



Supervisors Information Pack 2023-24

Document Control Box	
Document title (include version number if amended within same year as approved)	Supervisors Information Pack 2023-24
Reference Number	049/23
Approval category (Please indicate)	
Governance/Governor	X
MPRIG Executive/Other Committee (insert name)	
Senior Staff (insert name)	
Date document approved	8/9/23 by Governance Group
Supersedes (insert previous title and/or version date)	Supervisors Information Pack 2022-23 (006/23)
Date document last reviewed and/or updated	23/2/23
Date next due for review	8/4/24
Related statutes or regulations	
Related policies/procedures/guidance/forms	Placement Guide
Staff member responsible for update	Head of Admissions and Placements

Amendment History

Version	Revision Summary	Date Approved	Author
049/23	Added Question 23; Minor edits re withdrawal of Birmingham and added Professional Certificate references.	8/9/23	Governance Group



Supervisors Information Pack

2023/24

If you have any questions, please do not hesitate to contact:

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Contents

Introduction.....	4
About the College.....	6
The College’s Mission.....	7
The College’s Vision.....	7
The Values of the College	7
Types of Placement.....	8
Time Spent in the Placement.....	8
Overview of the BA in Theology.....	8
Overview of the Masters in Theology (MTh).....	10
Overview of the MA in Christian Thought and Practice	11
Role of a Supervisor	11
Additional information for supervisors.....	13
MiT Support Structure.....	14
Concerns about the placement	14
Academic Calendar	15
Helpful Information.....	15
Appendix 1 Initial Personal & Spiritual Development Interview	17
Appendix 2 Annual Assessment Form	19
Appendix 3 Annual Review Template.....	28
Appendix 4 Field Placement Tutor Report Template	36
Appendix 5 Student and Supervisor Report.....	37
Appendix 6 Key Academic Dates.....	40



Introduction

Welcome to the Supervisors pack. Thank you for agreeing to become a supervisor/mentor to one of our Ministers in Training (MiTs). Supporting and mentoring our MiTs is an important part of the training and we could not do it without your help. I appreciate your willingness to stand alongside our students and share your experience with them. Some students will be training as Baptist Union ministers, some will be from Pentecostal or independent churches while others will find themselves in a missional or chaplaincy setting.

This booklet is full of information about the course your MiT is on. As you will see we have a variety of student placements studying on a variety of courses. Each situation will have its own nuances but our aim is the same: to equip men and women for mission, ministry and leadership in the context where they find themselves.

Alongside this pack we have included a document from one of our counselling tutors regarding Supervising Ministers in Training called, *Supervision: A relationship for Growth*. I hope you find this helpful as you supervise your MiT.

I hope you will take time to read the information as it will help you to understand the course, the expectations and the role you will play in helping us equip future leaders.

I have the responsibility for setting up the placements, which involves various activities such as meeting leadership teams in placement settings and appointing supervisors with the support of the local associations. It is important that I meet everyone to ensure everyone is aware of their responsibilities. We have a support structure in place to help ensure that all placements run as smoothly as possible; however if you have any issues with your student or their church (for those who are external supervisors) then please do not hesitate to contact me. An early warning can often prevent major issues from arising later.

My colleague Rev. Dr Seidel Abel Boanerges is the Dean of Ministerial Formation and has overall responsibility for the MiTs programme. Seidel arranges a yearly Supervisors' Conference to which you will be invited. It is normally held in the New Year and is offered as a hybrid conference so you can attend in person or online.

I look forward to working with you over the next few years.

Please do not hesitate to contact me if you require any further information.

With every blessing

Linda

Linda Campbell
Head of Admissions and Placements

About the College

1. In 1856, C H Spurgeon founded Spurgeon's College in London. Often called 'The Prince of Preachers', he was an extraordinarily gifted communicator with an immense zeal for the gospel. In addition to founding the College, he planted 198 new churches and established two large orphanages during his lifetime. In the early days of the College, the majority of students were evangelical Baptists. Formerly located near the Metropolitan Tabernacle at the Elephant and Castle in Southwark, it moved to its present premises in 1923.
2. Spurgeon's College is an evangelical College in membership with the Baptist Union of Great Britain (BUGB), the Evangelical Alliance and the Micah Network. As a confessional College, it is committed to studying and understanding the gospel of Jesus Christ as witnessed by the Scriptures, and the challenges of the world in which this gospel is to be proclaimed. In doing this it combines classical and contemporary emphases in theology and ministry in serving the Church. Academic programmes are offered in the light of the expectations and standards contained in the QAA Subject benchmark statement: Theology and Religious Studies, and the counselling courses according to the principles stipulated by the Counselling and Psychotherapy Central Awarding Body (CPCAB).
3. The College has always trained students for Baptist ministry. BUGB sets the criteria for all those they accredit or recognise as ministers. The College works in partnership with the BUGB Ministries Team to ensure those being formed as Baptist ministers meet these criteria. While the core dimension of the College's week-by-week work is ministerial formation rooted in the Baptist tradition, the majority of the College's student body does not seek accreditation with BUGB.
4. The ministerial formation and training offered by the College is widely accepted by non-Baptist Church partners. The College is known for its enterprise and initiative in developing new courses in response to the changing needs of the Church and society. Ministerial formation and training is open to, and benefits from, the presence of many preparing for ministry/ordination from other denominations, networks and church contexts. The participation of students who are pursuing a biblical/theological education in its own right further enriches the life and experience of Spurgeon's learning community. The College has also developed provisions for continuing ministerial development and academic research as well as for the training of church members seeking to serve in lay capacities.

The College's Mission

5. The College's mission is to train men and women for Christian mission, ministry and leadership in the contemporary world.

The College's Vision

6. The College draws its vision from three sources:
 - *A confessional foundation* – established by CH Spurgeon in 1856 as the Pastor's College, Spurgeon's College is a Christ-centred, evangelical college in the Baptist tradition, engaged in biblical and theological education.
 - *A formative ethos* – this flows from our life as a community that meets daily for worship, where preparation for Christian service is enriched by the practice of gathering daily as a community to glorify God, who is Father, Son and Holy Spirit.
 - *A geographical location* – the College is intentionally London based, with a national focus and a global reach.
7. The College Vision from 2018 is:
 - To cultivate a creative learning environment allowing every student to develop spiritually, academically, emotionally and socially.
 - To deliver a relevant, structured curriculum tailored to training men and women for mission, ministry and leadership for all who wish to deepen their understanding of the Scriptures and theology.
 - To develop the College's position, in the global and diverse city of London, as a research-led, experience-based, centre of excellence delivering positive outcomes for students.
 - To maintain the highest professional and ethical standards in every area of college life.

The Values of the College

8. As a Christian Higher Education Theological College our values are directly drawn from and aligned with biblical principles. In particular:
 - We believe in the inherent moral equality, dignity and worth of every individual.
 - We value the unique distinctiveness of each member of the College community.
 - We celebrate the richness of being a diverse and inclusive community.
 - We believe that as a community meeting daily for worship we must be careful to listen to God and discern his will and purpose.
 - We will promote the general well-being of all members of the student community and College staff.
 - We are committed to assisting every student in reaching their potential.

Types of Placement

9. There are four types of placements that are now acceptable for ministerial training:
- Church – students can be called to be the sole minister of a small church or an assistant in a larger church.
 - Chaplaincy – this can be arranged by the student, or the College may support the student by arranging various chaplaincy opportunities to help discern the type of chaplaincy to which God is calling them.
 - Community – each student’s situation will be looked at on an individual basis and an appropriate placement considered to make sure the setting covers the essential elements required for training.
 - Missional opportunities – each student’s situation will be looked at on an individual basis and an appropriate placement considered to make sure the setting covers the essential elements required for training.

Time Spent in the Placement

10. The time a MiT spends in their placement will vary according to the particular programme or track they are following.
11. A part-time minister can work either three days per week or at least an eight-hour placement for a church, chaplaincy setting or missional opportunity, while either attending College in London for one or two days per week, or three intensives (Thu-Sat) per year.¹
12. A full-time minister from a church, chaplaincy setting, or missional opportunity can either attend College in London for one day per week or three intensives (Thu-Sat) per year.
13. A pioneer or bi-vocational minister can work either three days per week or at least an eight-hour placement for a church, chaplaincy setting or missional opportunity, while either attending College in London for one day per week or three intensives (Thu-Sat) per year.

Overview of the BA in Theology

14. The programme offers students the opportunity to explore biblical, historical, theological, and applied subjects in a supportive confessional context that

¹ The Professional Certificate in Ministerial Formation (ProfCertMF) is for students who are not required to undertake degree studies for their ministerial formation. They will normally have completed a theology degree at another institution and be required by the Baptist Union or by their own churches to undertake the more practical elements only of the College’s ministerial formation programme. They will complete three weekends per year for three years, covering the practical units listed in paragraph 16 below.

encourages them to develop academic, practical, and generic skills as well as Christian character and acts of service. The tables below list the core units for all routes including tables for the additional units required for the ministerial formation and chaplaincy routes.

15. All undergraduate MiTs take the core units listed in the table below.

Core Units for BA all routes		
LEVEL 4	LEVEL 5	LEVEL 6
Full-time - year 1	Full-time - year 2	Full-time - year 3
Part-time - years 1&2	Part-time - years 3&4	Part-time - years 5&6
Theology, Exegesis and Study Skills	Doctrine and the Contemporary Context	Dissertation or Short Dissertation
Introduction to the Bible	Exploring the OT	Bible, Theology and Spirituality
Christianity: The Story of Belief	Exploring the NT	Ethics and the Story of the Christian Church
Mission, Church and Community	Evangelism, Apologetics and the Story of the Christian Church	World Religions and Ideologies
Theological Reflection: Learning from Paul as a Reflective Missional Leader	Justice	

16. In addition to the core units above, those on the Ministerial Formation track follow the pattern set out in the table below.

Ministerial Formation		
LEVEL 4	LEVEL 5	LEVEL 6
Interdisciplinary unit:	Interdisciplinary unit:	Interdisciplinary unit:
Practical Training L4	Practical Training L5	Practical Training L6
Effective Christian Leadership	Denominational and Ecumenical Studies	Choose one unit from these two options:
Foundational Skills for Missional Ministry	Developing Skills for Missional Ministry	Enterprise and Innovation in Mission OR Making Disciples Within and Beyond the Church
		AND one of the following, if only taking the short dissertation: ²
		Enterprise and Innovation in Mission OR

² An additional unit from this list is not required or available for those following the Professional Certificate in Ministerial Training.

		Making Disciples Within and Beyond the Church
		Nomadic Faith
		Theology and Science

17. In addition to the core units, those on a Chaplaincy track follow the pattern below.³

LEVEL 4	LEVEL 5	LEVEL 6
Interdisciplinary unit:	Interdisciplinary unit:	Interdisciplinary unit:
Practical Training L4 (Church setting)	Practical Training L5 (split church and chaplaincy setting)	Practical Training L6 (Chaplaincy setting)
Effective Christian Leadership	Denominational and Ecumenical Studies	Chaplaincy and Pastoral Care
Foundational Skills for Missional Ministry	Developing Skills for Missional Ministry	Chaplaincy Skills
	History, Theology and Workplace Chaplaincy	

Overview of the Master of Theology (MTh)

18. MiTs on the MTh course (for students who already have theology degrees) take the following units:

Theological Enquiry and Interpretation
Theological Research
Professional Ministry and Practice A
Professional Ministry and Practice B
Baptist History and Principles ⁴
One option
Dissertation

19. The Masters' Professional Ministry and Practice units cover the same areas as the practical ministerial units at undergraduate level and are co-taught with them, as is Baptist History and Principles.

³ The Chaplaincy route is not currently available on the Professional Certificate in Ministerial Training.

⁴ Non-Baptist students may take an alternative unit.

Overview of the MA in Christian Thought and Practice

20. MiTs on the MA course (for students who have degrees in a subject other than theology) take the following units:

Studying Christian Theology
Theological Research
Reading and Using the Bible
Christian Spirituality
Professional Ministry and Practice A
Professional Ministry and Practice B
Baptist History and Principles ⁵
Dissertation

21. The Masters' Professional Ministry and Practice units cover the same areas as the practical ministerial units at undergraduate level and are co-taught with them, as is Baptist History and Principles.

Role of a Supervisor

22. The supervisor plays a key role in supporting the MiT through their training. There are two types of supervisors:

- **Senior Minister** – where the student is an assistant alongside the team leader, who automatically becomes their supervisor/mentor.
- **Local Minister** – where a student is in sole pastorate and an appropriately experienced local Minister is appointed as supervisor/mentor by the College. For Baptists this is done in consultation with the Regional Minister of the appropriate Association.

23. On the appointment of either type of supervisor the Head of Admissions and Placements will arrange a three-way meeting to discuss the ministerial formation process as outlined in the two sections below.

Senior Minister as Supervisor

24. The church which calls a MiT plays an essential role in the training a MiT receives. The influence of the church, and in particular the supervisor, plays a great part in a MiT's formation, training and development. The supervisor may often find themselves in the role of mentor. The College has found through experience that the role of supervisor and mentor often merge into one. The College's main aim, however, is to provide good support for the MiT. This is often delivered by supervisors/mentors giving the wisdom of their experience in a variety of situations.

25. The College's expectations of the role of the supervisor are:

⁵ Non-Baptist students may take an alternative unit.

- To meet with the MiT regularly for consultation, planning and prayer;
- To help the MiT identify two topics to explore in their essay for the placement unit.
- To meet with the MiT at least once every four weeks with the MiT being the subject of conversation, rather than the church;
- To encourage the MiT to engage in a broad-based ministry to gain experience in all the varied aspects of pastoral leadership. The MiT should not be exclusively responsible for all ministerial work in the church; a MiT is training for leadership and ministry in Baptist or other denominational churches or missional opportunity;
- To provide constructive critical comment to the MiT on all aspects of their ministry including leadership, pastoral concern, attitudes, preaching, preparation, worship leading and evangelistic ministry;
- To encourage the development of the MiT's personal spirituality and devotional life, and to ensure that the MiT has a support group;
- To complete an annual assessment form by the date requested by the College's Placements Department (see Appendix 2) in collaboration with the leaders of the church or missional opportunity. This assessment asks for comment on various areas of the MiT's ministry and is an essential part of the practical training units. This form must be returned in order for the MiT to receive academic credit for their engagement with the church and missional opportunity. The completed annual assessment form is a significant component in helping the MiT to grow and develop in ministry and in the College's future commendation to receiving churches or missional opportunities;
- To meet with the MiT and their Field Placement Tutor in the church or missional situation twice a year;
- To attend the Supervisors' Conference, at the College, each year.

Local Minister as Supervisor

26. The church is an essential part of the training a MiT receives. The influence of the church, and in particular the supervisor, plays a great part in a MiT's formation, training and development. There are occasions when the MiT is in a sole pastorate, that is, there are no other ordained ministers serving in a formal ministerial appointment. In this situation, for Baptist Union students, the College will, in consultation with the relevant Baptist Association, identify a local supervisor to assist in the training of a MiT and act as a mentor⁶.

27. The College's expectations of the role of the supervisor to a MiT in a sole pastorate are:

⁶ For non-Baptist Union students, the College will arrange for an appropriate local mentor in consultation with their Church organisation. This may be a member of College staff.

- To meet regularly with the MiT for consultation, reflection and prayer. The College encourages this to be at least once every four to six weeks or more regularly, and not just if, or, when a crisis arises. The MiT may seek the support of their supervisor at other times by telephone for advice or guidance for specific matters;
- To help the MiT identify two topics to explore in their essay for the placement unit.
- To encourage the MiT to engage in a broad-based ministry to gain experience in all the varied aspects of pastoral leadership. Even in the situation of a sole pastorate the MiT should not be exclusively responsible for all ministerial work in the church; they are training for leadership and ministry in churches or missional opportunities;
- To give constructive critical comment to the MiT on their ministry, leadership, pastoral concern, attitudes to preaching, preparation and worship leading, evangelistic ministry and all other aspects of their ministry. The supervisor to an MiT in a sole pastorate should visit the church and observe the MiT in action;
- To encourage the development of the MiT's personal spirituality and devotional life;
- To ensure that the MiT has a support group;
- To complete an annual assessment form by the date requested by the College's Placements department (see Appendix 2), in collaboration with the leaders of the church or missional opportunity. This assessment asks for comment on various areas of the MiT's ministry and is an essential part of the Practical Training units. This form must be returned in order for the MiT to receive academic credit for their engagement with the church. The completed annual assessment form is a significant component in helping the MiT to grow and develop in ministry and in the College's future commendation to receiving churches or missional opportunities;
- To meet with the MiT and their Field Placement Tutor in the church or missional opportunity twice a year;
- To attend the Supervisors' Conference, at the College, each year.

Additional information for supervisors

28. At the beginning of every academic year the students have a personal, spiritual and development interview with their pastoral tutor (Appendix 1). This is to help the students reflect on their personal and spiritual development when they enter College and when they return for a new academic year.
29. When Supervisors meet with MiT's (at least once every four weeks) to discuss their development, this should be recorded using the form in Appendix 5.
30. A member of staff or College representative will visit the MiT once a year to hear them preach and/or lead worship.

31. During their formation the MiT is accountable to their supervisor regarding their conduct within their local church. The Head of Admissions and Placements is responsible for the administration and overall supervision of the formation programme.
32. Attendance at College and engagement in person with tutors and peers, is a crucial element of ministerial formation. In addition, the College is required to certify the attendance of MiTs for any validating institution and for those in receipt of funds from the Student Loan Company.
33. The Field Placement Tutor visits the student and their supervisor twice an academic year in the first two years and once in the final year (Appendix 4). They send a report to the Head of Placements and Dean of Ministerial Formation, so they are aware of the experience they are gaining in their placement.
34. Any problems that do arise which cannot be resolved between the supervisor and the MiT should be referred in the first instance to the Head of Admissions and Placements.
35. The Annual Personal Review is completed with the MiT and their pastoral tutor at the end of every academic year (Appendix 3). This enables the MiT to reflect on their development against the core competencies of ministerial formation.

MiT Support Structure

36. There are a number of people, in addition to the supervisor, who will support the MiT during their practical training. This can be support with practical issues, conflict resolution or pastoral support, and is in addition to the academic support available via the academic teaching staff and Learning Enhancement Co-ordinator. The MiT can contact the following staff for support via Moodle.
 - Pastoral Tutor
 - Head of Placements
 - Dean of Ministerial Formation
 - College Chaplain
 - Field Placement Tutor

Concerns about the placement

37. Where a supervisor has concerns, the College encourages them to communicate directly with their MiT to resolve issues. If the supervisor feels that they have attempted this and are still experiencing challenges, the

supervisor should contact the Head of Placements
l.campbell@spurgeons.ac.uk, tel. 07917 906464.

38. Where a MiT has concerns, the College encourages them to communicate directly with their supervisor to resolve issues. If the MiT feels they have attempted this and are still experiencing challenges, they should speak to the Head of Placements who will contact the supervisor directly and seek a solution.
39. Supervisors are encouraged to use the mid-year report as an opportunity to highlight any concerns or issues they might be experiencing with their student. If particular issues are raised that the Head of Placements feels need to be addressed, a meeting between the Supervisor, Head of Placements, MiT and their Pastoral Tutor/College Chaplain will be held to try and find solutions to the issues raised.
40. On the rare occasions when a placement breaks down completely, the Head of Placements, Dean of Ministerial Formation and Regional Minister will undertake an investigation and decide how to proceed.

Academic Calendar

41. Appendix 6 shows key dates in the academic calendar.
42. Teaching will take place at Spurgeon's College, South Norwood Hill, London SE25 6DJ.
43. The Professional Certificate in Ministerial Formation is for students who are not required to undertake degree studies for their ministerial formation (see footnote 1). They will normally have completed a theology degree at another institution and be required by the Baptist Union or by their own churches to undertake the more practical elements only of the College's ministerial formation programme. They will complete three weekends per year for three years, covering the practical units listed in paragraph 16.

Helpful Information

44. *Supervision: A relationship for Growth* (circulated alongside this pack)
A helpful paper on Supervising Ministry Placement Students. The paper covers:

- An introduction to supervision;
- Five relationships for promoting growth; and
- Further aspects of the supervision relationship.

45. [Placement Guide for Church, Chaplaincy, or Missional Opportunities](#)

Overview of expectations upon churches, students and churches who are interested in having a MiT on placement.

46. MiTs Accreditation Handbook (circulated alongside this pack). A handbook for all ministerial students regarding the expectations upon them when training for ministry.

Appendix 1 Initial Personal & Spiritual Development Interview

Name:	
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Family details (if any):

Placement:	Home Church:
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Practical

- How are you (and your family) settling into your new role?
- How are time and space practicalities working for you?

Personal

- In thinking about your ministry where do you see your strengths lie?
Where do you see your weaknesses lie?

- What are your main goals for this coming year?

- What are your hopes for your time at College?

Academic

- What are you looking forward to most during your time at College and what will be the most difficult and challenging areas?

Spiritual

- Which areas of your relationship with God do you need to explore more during your time here?

- How will you maintain your own personal walk with God during this challenging time at College?



ANNUAL ASSESSMENT OF MINISTER-IN-TRAINING (MIT) (Church Setting)

Name of MIT:

Name of church placement:

Name of Supervisor/reporter:

Date Assessment Completed:

Please return to l.campbell@spurgeons.ac.uk by 28th March 2024 via email.

NOTES FOR YOUR GUIDANCE

Ministerial training at Spurgeon's College pays special attention to the Baptist Union's Marks of Ministry and Core Competencies. The Annual Assessment form has been adapted to take into account the way our training is developing. Practical training is assessed via set criteria – this is reflected in this Annual Assessment form. The work of the MiT in the placement situation is just as important a part of the training process as the academic learning and study. **Engagement with the placement and College is part of the MiT's ministerial formation as they are assessed and marked on how they are developing in their ministry.** Therefore, it is imperative that the Annual Assessment Form is returned to the College as soon as possible. **Failure to return the form could result in the student not gaining the marks for engagement and therefore failing the unit.**

The purposes of this form are:

- To provide a review of how the MiT is developing and working in all aspects of the placement.
- To help the placement, the MiT and the College work together to develop the MiT's gifts and abilities in preparation for future ministry.
- To provide a basis for discussion at the MiT's annual review with College staff.
- To help the MiT assess his/her own development and set realistic and relevant goals and targets.

Please do not hesitate to contact either of us if you have any concerns.

Revd Dr Seidel Abel Boanerges

Dean of Ministerial Formation

seidel@spurgeons.ac.uk

Linda Campbell

*Head of Admissions &
Placements*

l.campbell@spurgeons.ac.uk

Relationship with Placement Supervisor

Scale:

1 = Exemplary/ Strongly agree

2 = Very good/ Agree

3 = Good/ Mostly agree

4 = Satisfactory

5 = Partially Satisfactory

6= Poor/Disagree

7 = Very poor/ Strongly disagree

Question / Response	1	2	3	4	5	6	7
I met frequently with my Minister in Training on a 1-1 basis. Please also state how frequently below? (e.g., monthly, quarterly, less frequently)							
My MiT was challenged and encouraged by our meetings							
My MiT could make connections between his/her academic studies and his/her practice							
My MiT is able to explain their church situation in an engaging way							
My MiT is developing in their understanding of their vision for the church's ministry in the community.							
The visit of the Field Placement Tutor was helpful to me and my MiT							
The College provides enough training and support for me in my role							

Please provide here some narrative feedback on the MiTs progress:

1. Please write about the key areas of ministry your MiT is involved in.
2. What are the key gifts and strengths of your MiT?
3. How has your MiT involved, motivated and equipped others to be involved in the ministry of the church?
4. How has your MiT developed relationships within the church and community?
5. How has the MiT showed pastoral care for the church and community?
6. How would you characterise the relationship that has developed between your MiT and the leadership team?

7. How well does your MiT engage with the multi-faith, multi-cultural environment in your area and understand ecumenical ministry?

8. How would you assess the MIT's understanding of:

a) The world at large?

b) What's happening in the nation?

c) Their reading of the local community?

d) Contemporary culture?

9. How would you assess your MiT's preaching and communication skills:

a) In formal settings (Sunday morning, teaching groups, presentations, alpha-type events?):

b) In informal settings (friendships, small groups, social settings)?

10. How would you assess your MiT's worship leading skills?

11. How do you feel the Bible has shaped the MiT's understanding of their call to ministry?
12. Do you think there has been progress in the MiT's ability to shape their use of scripture to the context in which they are serving?
13. What leadership qualities does your MiT exhibit?
14. How does your MiT deal the pressures of leadership (such as criticism, misunderstanding of role, being solely responsible for developing the project)?
15. How has your MiT sought to introduce changes into the church this year? Why?
16. How is the process of change managed? Who is involved in making decisions?
17. Safeguarding issues. Is your MiT aware of the churches policy and seek to make sure it is properly administered?

18. Does your MiT impress you as someone who is developing their own spirituality and maintaining a devotional life?

19. What would you say is the most significant development in the MiT's character or formation in ministry over the past 12 months?

20. How well does your MiT seem to be holding together college, placement and family commitments?

21. If they have had the opportunity to do so, how has MiT dealt with formal services – communion, weddings, funerals, dedication/infant blessings?

22. Please tick which of the following words are most characteristic of your MiT. Put a cross beside any you think need development:

- Sincere
- Reliable
- Loyal
- Self-disciplined
- Self-aware
- Open to criticism
- Tolerant
- Able to involve others and delegate
- Sensitive
- Resilient
- Secure
- Open
- Enthusiastic
- Patient
- Firm
- Flexible
- Sense of humour
- Prayerful

23. Having reviewed how the MiT is developing and working in all aspects of the placement how would you assess the following?

1 = Exemplary; 2 = Very good; 3 = Good; 4 = Satisfactory; 5 = Partially Satisfactory; 6= Poor; 7 = Very poor

	1	2	3	4	5	6	7
Relationships within the church and community? (see Q. 4)							
The relationship that has developed between your MiT and the leadership team? (see Q. 5)							
MiT's preaching and communication skills in a formal setting (see Q.9 a)							
MiT's preaching and communication skills in an informal setting (see Q 9b)							
General attendance /timekeeping							
Fulfilling placement expectations							
Research & application of best practice							
Self-Development							
Listening skills							
Team building skills							

24. Are there any other issues that you would like to comment on?

25. Is there anything that you would like to discuss with the Head of Admissions and Placements or the Dean of Ministerial Formation?

Before returning the form, please complete the checklist below:

1. I have given the MiT a copy of this report
2. I have gone through the report with the MIT
3. **Either** The MiT is happy with what has been written
Or The MiT has expressed some reservations about what has been written

Thank you for your partnership with the College.

Appendix 3 Annual Review Template



MINISTER-IN-TRAINING (MiT) ANNUAL PERSONAL REVIEW

Review Form – Year 1

Name of MiT:

Full-time or Part-time study: [Click here to enter text.](#)

Date of Interview: [Click here to enter text.](#)

Interviewing Tutor: [Click here to enter text.](#)

PART 1
PERSONAL REFLECTION

PLEASE COMPLETE THIS SECTION BEFORE YOUR INTERVIEW.

1ST COMPETENCY

The ability to study, understand and communicate the beliefs, practices, story and Scriptures of the Christian faith, and to live a life of Christian discipleship and witness consistent with that understanding.

- In what ways has my understanding of God developed over the last academic year?

[Click here to enter text.](#)

2ND COMPETENCY

The ability to understand Baptist history, principles and practices, and to encourage the church to live in accordance with the core values.

OR

The ability to understand the history, principles and practices of one's own spiritual tradition and denomination, and to encourage the church to live in accordance with its core values.

- In what ways has my theological understanding developed?

[Click here to enter text.](#)

3RD COMPETENCY

The ability to communicate clearly in public and private settings, within and beyond the congregation, including small groups, written material and preaching.

- In what ways have my communication skills developed?

[Click here to enter text.](#)

- What are the strengths and weaknesses in my preaching?

[Click here to enter text.](#)

4TH COMPETENCY

The ability to offer servant leadership of the congregation/mission initiative in such a way that the ministry of the whole church is developed, establishing good relationships with others both within the church/organisation and beyond, especially in the areas of conflict resolution and the management of change and emphasising the need for good team working skills.

- How do I assess my leadership qualities over the last 12 months?
[Click here to enter text.](#)
- What are my strengths and weaknesses?
[Click here to enter text.](#)
- In what ways can I improve?
[Click here to enter text.](#)
- How well do I handle conflict or criticism?
[Click here to enter text.](#)

5TH COMPETENCY

The ability to offer high levels of informed and compassionate pastoral care and support to individuals, and in particular to know the limits of what might be achieved and when to refer to others.

- What are my strengths and weaknesses?
[Click here to enter text.](#)
- In what ways am I able to share the load with others?
[Click here to enter text.](#)

6TH COMPETENCY

The ability to lead a church or organisation in its mission, both participating in that mission personally, and enabling others to do so, with the particular ability to lead people to Christ.

- How has my understanding of Christian mission developed?
[Click here to enter text.](#)
- What do I read or watch to increase my awareness of what is happening in the world? [Click here to enter text.](#)

7TH COMPETENCY

The ability to develop and maintain a spirituality that will sustain a life-long ministry, together with an ability to continue to develop personal growth and life-long learning.

- How have I developed my relationship with God?
[Click here to enter text.](#)

- What has challenged me most?
[Click here to enter text.](#)

8TH COMPETENCY

The ability to manage self, workload and the strengthening of significant other relationships in order to maintain a balance of ministry and life.

- How effectively am I coping with the balance of church, family and College?
[Click here to enter text.](#)

9TH COMPETENCY

The ability to lead others in public worship, to administer the sacraments.

- What are my strengths and weaknesses?
[Click here to enter text.](#)

10TH COMPETENCY

The ability to use basic IT resources and media.

- How well am I fulfilling my potential and what challenges me most?
[Click here to enter text.](#)

11TH COMPETENCY

The ability to welcome, affirm and include others in the life of the church in order to lead a just and inclusive church, in particular to promote racial and gender-justice and care for creation.

- Are there any issues I need to think through?
[Click here to enter text.](#)

- What challenges me most?
[Click here to enter text.](#)

12TH COMPETENCY

The ability to manage child-protection and vulnerable-adult policies, establishing good practice in these areas, and promoting policies that counter domestic violence.

- To what extent have I developed or observed good practice in my placement?
[Click here to enter text.](#)

13TH COMPETENCY

The ability to exercise ministry and engage in mission in a secular, multi-faith and multi-cultural environment and to understand ministry in an ecumenical environment.

- In what ways have I been able to work with the other churches in my locality?
- How have I engaged with non-faith groups/activities in my community?
[Click here to enter text.](#)

PART 2
COMPETENCIES

PLEASE COMPLETE THIS SECTION BEFORE YOUR INTERVIEW.

How would you assess your progress in the following competencies? Please tick appropriate box.	Strong	Average	Needs Work
<ul style="list-style-type: none"> • The ability to study, understand and communicate the beliefs, practices, story and Scriptures of the Christian faith, and to live a life of Christian discipleship consistent with that understanding. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to understand Baptist history, principles and practices, and to encourage the church to live in accordance with its core values; or • The ability to understand the history, principles and practices of one's spiritual tradition and denomination, and to encourage the church to live in accordance with its core values. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to communicate clearly in public and private settings, including small groups, written material and preaching. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to offer servant leadership of the congregation/mission initiative in such a way that the ministry of the whole church is developed, establishing good relationships with others both within the church and beyond, especially in the areas of conflict resolution and the management of change and emphasising the need for good team working skills. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to offer high levels of informed and compassionate pastoral care and support to individuals, and in particular to know the limits of what might be achieved and when to refer to others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to lead a church or organization in its mission, both participating in that mission personally, and enabling others to do so, with the particular ability to lead people to Christ. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to develop and maintain a spirituality that will sustain a life-long ministry, together with an ability to continue to develop personal growth and life-long learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to manage self, workload and the strengthening of significant other relationships in order to maintain a balance of ministry and life. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • The ability to lead others in public worship and to administer the sacraments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to use basic IT resources and media effectively. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to welcome, affirm and include others in the life of the church in order to lead a just and inclusive church, in particular to promote racial justice and to be aware of issues of gender-balance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to manage child-protection and vulnerable-adult policies, establishing good practice in these areas and promoting policies that counter domestic violence. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The ability to exercise ministry in a multi-cultural and multi-faith environment and to understand ministry in an ecumenical context. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3
Summary

PLEASE COMPLETE QUESTIONS 1–3 OF THIS SECTION BEFORE THE INTERVIEW AND QUESTION 4 AT THE INTERVIEW.

1. The main areas of satisfaction have been:
[Click here to enter text.](#)

2. The main areas of concern are:
[Click here to enter text.](#)

3. Issues to discuss at Interview are:
[Click here to enter text.](#)

4. Please identify five personal objectives for this year:
 - A. [Click here to enter text.](#)
 - B. [Click here to enter text.](#)
 - C. [Click here to enter text.](#)
 - D. [Click here to enter text.](#)
 - E. [Click here to enter text.](#)

5. Further comments by the MIT or Tutor arisen at Interview:
[Click here to enter text.](#)

Signed (MIT): [Click here to enter text.](#)

Signed (Tutor): [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Please return the completed form to Linda Campbell as soon as possible after the Interview.

Appendix 4 Field Placement Tutor Report Template

Field Placement Tutor Form

Name of Student:

Placement:

1. Progress

- What areas of ministry has the student been involved in over the last 6 months?

- What areas of ministry need developing?

2. The Year Ahead

- Are there any issues or concerns you have picked up?
 - Practical

 - Personal

 - Academic

 - Spiritual

FPT:

Date:

Appendix 5 Student and Supervisor Report



Student and Supervisor Report

This report is to be completed by the student and signed by both the student and supervisor and returned to Linda Campbell at the end of each semester.

Semester 1

Student Name	
Church/Organisation	
Supervisor's name	

Date	Topic discussed (not required but helpful)

Student signature

Date

Supervisor's signature

Date



Student and Supervisor Report

This report is to be completed by the student and signed by both the student and supervisor and returned to Linda Campbell at the end of each semester.

Semester 2

Student Name	
Church/Organisation	
Supervisor's name	

Section 1

Date	Topic discussed

Student signature

Date

Supervisor's signature

Date

Section 2

End of Year

Student to complete section two indicating that they have participated in the meetings and that their paperwork has been returned to the college.

Section Two

- PSD interview with Pastoral Tutor
- Meeting with Field Placement Tutor
- Church Annual Assessment
- Annual Review with Pastoral Tutor
- Preaching Visit
- Meetings with Supervisors + topics:

Student signature:

Appendix 6 Key Academic Dates

Teaching for students on BA Theology Programmes

Theology	Dates	
Orientation Saturday BA	16 September	1 day Sat
Orientation Week – BA, Certificate; MTh and MACTP	18-21 September	4 days Mon-Thurs
Semester 1		
Saturday BA teaching	23 September – 21 October	5 weeks Sat
Intensive Block Teaching Levels 4, 5	25 – 28 September	1 week Mon-Thur
Teaching Levels 6, 7	26 September – 18 October	4 weeks Tue-Wed
Teaching Levels 4, 5	2 – 18 October	3 weeks Mon-Wed
Half Term	23-28 October	1 week
Teaching all levels	30 October – 15 November	3 weeks Mon-Wed
Saturday BA teaching	4-18 November	3 weeks Sat
Reading and Reflection Week	20-25 November	1 week
Teaching all levels	27 November – 13 December	3 weeks Mon-Wed
Saturday BA teaching	2 – 16 December	3 weeks Sat
Christmas break	18 December – 6 January	3 weeks
Teaching all levels	8-10 January	1 week Mon-Wed
Saturday BA teaching	13 January	1 week Sat
Revision week	15-20 January	1 week
Exam week*	22-27 January	1 week
Main semester 1 deadline	22 January 2.00pm	Mon
Semester 2		
Saturday BA teaching	10 February – 2 March	4 weeks Sat
Intensive Block Teaching Levels 4, 5	12-15 February	1 week Mon-Thur
Teaching Levels 6, 7	13-28 February	3 weeks Tue-Wed
Teaching Levels 4, 5	19-28 February	2 weeks Mon-Wed
Reading and Reflection Week	4-9 March	1 week
Teaching all levels	11-20 March	2 weeks Mon-Wed
Saturday BA teaching	16-23 March	2 weeks Sat
Teaching Levels 4, 5	25-26 March	2 days Mon-Tue
Easter break	27 March – 13 April	2 weeks + 4 days
Teaching all levels	15 April – 23 May	6 weeks

	(6 May no teaching; 7 May L6 and L7 only)	Mon-Wed
Saturday BA teaching	20 April – 25 May	6 weeks Sat
Revision week	28 May – 1 June	1 week Tue-Sat
Exam week*	3-8 June	1 week
Main semester 2 deadline	3 June	Mon
PMP week 1 (PMP3 only) ⁷	11-13 June	Tue-Thur
College Conference ⁸	13 June	Thur
PMP week 2 (PMP3 only) ⁹	18-19 June	Tue-Wed
BA Dissertation Study Day ¹⁰	1 July	Mon
Graduation	13 July	Sat

*Examinations are only currently held in a small number of study units relating to the biblical languages.

Level 4 – is the first full-time year of the Certificate and Degree

Level 5 – is the second full-time year of the Certificate and Degree

Level 6 – is the third full-time year of the Certificate and Degree

Level 7 – is Master’s level

(part-time students complete each level over two years)

Intensive Block Teaching – the days you are required to be in college will depend on whether you are undertaking the BA in Theology with Ministerial Formation / Chaplaincy or the Single Honours BA in Theology, and whether you are full-time or part-time. Further information will be given when you receive your timetable.

Teaching for those on the Professional Certificate in Ministerial Formation¹¹

The intensives will be held on:

- 19-21 October 2023
- 22-24 February 2024
- 20-22 June 2024

⁷ PMP = Professional Ministry and Practice: classes on these days are only for ministerial students undertaking the final level of their course with the University of Manchester.

⁸ All ministerial students are required to attend College Conference.

⁹ PMP = Professional Ministry and Practice: classes on these days are only for ministerial students undertaking the final level of their course with the University of Manchester.

¹⁰ The BA Dissertation Study Day is for all BA students completing Level 5 and intending to do a dissertation or short dissertation in Level 6.

¹¹ The Professional Certificate in Ministerial Formation is for students who are not required to undertake degree studies for their ministerial formation. See footnote 1. They will normally have completed a theology degree at another institution and be required by the Baptist Union or by their own churches to undertake the more practical elements only of the College’s ministerial formation programme. They will complete three weekends per year for three years, covering the practical units listed in paragraph 16.