethics)

Rev Dr Stephen Wright (Vice Principal and Academic Director; Biblical Studies and Practical Theology)

Rev Simon Jones (Vice Principal and Director of Ministerial Formation and Training; New Testament and Practical Theology)

Dr Joshua T. Searle (Director of Postgraduate Studies; Theology and Public Thought)

Dr Zoltan S. Schwab (Assistant Director of Postgraduate Studies; Old Testament)

Rev Seidel Abel Boanerges (Tutor in Theology and Mission)

Rev Dotha Blackwood (Tutor in Practical Theology)

They will be supported by other members of the faculty and by specialist associate staff as required.

2.13.3 Programme Management

The programme will be managed by the Postgraduate Programmes Committee. This will oversee the strategic and operational development and management of the DMin programme; review and monitor the quality of provision via the full range of available mechanisms, such as evaluations and data outcomes; consider the resourcing needs and implications of any developments, as judged necessary for the highest quality delivery of the provision; and report via the normal monitoring bodies on the above.

2.14 Staff-Student Liaison

This is in accordance with the College's standard policies and procedures. Students are represented on the Postgraduate Programmes Committee and the Academic Quality Assurance Committee. Student representatives also meet regularly with the Programme Director. Their feedback will be fed through to the appropriate channels in College. Any actions taken by the College as a result will be publicised on Moodle so all students are aware that their voice has been heard.

2.15 Resourcing

2.15.1 Marketing

The programme will be marketed according to the College's communications and marketing strategy. This will include recruitment at events such as the Christian Resources Exhibition and advertising through the Christian networks with which the College is linked, such as the Baptist Union, regional associations, and Baptist Missionary Society. It will also be publicised in other denominational networks; the College has a history of attracting postgraduate students from different denominations.

2.15.2 Staffing

The DMin will be staffed primarily by the Theology Faculty of Spurgeon's College but utilising suitably qualified staff from elsewhere, including the College's existing associate tutors, where necessary. This strategy makes the most of the richness and diversity of expertise across research and specialist areas, and also enables a flexible approach that can be adapted to different student interests or changes to staffing within the College.

2.15.3 Library, ICT and other Resources

RESOURCES ALREADY IN PLACE		
Library	ICT	Other (Please Define)
See below	See below	See below

RESOURCES YET TO BE PROVIDED		
Library	ICT	Other (Please Define)
N/A	N/A	N/A

2.15.4 Support and Training

Spurgeon’s College will offer support for students in the use of the library, electronic resources and the College’s VLE. This will include an induction during the first intensive study period. The services of the Learning Support Department are also available for those students with identified learning needs.

2.15.5 Print and physical resources

Students will have access, including generous borrowing rights, to Spurgeon’s College’s excellent library with its extensive collections on ministry-related topics. From 2020, in addition to the library on its main campus in London, the College will open a branch of this library at BMS Birmingham which will be a second centre for course delivery. Students will also be able to access the wide range of electronic resources available through the College including a range of ebooks, full-text articles and handbooks. It is hoped that arrangements for reciprocal library access may also be available with Liverpool Hope University. In addition, the College will facilitate access to local libraries for students at a distance from either London or Birmingham.

2.15.6 IT Resources

Virtual Learning Environment (VLE) – Moodle

An online Virtual Learning Environment (VLE) - Moodle - will be employed to support MMin students. The use of Moodle will allow students to access learning materials and engage in online activities such as discussions, assessments, questionnaires and collaborative tasks.

Other IT Resources

MMin students will be provided with a free MS Office 365 account including 1TB of cloud storage and a Spurgeon’s College email address. This email address is expected to be used for the communication between students and the College. Students will also have access to a password protected student information portal, which allows students to register for the course online and access assessment grades amongst other facilities.

2.15.7 Student Support and Well-being

At Spurgeon’s College, the following services will be available to all students on the MMin:

- academic writing support
- pastoral support
- support for students with disabilities
- academic advice on regulations
- financial advice

Elements of the above support services can be provided at a distance. Students do not necessarily need to be on campus to access them.

The student has a Learning Support Department which aims to support students across our programmes throughout their studies. The department offers drop in sessions and one-to-one pre-booked appointments (in person/ by phone/ via Skype). It also serves as a source of information and help to students with specific learning needs. A number of staff have undertaken training in Mental Health Awareness and the College is actively pursuing the implementation of the University Mental Health Student Charter developed by Student Minds in 2019 (<https://www.studentminds.org.uk/charter.html>).

Programme Intended Learning Outcomes mapped to Unit Intended Learning Outcomes

The chart on this and the following two pages demonstrates how the intended learning outcomes of the programme can be fulfilled through the various core units and those optional units that it is envisaged may be offered during the first two years in which the programme runs. Core units are highlighted in green.

Subject Specific Skills (Level 7) [S]

5. reflect in a critically and theologically sophisticated way on practices of mission and ministry, with particular reference to their own contexts;
6. analyse and critically evaluate demanding texts and ideas in the field of theology and Christian praxis research, both orally and in writing, and relate this to specific professional contexts;
7. evaluate critically current research in aspects of Christian ministry such as pioneer mission, leadership, community engagement and preaching, within the contemporary social context, and apply that knowledge to their own practice;
8. demonstrate a sophisticated and nuanced understanding of key issues within the field of theology and contemporary praxis.

Subject-Specific Skills										
	700 Th Foun	701 Refl Project	702 Black Th & SJ	703 Spir'ality	704 Ch Plant & PM	705 Ethics & Ch Comm	706 Gt Preach	707 Mul Ch	708 Pr as Cong Event	709 Pr – Th & Pr
S1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S2	✓		✓	✓	✓	✓	✓	✓	✓	✓
S3		✓	✓	✓	✓	✓		✓	✓	✓
S4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key Generic (transferable) Skills (Level 7) [G]

Professional Skills

8. apply, summarise and analyse key complex trends relevant to her/his profession;
9. communicate reasoned ideas effectively within a variety of contexts;
10. identify, engage with and respond appropriately to ethical issues in his/her professional contexts;
11. understand and critically evaluate positions taken by others in similar and different professional contexts to her/his own;
12. build personal confidence in analysing and leading appropriate professional practice;
13. integrate academic and professional knowledge to develop the self;
14. articulate with confidence his/her own ministerial perspectives and praxis.

Key Generic (transferable) skills										
	700 Th Foun	701 Refl Project	702 Black Th & SJ	703 Spir'ality	704 Ch Plant & PM	705 Ethics & Ch Comm	706 Gt Preach	707 Mul Ch	708 Pr as Cong Event	709 Pr – Th & Pr
G1	✓	✓			✓	✓	✓	✓	✓	✓
G2					✓	✓	✓	✓	✓	✓
G3		✓	✓		✓	✓		✓	✓	✓
G4			✓	✓	✓	✓	✓	✓	✓	✓
G5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Academic Skills (Level 7) [A]

6. undertake independent learning, independent research, and sustained critical and self-reflexive analysis;
7. critically assess arguments and positions taken by others, both in discussion and in writing, including the ability to evaluate the quality of methods employed to produce any underpinning data or evidence;
8. present information effectively in a variety of different media, including digital, with the ability to summarise and create articulate syntheses of complex positions, and to justify conclusions and positions put forward;
9. apply their critical and imaginative faculties towards the creative transformation and enhancement of ministerial practice;
10. ask informed questions, and identify problems and issues, on a given topic.

Academic Skills										
	700 Th Foun	701 Refl Project	702 Black Th & SJ	703 Spir'ality	704 Ch Plant & PM	705 Ethics & Ch Comm	706 Gt Preach	707 Mul Ch	708 Pr as Cong Event	709 Pr – Th & Pr
A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A2	✓		✓	✓	✓	✓	✓	✓	✓	✓
A3*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓