



Student handbook

FOR COURSES IN 2020 - 2021

**Baptist Union of Great Britain
recognised training for lay pastors and preachers at
Spurgeon's College**



CONTENTS

Part One SPURGEON'S COLLEGE	4
Mission, Vision and Values	4
Spurgeon's College professional staff contact details	5
Spurgeon's College EtM teaching staff contact details	6
Part Two EQUIPPED TO MINISTER	7
Location	7
About the course	7
Moodle virtual learning system and accessing your course material.....	9
Fees	9
EtM Accreditation of Prior Learning (APL) Policy	10
Course policies.....	11
EtM Attendance Policy	11
Interruption and withdrawal of studies.....	12
Library Access and the Equipped to Minister Course.....	12
Typical Module Programme	13
Student Feedback on Equipped to Minister	13
Baptist Union Recognition as a Nationally Recognised ('Lay') Preacher or Nationally Recognised ('Lay') Pastor	14
Equipped to Minister and Equipped to Pioneer	15
Crucible Course	16
Part Three ASSIGNMENTS	18
Assignment support	18
Assignment deadlines and extensions	18
Do I have to complete the assignments to attend the course?.....	19
General criteria for the writing, submission and marking of assignments.....	19
Writing a learning journal	23
Assignment checklist.....	23
What if I fail my assignment?	23
Policy on plagiarism	24
Referencing guide	25
Part Four EQUIPPED TO MINISTER MODULE DESCRIPTORS.....	27
READING AND USING THE BIBLE	28
EXPLORING CHRISTIAN BELIEF	29
LEADING WORSHIP	30
EVANGELISM and MISSION	31
PREACHING	32

SPIRITUALITY.....	33
PASTORAL CARE.....	34
BAPTIST HISTORY & PRINCIPLES	35
HISTORY OF CHRISTIANITY:.....	36
THE STORY OF GOD’S CHURCH	36
CHURCH MANAGEMENT AND LEADERSHIP	37
Part Five WHAT NEXT?.....	38
What next after Equipped to Minister?	38
Church Training Initiative	38
Online Learning.....	38
College based theological study	38
Counselling courses.....	38
Appendix – Assignment extensions and mitigating circumstances policy	39

PART ONE | SPURGEON'S COLLEGE

Mission, Vision and Values

Our Mission

- 1.1. To train men and women for Christian mission, ministry and leadership in the contemporary world.

Our Vision

- 1.2. The College draws its vision from three sources:
 - a. *A confessional foundation* – established by CH Spurgeon in 1856 as the Pastors' College, Spurgeon's College is a Christ-centred, evangelical college in the Baptist tradition, engaged in biblical and theological education.
 - b. *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.
 - c. *A geographical location* – the College is intentionally London based, with a national focus and a global reach.
- 1.3. The College Vision for the next ten years 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.

Our Values

- 1.4. 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 wellbeing of all members of the student community and College staff.
 - We are committed to assisting every student in reaching their potential.

Spurgeon's College professional staff contact details

Spurgeon's College
189 South Norwood Hill
London SE25 6DJ
Tel. 020 8653 0850

Reception: enquiries@spurgeons.ac.uk

Course Director for Equipped to Minister

Rev Simon Jones is overall course director

s.jones@spurgeons.ac.uk

Rev Davinia Roberts is the course administrator to whom general enquiries should be directed

etm@spurgeons.ac.uk

Spurgeon's College Librarian (For questions about electronic library resources)

Mr Rob Bradshaw

library@spurgeons.ac.uk

Admissions

Mrs Linda Abel Boanerges

admissions@spurgeons.ac.uk

Finance enquiries

finance@spurgeons.ac.uk

Academic Registry (For questions about assignments that have been submitted)

Rev Davinia Roberts

d.roberts@spurgeons.ac.uk

For support with Moodle, the College's virtual learning system

Mrs Joanna Zaplotna

moodle@spurgeons.ac.uk

EtM Histon Hub Coordinator

Mrs Barbara Wernicke

etmhiston@teneor.spurgeons.ac.uk

EtM Birmingham Hub Coordinator

Mr Philip Grasham

p.grasham@spurgeons.ac.uk

Spurgeon's College EtM teaching staff contact details

Spurgeon's College Teaching Location

Tutor Name	Modules Taught
Chris Voke (c.voke@spurgeons.ac.uk)	Leading Worship Baptist History and Principles
Nick Lunn (n.lunn@spurgeons.ac.uk)	Reading and Using the Bible 1 (Old Testament) Reading and Using the Bible 2 (New Testament) Exploring Christian Belief 1
Christine Statham (c.statham@spurgeons.ac.uk)	Exploring Christian Belief 2 Pastoral Care Spirituality
Graham Conway-Doel (g.conway-doel@spurgeons.ac.uk)	Preaching Evangelism and Mission Church Management and Leadership

Histon Baptist Church (Cambridge) Teaching Location

Tutor Name	Modules Taught
Lucy Robinson (l.robinson@spurgeons.ac.uk)	Reading and Using the Bible 1 (Old Testament) Reading and Using the Bible 2 (New Testament) Exploring Christian Belief 2 Evangelism and Mission
Ron Day (r.day@spurgeons.ac.uk)	Exploring Christian Belief 1 Preaching Pastoral Care Church Management and Leadership
To be confirmed	Spirituality Leading Worship Baptist History and Principles

BMS Birmingham (Wallis House) Teaching Location

Tutor Name	Modules Taught
To be confirmed	Spirituality Leading Worship Baptist History and Principles
Alan Pain (a.pain@spurgeons.ac.uk)	Reading and Using the Bible 1 (Old Testament) Reading and Using the Bible 2 (New Testament) Pastoral Care Church Management and Leadership
Tim Woolley (t.woolley@spurgeons.ac.uk)	Exploring Christian Belief 1 Exploring Christian Belief 2 Evangelism and Mission Preaching

Independent Study Module (History of Christianity) tutor is currently being overseen by the Course Director of Equipped to Minister with the support of full-time College tutors.

PART TWO | EQUIPPED TO MINISTER

Location

- 2.1. We offer Equipped to Minister courses at Spurgeon's College in London, at Histon Baptist Church near Cambridge and at BMS Birmingham. During the Covid-19 pandemic, all courses in all locations will be offered on-line only via Moodle, the College's Virtual Learning Environment.

About the course

- 2.2. Spurgeon's College launched a course in 2003 aimed primarily at equipping church members to preach, to pastor and to serve in local churches. The course follows a curriculum jointly agreed by all the UK Baptist Colleges and the Baptist Union. It is therefore acceptable to the Union, when accompanied by satisfactory Association ministerial recognition outcomes, as a pathway of training for those seeking Union recognition as preachers or lay pastors. *Equipped to Minister* was offered in the first instance to the churches of the Eastern Baptist Association, the London Baptist Association and the South East Baptist Association but is now available to participants from other Baptist regions or other denominations. The course takes place at various locations on selected Saturdays.

- 2.3. The course works on the following basis:

- a. There are twelve modules in total if participants complete the whole course.
- b. Participants can choose to attend individual modules or to build up the 'credits' required for an overall Certificate of Achievement.
- c. The course operates as a rolling programme and so can be joined at the beginning of each full module at any point.
- d. Each module contains twelve hours of contact time divided between two Saturdays (9.00 a.m. to 4.00 p.m.) in consecutive months.
- e. Each module allows participants to gain a certificate of attendance and participation. The certificate requires the submission of two assignments and at least 50% attendance. The assignments vary in kind from module to module.
- f. After satisfactory completion of eight modules and assignments candidates are eligible for a Spurgeon's College Certificate of Achievement which is an internally validated Spurgeon's award. A certificate requires at least 50% attendance (i.e. one out of two Saturdays) for each module attended and at least two-thirds attendance over all eight modules.
- g. Participants on the course come from a variety of church backgrounds and denominations. Some may be seeking Baptist Union recognition as preachers or lay pastors or may be training for other forms of service in their church. Others may be intending simply to further their own education or personal discipleship.
- h. For those seeking Baptist Union recognition eight modules are required by the BU for preachers and twelve for lay pastors (for further details see below).

- i. Participants not seeking either the module certificates or the Spurgeon's College Certificate of Achievement need not submit the assignments and can simply pay to attend the lectures. However, the assignments are required for the overall qualification itself.
- j. Under the course's Accreditation of Prior Learning (APL) policy, credit may be given for previous studies where these are documented.
- k. Course credit achieved on the Equipped to Minister course may be carried forward into other Baptist Union training initiatives.
- l. No previous qualifications are required, but the ability to write a 1,500-2,000 word essay is presumed for those seeking the qualification.
- m. Modules are pitched at 'access level' and as such provide a good foundation for those wishing to continue into further study.

2.4. The twelve modules that make up the course are:

<p>Module 1. Reading and Using the Bible Part 1 (OT) Understanding the story of the Bible and engaging thoughtfully with it, including with selected texts</p>	<p>Module 7. Spirituality Exploring what is meant by spirituality with a look at selected texts from the spiritual traditions. Growing as a Christian believer.</p>
<p>Module 2. Exploring Christian Belief Part 1 The framework of Christian faith and belief and its relevance in the contemporary world.</p>	<p>Module 8. Exploring Christian Belief Part 2 A further exploration of core Christian doctrines and their implications for Christian living.</p>
<p>Module 3. Leading Worship A holistic approach to worship. The development of specific skills, including insights into music and all-age worship. The module includes a practical assignment in worship leading.</p>	<p>Module 9. Pastoral Care The context of pastoral care today. Developing self-awareness and basic counselling skills. A look at particular pastoral issues.</p>
<p>Module 4. Reading and Using the Bible Part 2 (NT) Deepening our understanding the Bible story and engaging thoughtfully with it, including further selected texts.</p>	<p>Module 10. Baptist History and Principles An exploration of where Baptists came from, of the Baptist way of being the church and of contemporary issues such as baptism, membership and the place of children.</p>
<p>Module 5. Evangelism and Mission Congregational, friendship, servant and relational evangelism in contemporary society.</p>	<p>Module 11. Church Management and Leadership Leadership and management in the church. The conduct of church meetings, funerals, weddings. Conflict skills and resolution.</p>
<p>Module 6. Preaching Different preaching skills and the theology behind them. The module includes a practical preaching assignment.</p>	<p>Module 12. History of Christianity: The Story of God's People This independent study module is assessed through three extended essays.</p>

2.5. Further details about the contents of these modules can be found in the module descriptors in part 4 of this handbook.

Moodle virtual learning system and accessing your course material

2.6. The College uses an online virtual learning system called Moodle to deliver course materials for Equipped to Minister, including lectures, module handbooks, assignment details and tutor handouts / slides.

- The College generally will not provide printed copies of tutor notes or slides. Please check Moodle regularly prior to lecture days as the module tutor will upload any slides or notes for you in the week beforehand. It will be your responsibility to download and print these if you wish to have a copy to make notes on during lectures.
- For the History of Christianity module all your course material (excluding essential textbooks which you will need to purchase separately) will be provided via Moodle.
- Within 1-2 working days of making your very first payment for an EtM module you will receive an email from the College containing your log in details for the Moodle platform.
- If you have attended an EtM module previously then your current login details for Moodle will still be valid. Your new course material will be available on Moodle within 1-2 working days.
- Please check your junk email folder as sometimes email notifications about Moodle end up in there. If you have not received Moodle log in details or access to the course material within 1-2 working days please email moodle@spurgeons.ac.uk to chase up your access.
- For a video introduction on how to use Moodle see the 'How to Moodle' videos on the front page of Moodle when you first log in.

2.7. Any questions about using Moodle or accessing your material can be directed to Joanna Zaplotna at moodle@spurgeons.ac.uk

Fees

2.8. Except in exceptional circumstances, module fees are to paid in full before the start of each module using the Equipped to Minister online payment and booking system. Any paid fees are not transferable to other people.

2.9. Fees will be reviewed annually.

2.10. Places are limited on the ETM course and by purchasing your ticket you reduce the number available for others to buy.

2.11. Refunds will only be offered as follows:

- As per UK regulations on distance selling, if you change your mind you may receive a full refund within 14 days of purchasing your place on an EtM module.
- For the History of Christianity (independent learning) module more than 14 days after purchase, a refund less a £10 administration charge will only be given up to 4 months after the purchase date if you have not submitted any assessments.

2.12. In order to request a refund please email etm@spurgeons.ac.uk and the refund will be processed within 30 days.

EtM Accreditation of Prior Learning (APL) Policy

2.13. Accreditation of Prior Learning (APL) is a term which is used for the award of credit on a course on the basis of demonstrated learning which has taken place in the past. This learning will have been formally assessed and certified by an educational institution or training provider.

2.14. Credit will only be given for prior learning where the level, standard and content of the demonstrable learning are considered equivalent or at a higher level to that which is covered in the EtM course.

2.15. The Course Director will request evidence of previous study including certificates, a transcript which details module names and marks, and details about course content or syllabus. Only original documents will be accepted as evidence. APL credit is negotiated with the EtM Course Director and the Director of Ministerial Formation and Training at the College.

2.16. Decisions regarding the accreditation of prior learning are a matter of academic judgement, with the main consideration being whether the prior learning is broadly equivalent to the learning that would otherwise have been assessed during the Equipped to Minister module.

2.17. A decision regarding whether a request for APL credit can be approved will depend on the requirements and specific learning outcomes of the particular EtM module as well as the details of the previous study documented in the application.

2.18. The EtM course specifically forms people for Baptist Union lay ministry. Part of this formation process is the extended time at the college which enables us to write a letter to the Baptist Ministerial Recognition Committee (MRC) informing them that the student has fulfilled the training component. For Baptist lay ministry even though people may have completed theological study at degree or postgraduate level this formation process is still important and will be taken into account in any decisions for APL credit.

2.19. As part of the EtM course involves ministry formation through attendance at module lectures in addition to completing course assignments, the most the College will do is offer exemptions from assignments. Possible options regarding APL are (not an exhaustive list):

- The student just has to attend the lectures
- The student attends the lectures and writes a 2000 word learning journal
- The student completes one essay on a specified area

2.20. If the outcome of a request for APL credit is exemption from writing assignments the student may opt to write and submit any of the assignments (for no extra financial charge) as part of their further personal formation on the course.

2.21. For Baptist recognition for lay ministry it would be within the remit of the MRC to offer exemptions from attendance at actual EtM modules. Therefore if the student has completed theological study in all areas of the EtM course we would refer them to the MRC for a decision about what training the MRC would like them to complete.

2.22. Applications for APL credit are considered on academic grounds and, as such, no formal rights of appeal exist as appeals cannot be made against decisions of academic judgement. Appeals may, however, be made in line with the College's complaints policy on grounds of procedural irregularity, the emergence of new material information or evidence of bias or prejudice.

Course policies

2.23. Once enrolled on Moodle EtM students will have access to a range of College policies for the Equipped to Minister course. These may be found under 'My Courses' and the 'College Policies (ETM)' course. Here you will find amongst other policies:

- Complaints procedure (in the first instance students are asked to informally discuss the complaint with the Course Director for Equipped to Minister to see if resolution can be achieved)
- Conduct and discipline of students procedure
- Diversity and equal opportunities policy
- Social media guidelines
- Data protection policy
- Understanding and avoiding malpractice

2.24. Students are recommended to familiarise themselves with these policies at the earliest opportunity.

EtM Attendance Policy

2.25. It is the responsibility of the Equipped to Minister (EtM) Course Director to ensure that appropriate procedures are in place to record and monitor the attendance of all taught students on the EtM course.

2.26. The attendance of all taught students at timetabled lectures for EtM will be recorded at the start of each teaching day on a printed register at the registration desk. If lectures are delivered online then attendance will be monitored electronically by checking who has audited the recordings or Zoom meetings.

2.27. These registers will then be kept by the College as the definitive record of the student's attendance. In the case of a query regarding a student's attendance at an EtM teaching day the physical (or electronic) register will be referred to. If there is no record of the student signing in at the start of a teaching day on the register then they will be considered to have not attended.

- 2.28. Non-attendance may result in the student becoming ineligible for either a module certificate or the course certificate.
- 2.29. Each module of the Equipped to Minister course allows students to gain a certificate of attendance and participation. The certificate requires the submission of two assignments and at least **50% attendance**.
- 2.30. After satisfactory completion of eight modules and assignments students are eligible for a Spurgeon's College Certificate of Achievement which is an internally validated Spurgeon's award. A certificate requires at least **50% attendance** for each module attended and at least **two-thirds attendance** over all eight modules.
- 2.31. Students who have successfully completed the assignments but have not met the attendance requirements to receive a certificate will normally be required to pay and attend the module lectures again. Once they have met the attendance requirements outlined above a certificate will be issued.

Interruption and withdrawal of studies

- 2.32. The Equipped to Minister course is a flexible programme of study in that you book in for each module as it comes around on the rolling programme. This means you can interrupt or withdraw from your studies at any point from the end of a module:
- **Interruption of studies** – If due to personal reasons you need to take a break from the course this is completely fine, whether it be for a single module or for a longer period of a year. We have many students who complete some modules and then take a break from the course, returning to complete the remaining modules later. If for any reason you decide you need to interrupt your studies please inform the Course Director for Equipped to Minister at the earliest opportunity.
 - **Withdrawal** - If for any reason you decide to leave the course, please do not just disappear but inform the Course Director for Equipped to Minister at the earliest opportunity. We keep a space open for you on the course once you begin and therefore if you withdraw we would like to allocate that space to someone else as soon as is possible. After you have withdrawn you can always return at a later date to complete the remaining modules of the course.

Library Access and the Equipped to Minister Course

- 2.33. Spurgeon's College library began with C H Spurgeon. Over the years it has built up into a first-class academic theological library containing over 70,000 volumes covering all aspects of Christian theology and the Scriptures.
- 2.34. All EtM students have free access to the electronic resources (ebooks and electronic theological journals) of the library for the duration of their course. These can be accessed from your own home. To access the electronic

resources click on the library 'block' of the main page of Moodle after you have logged in. More details about electronic library resources are available from the Course Director (etm@spurgeons.ac.uk) or from the College Librarian (library@spurgeons.ac.uk)

2.35. To enable us to keep the costs for the Equipped to Minister (EtM) course low, physical access to the College library is not included in the EtM module fees.

Typical Module Programme

2.36. An Equipped to Minister module is split over two Saturdays and its typical programme follows the following format:

First Saturday

Session 1 9.00 – 10.50 a.m.

COFFEE

Session 2 11.10 – 1.00 p.m.

LUNCH

Session 3 2.00 – 3.50 p.m.

Second Saturday

Session 4 9.00 – 10.50 a.m.

COFFEE

Session 5 11.10 – 1.00 p.m.

LUNCH

Session 6 2.00 – 3.50 p.m.

NB. On the teaching day students sometimes negotiate a shorter lunch break with the tutor to allow an earlier finish.

Student Feedback on Equipped to Minister

2.37. We value all student feedback on their experience of the Equipped to Minister course. All feedback is considered carefully by course tutors and the Course Director. Relevant changes are made where necessary. Student feedback can be given to the College in two ways:

- For each EtM module there is an online Feedback Form which you can fill out to give feedback about that specific module

- More general feedback about the course can be emailed to the Course Director for EtM (etm@spurgeons.ac.uk). Please make clear in this email that you are wanting to offer some formal feedback on your experience of the course.

Baptist Union Recognition as a Nationally Recognised ('Lay') Preacher or Nationally Recognised ('Lay') Pastor

- 2.38. If you are a member of a Baptist church and you are working towards Baptist Union recognition as a becoming a Nationally Recognised ('lay') Preacher or a Nationally Recognised ('lay') Pastor, then in addition to the training provided by this course you will also need to have your vocation assessed by a local Ministerial Recognition Committee. Ministerial Recognition Committees usually require candidates to be in a recognised role for two years (coincidentally the duration of this course). Participants seeking Baptist Union recognition are strongly urged to speak to their own minister and to contact their Regional Minister or Association Secretary at the earliest opportunity as this is likely to make the process of recognition less protracted.
- 2.39. Both lay preachers and lay pastors seeking Baptist Union recognition need to complete a set of core modules supplemented by a selection that includes at least one module from each of the three categories shown below. Lay preachers must complete a total of eight modules and lay pastors a total of twelve modules.

Five Core Modules for Lay Preachers

1. Reading and Using the Bible 1
2. Reading and Using the Bible 2
3. Leading Worship
4. Preaching
5. Baptist Belief and Practice

Eight Core Modules for Lay Pastors

1. Reading and Using the Bible 1
2. Reading and Using the Bible 2
3. Leading Worship
4. Preaching
5. Baptist Belief and Practice
6. Pastoral Care
7. Church Management and Leadership
8. Exploring Christian Belief 1

- 2.40. For recognition lay preachers need a further three modules and lay pastors need a further four modules; both must choose at least one from each category. In effect, this means that lay pastors training at Spurgeon's need to do all twelve of the modules we offer.

1. Theology and History

- Exploring Christian Belief 1
- Exploring Christian Belief 2

- History of Christianity: The Story of God's Church

2. *Mission and Culture*

- Evangelism and Mission

3. *Personal Development and Formation*

- Spirituality
- Pastoral Care
- Church Management and Leadership

2.41. More information on being recognised as a Baptist lay minister or lay pastor can be found on the Baptist union website:

Lay pastors - http://www.baptist.org.uk/Articles/368853/Called_to_be.aspx

Lay preachers - http://www.baptist.org.uk/Articles/370985/Called_to_be.aspx

Equipped to Minister and Equipped to Pioneer

2.42. Equipped to Pioneer (EtP) is a part time training course for those involved in church planting or pioneer ministry in Baptist Churches. It is intended to enable people to be recognised by the churches of the Baptist Union as trained pioneers. The course consists of a range of modules designed to provide a biblical and theological understanding of mission in today's context, along with personal development.

2.43. The EtP modules are delivered by different agencies. The core modules are offered by Baptist Colleges (sometimes in conjunction with associations), by the Crucible course run by Urban Expression and partners. The optional modules are delivered by Colleges and by the CMS Pioneer Mission Leadership Training Course, sometimes with the help of other agencies.

2.44. EtP modules may be taken in any order and will normally take a minimum of two to three years to complete. Most modules require attendance for two Saturdays. Assessments of differing types must be undertaken to complete the module. A part-time church planting or pioneering mission involvement is expected during most of the two to three years of the course. If you need help regarding a part-time placement, your association, Crucible, the Incarnate Network or Urban Expression could help you. Crucible can also help with the provision of a mentor.

2.45. If you want to be recognised as a Pioneer by the Baptist Union of Great Britain, then you should speak to your Regional Minister as soon as possible who will explain the association process to you and discuss a suitable part-time placement. You must make it clear to the Colleges and to Crucible and CMS that you need the modules to be assessed. In addition, it is the responsibility of the student to maintain a portfolio of evidence of courses, placements etc completed.

2.46. The Equipped to Pioneer course is made up of six core modules from the Equipped to Minister course combined with the modules from the Crucible course plus some optional modules.

2.47. To complete Equipped to Pioneer you would need to study the following core modules from the EtM course:

- Reading and Using the Bible 1 (Old Testament)
- Reading and Using the Bible 2 (New Testament)
- Exploring Christian Belief 1
- Exploring Christian Belief 2
- Spirituality
- Baptist History and Principles

2.48. For more details about the Equipped to Pioneer course and pioneering ministry see the Baptist Union website:

http://www.baptist.org.uk/Articles/368850/Equipped_to_Pioneer.aspx

Crucible Course

2.49. **Crucible** is for Christians with courage and imagination, who suspect:

- We need to operate as cross-cultural missionaries because we live in a cross-cultural mission context.
- We need to think creatively about incarnating the gospel and planting new kinds of churches in emerging and diverse cultures.
- We need to recover the biblical vision of *shalom* and reflect on how we live as followers of Jesus in light of this all-embracing vision.
- We need to pay particular attention to the margins, because we serve the God who frequently does new things there:
- On the margins of society among the poor and disenfranchised.
- At the margins of culture, where creative thinking explores new possibilities.
- On the margins of the familiar, the spaces all around us, neglected or ignored, but full of potential.

2.50. The course was first developed by Andrew Grinnell, Juliet Kilpin and Stuart Murray Williams. Now in its fourteenth year and having trained over 650 people it is run by Urban Expression in partnership with the Incarnate Network and others. Full details about the Crucible course can be found on the Urban Expression website: <https://www.urbanexpression.org.uk/crucible/>

2.51. **Crucible** runs six modules to equip Christians to follow Jesus on the margins. These are divided into two streams, but the modules can be done in any order and there is no need to stay within one stream:

Stream 1

- **After Christendom** investigates the many opportunities, as well as the challenges, that the end of imperial Christianity presents.

- **On the Edge** examines the dynamics of mission and ministry in marginal urban and rural communities and offers biblical and practical insights.
- **Church Unplugged** presents the challenge of pioneering creative and contextual forms of Christian community and explores the processes involved.

Stream 2

- **Restoring Hope** explores how, in light of God's mission to bring shalom (peace) to all creation, we can live towards that hope and create communities of peace.
- **Becoming Human** probes the dynamics of discipleship and asks how we can become more fully human as followers of the Son of Man.
- **Jesus Unplugged** imagines how we might re-tell the story of Jesus today in ways that connect with contemporary cultures.

PART THREE | ASSIGNMENTS

- 3.1. Each module of the Equipped to Minister course includes two optional written assignment of 1500 words in length. An exception is the History of Christianity module which has three 2000 word essays.
- 3.2. These assignments are to help you reflect on what you have learnt from the Saturday sessions and also help you begin to think about how it applies your spiritual life, your church or your ministry.
- 3.3. Generally in each module one assignment is more academically orientated and one is more practical / focussed on the application of the things you have learnt in module. E.g. for the preaching / leading worship modules we ask you to actually do this and then reflect on what you did.
- 3.4. Successful completion of the assignments for a module leads to a certificate for that module being issued.
- 3.5. The College normally aims to return marked assignments within two months of submission. However, please note that in busy marking periods for the College (January and May) there may be a delay in staff marking assignments.
- 3.6. Full details about the assignments for specific modules can be found in the module handbook on the College's virtual learning system, Moodle.

Assignment support

- 3.7. We recognise that writing assignments can be a daunting task, especially if you have not written an essay before. The course leader or module tutors will always be pleased to answer your questions about assignments. Whether they are questions about how to structure an essay or book recommendations, please do not hesitate to ask.
- 3.8. On Moodle in the 'EtM Study Skills' course you will find some useful resources about how to write essays, how to complete an exegesis, how to reference any sources you use and also how you can make the most of your assignment feedback. Please read these resources carefully as they will help you to achieve the best marks you can in your assignments.
- 3.9. For questions about a specific assignment from a specific EtM module please contact the tutor who taught the course.
- 3.10. For general questions about assignments please contact the Course Director, Davinia Roberts (etm@spurgeons.ac.uk).

Assignment deadlines and extensions

- 3.11. To aid progress through the course students are recommended to submit one assignment per month if they are following the rolling programme of modules with no breaks.

- 3.12. The final assignment deadline will normally be at 2pm on the nearest Tuesday six months after the last module lecture. Students however may opt to submit at any point up till this deadline.
- 3.13. Those who do not submit assignments by the agreed deadlines will normally need to repeat the whole module (including lectures) to gain the module certificates.
- 3.14. Anyone wanting extra time beyond the final six month deadline needs to apply to the course leader in writing or by email. An extension of up to a further month may be given at the course leader's discretion.
- 3.15. A request for a further extension will be considered by the college's Special Cases Committee in certain circumstances (see Appendix 1).
- 3.16. If assignments are not completed by the final deadlines (including any extensions given) you will normally have to complete pay for and complete the whole module again (including the Saturday lectures) to be able to submit your assignments.

Do I have to complete the assignments to attend the course?

- 3.17. We encourage you to attempt the assignments as this would help you get the most from the course.
- 3.18. However, you can simply pay the course fees and attend the sessions without submitting the assignments. (Fee discounts are **not** given for attending the sessions only.)
- 3.19. If you do not submit the assignments you will not receive course certificates or be able to 'graduate' at the end of the course.
- 3.20. For those aiming for accreditation as a Baptist Lay Pastor or Preacher submission of assignments is compulsory.
- 3.21. **Please note:** If you decide not to submit module assignments and then subsequently decide you would like to, the assignment deadlines outlined above will still apply. You may have to repeat some modules if you have missed the assignment deadlines.

General criteria for the writing, submission and marking of assignments

- 3.22. For each assignment, the piece of work must follow the instructions given in the assignment brief, clause by clause. When writing to an essay title, the essay must address the title adequately. Make sure you consider the importance of every word in the assignment question, marks will be lost if your essay doesn't cover the full scope of the question.
- 3.23. The assignment should be continuous prose (not a set of numbered sentences/short paragraphs) and should be written in comprehensible English.

Assignments must be word processed. Handwritten assignments **will not** be accepted.

- 3.24. The assignment length will normally be between 1200 and 1500 words. Essays that are shorter or longer than these limits are unlikely to satisfy the marker. Where a word spread is given (e.g. 1200-1500 words), your word count must be within this range. When a single word limit is given you have a 10% leeway either side; e.g. for a 2000 word assignment length you can write as little as 1800 words and as much as 2200 words.
- 3.25. If you write more than the maximum word limit (including the 10% leeway if this applies) the marker may decide not mark any of your words above this limit. That may mean that you receive a lower mark because part of your assignment is disregarded.
- 3.26. Footnotes which include bibliographic details for a reference used in the main essay text will not be included in the word count. Footnotes which include text furthering or illustrating the argument of your essay will be included in the word count.
- 3.27. Please ensure the first page of your assignment is a 'cover sheet' containing the following information:
- The module name
 - Your name
 - Module tutor's name
 - The assignment title as found in the module handbook
 - The word count of your assignment. Your word count should exclude the cover sheet, the bibliography and any appendices. Footnotes which include bibliographic details for a reference used in the main essay text should not be included in the word count. Footnotes which include text furthering or illustrating the argument of your essay should be included in the word count.
- 3.28. A sample coversheet would look something like:

<p>Equipped to Minister Course: Evangelism and Mission Module</p> <p>How have approaches to evangelism changed in response to developments in contemporary British culture over the last 30-40 years?</p> <p>Student: John Smith Tutor: Jane Mendez Word count: 1438</p>
--

- 3.29. Each assignment should illustrate that the writer has learnt something from the module sessions and/or your wider reading for the module.
- 3.30. The pass mark is 40%. Should a pass mark of 40% not be achieved the student will be permitted to resubmit the assignment after further work. A resubmission fee will apply.
- 3.31. Grades higher than the bare pass mark will be reserved for those who show some originality of thought and who use quoted, cited and referenced reading relevant to the module. (See below for more details on referencing your sources in an assignment.)
- 3.32. References should include books in addition to the Bible. For the Equipped to Minister course students are normally expected to consult at least 2-3 books or other academic sources when writing their essays. To gain the highest marks it will normally be expected that you would consult a larger number of sources so you can demonstrate a wide knowledge of subject (at A-level standard). Remember however, that referencing a large number of sources will not automatically guarantee a high mark because the marker will also be considering the quality of the argument of your essay as well.
- 3.33. For a typical piece of course-work a quotation should not normally exceed five lines, nor should quotations normally form more than ten per cent of the essay.
- 3.34. To pass a module, as well as passing the assignments, students will need to attend at least one of the teaching Saturdays for that module.
- 3.35. Assignments will *normally* be submitted electronically via Moodle. See the detailed instructions on Moodle in the individual modules for full details about how to submit your assignments electronically. Only Microsoft Word or PDF files will be accepted. If you accidentally submit the wrong file please see the 'Protocols for Wrongly Submitted Assignments (Equipped to Minister Course)' under the 'College Policies (EtM)' course on Moodle for what you should do.
- 3.36. The next page shows the marking criteria:

%	Class	All work	Book reviews	Additional requirements in practical subjects
0 - 24	FAIL	Does not address issues. Serious gaps in knowledge.	Does not address the issues raised by the book. Serious gaps in understanding.	Lack of practical application
25 - 34		Does not address issues adequately, though may have presented general information relevant to the question. Lacking structure and organisation of thought.	Does not address issues raised by the book adequately, though may have presented general information relevant to the question. Lacking structure and organisation of thought.	Failure to make adequate application. Lack of creativity and imagination, poor use of resources and poor presentation and communication skills
35 - 39	COMPENSATABLE FAIL*	Does not deal adequately with one or more significant elements of the issues, despite inclusion of relevant material. Limited ability to argue, synthesis and construct independent judgments. Weaknesses in organisation and presentation. Probability of significant errors.	Does not deal adequately with one or more significant elements of the book, despite inclusion of relevant material. Limited ability to argue, synthesis and construct independent judgments. Weaknesses in organisation and presentation. Probability of significant errors.	A significant weakness in the area of application, despite inclusion of other satisfactory work.
40 - 49	PASS	Satisfactory handling of the issues, but with noticeable gaps in knowledge. Limited ability to argue, synthesise or construct independent judgements. Weaknesses in organisation and presentation, as well as some errors.	Satisfactory handling of the issues raised by the book, but with noticeable gaps in knowledge. Limited ability to argue, synthesise or construct independent judgements. Weaknesses in organisation and presentation, as well as some errors.	(40-54%) Satisfactory application, with evidence of initiative in obtaining/using resources. Some creativity and imagination.
50 - 59		Good knowledge of the issues, with adequate critical understanding and evaluative ability. Reproduces other views capably, but less adept at constructing own judgment. Fairly well ordered, with few errors.	Good knowledge of the issues raised by the book, with adequate critical understanding and evaluative ability. Reproduces the author's views capably, but less adept at constructing own judgment. Fairly well ordered, with few errors.	(55-69%) Good standard of application, and producing valuable material for ministry. Good initiative in obtaining/using resources. Good creativity and imagination.
60 - 69	COMMENDATION	Wide knowledge of the issues, with good critical understanding and evaluative ability. Some evidence of independent judgment. Careful and well organised presentation. No significant errors.	Wide knowledge of the issues raised by the book, with good critical understanding and evaluative ability. Some evidence of independent judgment. Careful and well organised presentation. No significant errors.	
70 - 74		Wide knowledge of the issues, with excellent critical understanding and evaluative ability. Evidence of independent judgment and an original mind. Accurate and polished presentation. Effective and well-focused content	Wide knowledge of the issues raised by the book, with excellent critical understanding and evaluative ability. Evidence of independent judgment and an original mind. Accurate and polished presentation. Effective and well-focused content	Excellent standard of application, and producing very valuable material for ministry. Excellent use of resources. Highly creative and imaginative.
75+		Use of a wide range of sources. Strong evidence of independent judgment and originality. Critique of alternative views, flair. Outstandingly effective and well-focused content; fully accurate presentation and English. Coherent, well-organised, persuasive	Awareness and use of a wide range of comparative material. Strong evidence of independent judgment and originality. Critique of alternative views, flair. Outstandingly effective and well-focused content; fully accurate presentation and English. Coherent, well-organised, persuasive	

* If an assignment is marked as a compensatable fail but the average of the two assignment marks for the whole module is over 40%, the student may still pass the module overall with no resubmission necessary. However, the student may also decide to resubmit the assignment to achieve a higher overall module mark.

Writing a learning journal

3.37. For the Exploring Christian Belief 1 & 2 modules (and for some students who have been granted Accreditation of Prior Learning for other modules) you will be required to write a learning journal. The aim of a learning journal is for you to have the opportunity to:

- Describe the developments in your understanding and reflect on the input and discussions that happened as part of the module.
- Give due attention to questions that are raised for you by the module material.
- Develop critical thinking and reflection on issues related to the module.
- Relate your learning to your own ministry

Full guidelines for writing a learning journal assignment can be found on Moodle. Please refer to these before submitting your learning journal assignments.

Assignment checklist

3.38. Here is a list of questions to check your assignment before you submit it:

- Have I structured my work in a way that answers the full scope of the question that has been set or have I only answered part of the set question?
- Have I clearly defined any important terms using appropriate theological resources or dictionaries?
- Have I used appropriate and recommended reading resources?
- Am I happy that the essay is factually accurate?
- Are my ideas backed up by evidence and/or argument?
- Is the main argument of each paragraph clear, and are my paragraphs well ordered?
- Have I carefully checked spelling and grammar?
- Have I acknowledged all quotations and allusions in my footnotes and bibliography?
- Have I written down the actual number of words used?
- Have I added an assignment 'cover sheet'?

What if I fail my assignment?

3.39. If you fail an assignment (mark is less than 40%) the following will happen:

- a) If one of your assignment marks is in the compensatable fail range (35-39%) and your overall average for both the module assignments is 40% or over you can pass the module without any resubmission (assuming attendance requirements are fulfilled). However, you may opt to resubmit the failing assignment after further work (taking into markers comments)

if you wish to gain a passing marking. You will only be allowed **one resubmission** in this instance.

- b) If your assignment mark is in the compensatable fail range (35-39%) then you will be given **one chance** to resubmit your assignment after further work.
- c) If your assignment is outside of the compensatable fail range (less than 35% or 0% due to plagiarism) then you will be given **one more chance** to resubmit the assignment after further work.
- d) If after resubmission you still achieve a failing marking for the assignment **and** the whole module then you will be expected to repeat the module and normally choose different assignment questions to complete.
- e) Resubmitted assignments will be marked as if they are a 'first submission'.

Policy on plagiarism

Introduction

3.40. All of us learn by assimilating the ideas of other people. Usually these ideas are found in books and in order to write your own essays you have to read what other people have said about the topic and refer to their ideas. In your own written work you should refer to the books you have read, and it is part of the process of becoming an effective student that you learn how to use such material. On the one hand, it is very important that you acknowledge your sources of information and do not simply reproduce the ideas of others without formulating your own. On the other hand, *you must avoid plagiarism.*

What is plagiarism?

3.41. Plagiarism is using another person's words or ideas without acknowledgement and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Examples of plagiarism are:

- Copying from a book or another person's work without quotation marks and a footnote.
- Use of quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, without clearly identifying the quotation as such by placing it in quotation marks.
- Organising (part of) your essay in the same way an author organises their work (using their headings, bullet points etc.), without acknowledging this.
- Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.

- Summarising another person's ideas, judgements, diagrams, figures, or computer programmes without reference to that person in the text and in the bibliography.
- Use of services of essay banks and/or any other agencies.
- Use of unacknowledged material downloaded from the Internet.
- Re-use of one's own material except as authorised by the unit tutor.

3.42. Plagiarism may be wholesale, as for example when a student hands in a piece of work actually written by someone else, or where the whole text has been copied from the work of another student or from one or more printed sources. Or it may be small scale, as when you copy a sentence or paragraph and include it in your work without making clear that that is what you are doing and acknowledging the source.

3.43. The idea that this is wrong may come as a surprise. Within your own background there may be different expectations of what is required of a student. You need to know that in this college we are interested in your own thinking and it is not enough for you to repeat the views of others, however expert. Further, plagiarism is considered dishonest as well as inappropriate, since it involves claiming credit for work that rightly belongs to another person.

The consequences of plagiarism

3.44. Plagiarism is treated by the College as a disciplinary matter. At the very least, if you are detected committing plagiarism, you can expect to get 0% for that piece of work. In cases of wholesale plagiarism the College's disciplinary procedures may be implemented and you may find you have failed the whole course or even be asked to leave the College. Yet this should also be a matter of conscience. In particular, people who are preparing for Christian leadership need to ask themselves what is happening to them if they have become too lazy to do their own work or so keen on success that they are willing to cheat to obtain it.

Avoiding plagiarism

3.45. You can avoid plagiarism by properly acknowledging the source of your ideas. The following section of this handbook tells you how to reference properly.

Referencing guide

3.46. All assignments must include full references to the sources you have used so that a reader can quickly and easily identify these sources. This means that you need to provide footnote references as well as a bibliography.

3.47. All assignments must be referenced using the College's specified referencing format. Full guidelines on this format can be found on the College website or on Moodle.

3.48. In an assignment the footnotes tell the reader where quotations and other detailed information come from. The bibliography includes full and

accurate details of all the books and resources you have used during your research. Correct, consistent and accurate referencing make your essay easier to read and is a sign of integrity, honesty and respect to your sources. Since presentation is one of the criteria by which work is assessed, poor referencing will lower your mark.

- 3.49. You sometimes want to reproduce another writer's exact words by means of quotation. This is legitimate so long as you observe certain rules and guidelines. Quotations should be 100% exact and surrounded by quotation marks ("..."). They should be accompanied by a reference to the author and the source in a footnote. They should not be too long or too frequent, because your essay is meant to be the expression of your own views, not a string of quotations from other people. Quotations should not make up more than 10% of your essay.

PART FOUR | EQUIPPED TO MINISTER

MODULE DESCRIPTORS

READING AND USING THE BIBLE

(NB This is taught over two modules)

Course Descriptor

Aims

The aims of this module are:

- To introduce and differentiate between different kinds of biblical literature.
- To consider key issues in interpreting biblical texts, including their relationship to their historical context
- To enable participants to reflect on the meaning of the biblical story for our contemporary context.

Description

This module introduces participants to the diversity of biblical literature. It enables them to engage critically with it, relate it to its historical context and explore how their own context affects their reading of the text. By looking at the whole picture and at selected texts, they will have the opportunity to reflect on its meaning for their own lives, the ministry and mission of their churches, and the life of their communities.

Learning outcomes

By the end of this module, participants should be able to demonstrate:

- An understanding of the different ways of reading and using the Bible.
- An ability to read and interpret texts, with particular attention to their context.
- The significance of the biblical story for the living of our own lives and for the life and mission of the Church.

Assessment

There will be four assignments to be completed [two for each module]. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module.

EXPLORING CHRISTIAN BELIEF

(NB This is taught over two modules)

Course Descriptor

Aims

The aims of this module are:

- To introduce different methods and models of doing theology.
- To provide a foundational understanding of the nature of practical theology.
- To enable participants to develop a theological approach to pastoral and mission practice.
- To introduce participants to some of the different ways of thinking about ethics and ethical issues within a Christian context.
- To enable participants to respond appropriately to moral questions arising from ministry and mission in today's world.

Description

In this module participants will be introduced to the main features of practical theology, so enabling them to engage in the task of relating the Christian theological tradition – biblical, systematic and historical – to the practice of ministry and mission. The main emphasis is placed upon learning to think theologically and will include some emphasis on responding to ethical issues from within the Christian moral tradition. Use will be made of case studies and illustrations drawn from our modern context to help participants explore issues faced by Christians in our world today.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- An understanding of the different ways of doing theology.
- The ability to read and interpret biblical and theological texts, and reflect upon their application to contemporary pastoral practice.
- The ability to engage in a process of critical reflection on, and response to, particular moral issues and dilemmas.
- The ability to work out the implications of core Christian doctrines for the mission and ethical life of the Church.

Assessment

There will be four assignments to be completed [two for each module]. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The others may be the preparation of a 'journal', to include a variety of ways that illustrate the participant's engagement with the issues covered in this module (e.g. book review, poetry, case study).

LEADING WORSHIP

Course Descriptor

Aims

The aims of this module are:

- to enable participants to reflect upon the nature of Christian worship and its constituent components;
- to help participants explore the relationship between their understanding of Christian worship and their own personal experience within different church contexts;
- to explore significant issues in relation to public worship;
- to consider how to approach the preparation and leading of worship with theological understanding;
- to explore the theological and practical issues associated with the rites of passage;
- to develop participants' skills and confidence in leading public worship.

Description

This module explores the thinking behind the Christian practices of public worship and teaching. It encourages a holistic approach to worship through the study of its nature as a place of corporate meeting with God and declaration of God's acts. Students will be introduced to the biblical foundations for corporate worship in both Old and New Testaments and to the relationship between worship and doctrine. The value of different worship traditions and styles (e.g. freedom and liturgy), and the place and use of symbols, ceremonies and sacraments will be examined. It will look at how to create an act of worship and the skills needed to lead worship. In addition, participants will have the opportunity to develop their abilities in specific areas, such as the leading of all-age worship and our understanding of the Lord's Supper. This will include appraisal of their planning and leadership and an opportunity to reflect on the experience.

Learning Outcomes

At the end of this module students will be able to:

- explain some of the significant issues raised by Christian public worship today;
- prepare and lead worship with theological insight or help others to do so;
- have confidence in the practical skills of preparing and leading worship in church;
- approach rites of passage common to Baptist Churches with understanding.

Assessment

There will be two assignments to be completed. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other involves leading worship within the context of a local church, and reflection upon both the experience and the preparation.

EVANGELISM and MISSION

Course Descriptor

Aims

The aims of this module are:

- To explore the biblical foundations for mission and the calling of the Church within the *missio Dei*.
- To consider the relationship between mission and evangelism, particularly as it applies within the local church.
- To reflect upon the present and future mission of the Church in a multi-faith, post-modern context.
- To enable participants to reflect on appropriate ways of sharing the Gospel today.

Description

This module will examine the work and witness of the local church against the background of the wider mission of God in the world. It will examine those features of our contemporary, multicultural, multi-faith society that provide both threat and opportunity for the life and mission of the Church. It will look at the local church as the primary agent of mission, examining new ways of being church that respond to the changing patterns in our society. It will consider the purpose and the means of evangelism, exploring the basis for Church engagement with the local community.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- An understanding of the biblical basis for the theology of mission.
- An understanding of the relationship between mission and evangelism.
- An understanding of the cultural changes that have taken place which underline the urgency of the evangelistic task.
- The ability to assess various evangelistic approaches and programmes and their appropriateness to different settings and groups of people.

Assessment

There will be two assignments to be completed. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other would normally be the preparation of a proposal and outline programme for an evangelistic outreach to a particular target group, giving reasons for the choices made and listing church resources that would be employed.

PREACHING

Course Descriptor

Aims

The aims of this module are:

- To help participants to explore the relationship between their understanding of preaching and their own personal experience within different church contexts.
- To introduce participants to the various forms of preaching.
- To reflect on the place that preaching has within acts of worship.
- To develop participants' skills and confidence so they can preach more effectively.

Description

This module aims to equip those who preach by enabling them to develop an holistic approach to worship through the study of the particular role of the sermon. It will look at the different ways of using the Bible in preaching, how to construct a sermon and the skills needed to communicate effectively. Various modes of preaching are explored, the role of the congregation is examined and attention is given also to the use of various media.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- The different ways in which the Bible can be used in preaching, describing the process of interpreting the Bible in its own context and applying its teaching to a contemporary context.
- A knowledge of the purpose of preaching and its relationship to other aspects of local church life.
- The ability to construct a sermon, identifying the different components in the effective preparation and delivery of sermons.
- An ability to apply what has been learned through the practice of preaching.

Assessment

There will be two assignments to be completed. It is expected that one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other will involve preaching within the context of a local church and reflection upon both the experience and the preparation. The local Association will normally be involved in the assessment of this module.

SPIRITUALITY

Course Descriptor

Aims

The aims of this module are:

- To introduce various descriptions and understandings of Christian spirituality.
- To explore different texts and resources that can serve as guides for the spiritual journey.
- To help participants reflect on their own personal journey with God.

Description

In this module participants will explore the meaning of Christian spirituality and be encouraged through experiential learning to deepen their own spiritual life. They will study selected texts from a wide range of sources and traditions, so opening up for them different strands of spirituality and enabling them to explore what it means to follow a particular spiritual path or discipline.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- A knowledge of key people and texts that have contributed to the development of Christian spirituality.
- An appreciation of different spiritualities and how they contribute to Christian living.
- An understanding of their own spiritual journey and how this might be deepened in the future.

Assessment

There will be two assignments to be completed. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other may be the preparation of a 'journal', to include a variety of ways that illustrate the participant's engagement with the issues covered in this module (e.g. book review, poetry, case study).

PASTORAL CARE

Course Descriptor

Aims

The aims of this module are:

- To provide a foundational understanding of pastoral care within the context of our Christian faith.
- To introduce participants to the various disciplines that inform pastoral care.
- To help participants in the development of pastoral practice.

Description

In this module participants will be introduced to the range of approaches to pastoral care, and will examine the relationship of pastoral practice to key biblical and theological doctrines such as creation, salvation and suffering. Our Christian faith will be put alongside insights from sociology and psychology, in order to help participants develop appropriate models of care and counselling.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- An understanding of the application of biblical texts and psychological insights on pastoral situations.
- The implication of certain core doctrines of the Church for pastoral care.
- An ability to recognise appropriate models of pastoral practice within the context of Christian ministry.

Assessment

There will be two assignments to be completed. It is expected that one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other may be a careful analysis of particular case studies relating to pastoral practice within the context of Christian ministry.

BAPTIST HISTORY & PRINCIPLES

Course Descriptor

Aims

The aims of this module are:

- To introduce key events and issues within in Baptist history.
- To examine issues of Baptist identity, and how these have been lived out in different ways at different times.
- To help participants explore what it means to be Baptist today.

Description

Through an exploration of both historical and contemporary understandings of what it means to be Baptist, this module will enable participants to understand the particular contribution Baptists make to the life and mission of God's people. The development of key Baptist beliefs and principles will be outlined, and connections made to current issues facing the church such as authority, membership and renewal.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- An understanding of the origin and development of Baptist life.
- An understanding of the key principles that have shaped Baptist identity.
- An ability to make connections between historical perspectives and contemporary Baptist life and witness.

Assessment

There will be two assignments to be completed. It is expected that at least one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other may be the preparation of a 'journal', to include a variety of ways that illustrate the participant's engagement with the issues covered in this module (e.g. book review, poetry, case study).

HISTORY OF CHRISTIANITY: THE STORY OF GOD'S CHURCH (Independent Learning Module)

Course Descriptor

Aims

The aims of this module are:

- To provide an overview of the history of Christianity.
- To provide a foundational understanding of the development of the Church.
- To enable participants to develop an ability to relate Church history to contemporary Church ministry and mission.
- To enable participants to respond appropriately to ecclesiastical questions arising from ministry and mission in today's world.

Description

In this module participants will be introduced to the main features of Church history, so enabling them to engage in the task of relating the Christian historical tradition to the practice of ministry and mission. The main emphasis is placed upon learning to apply independent study in Church history to contemporary ministry and mission. Use will be made of studies of both major characters and events drawn from the full scope of Church history relating these to contemporary Church issues, ministry and mission.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- The ability to describe in overview the development of Christianity and the Church from the New Testament to the present day.
- The ability to relate historical events and the life and ministries of historical characters to contemporary ministry and mission.
- The ability to engage in a process of critical reflection on, and response to, particular issues in modern Church life in the light of Church history.

Assessment

There will be three assignments to be completed. It is expected that at least two of these will be written pieces of work (2000 words each) on themes central to the area of learning covered in this module. The third will be two book reviews (each 1000 words); one on the course book and the other on another work on Church history of the student's own choice.

CHURCH MANAGEMENT AND LEADERSHIP

Course Descriptor

Aims

The aims of this module are:

- To explore the nature of Christian leadership, both personal and collaborative, in the context of a Baptist church.
- To examine what happens in situations of conflict, and how good processes of mediation can be employed.
- To help participants respond to specific issues which arise in the life of a local church, such as the conduct of weddings and funerals.

Description

This module looks at the kind of issues that inevitably arise in the ongoing life and organisation of a local Baptist church. Participants will look at different styles and models of leadership, including the principles and practice of working as part of a team, and develop skills needed for such tasks as vision building and conflict resolution. Attention will also be given to some of the specific tasks expected of those exercising leadership in a Baptist church, such as the conduct of weddings and funerals, and the responsibilities of being a trustee of the buildings.

Learning Outcomes

By the end of this module, participants should be able to demonstrate:

- An awareness of different styles of leadership, and what it might mean to develop a Christian approach to leadership within a Baptist church.
- An ability to reflect theologically on such pastoral issues as marriage and bereavement, and to attend to the practical issues involved.
- An ability to attend to the management and organisation of a Baptist church.

Assessment

There will be two assignments to be completed. It is expected that one of these will be a written piece of work (1200-1500 words) on a theme central to the area of learning covered in this module. The other may be a careful analysis of particular case studies relating to issues of church management.

PART FIVE | WHAT NEXT?

What next after Equipped to Minister?

- 5.1. Spurgeon's College provides several opportunities to continue studying after you complete the Equipped to Minister course, including:

Church Training Initiative

- 5.2. The Church Training Initiative provides short practical Resource Packs for churches and individuals in order to develop skills and insights useful in church settings. There is a good variety of material written by established practitioners. Each Pack has its own style, depending on the nature of the subject it addresses, but the material is practical rather than academic in character. Each Resource Pack will require about six hours of work. See <http://www.spurgeons.ac.uk/church-training-initiative> for details.

Online Learning

- 5.3. It is possible to study modules towards our Certificate in Theology, Diploma in Theology or BA (Hons) Theology. You can study all the units leading to a recognised qualification or simply pick one unit that interests you and study that on its own. See <http://www.spurgeons.ac.uk/online> for more details.

College based theological study

- 5.4. You can come to Spurgeon's College and study for a degree in theology. You can study full-time for three years or one-day-a-week for six years. See www.spurgeons.ac.uk for more details.

Counselling courses

- 5.5. Spurgeon's College offers counselling courses from level 2 (Certificate) to level 4 (Diploma) all validated by the CPCAB. Study for nationally recognised counselling qualifications in a Christian environment. See www.spurgeons.ac.uk for details.

Document control box			
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Approving body	Governors		
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Member of staff responsible	Director of Lay Training		

APPENDIX – ASSIGNMENT EXTENSIONS AND MITIGATING CIRCUMSTANCES POLICY

- I. The deadline for submitting assignments for Equipped to Minister is six months after the final session of the relevant module.
- II. Students seeking an extension to the six month deadline should first consult with the Course Director (etm@spurgeons.ac.uk). They are able to give an extension of up to one month, at their discretion.
- III. If after this month's extension you have still not completed your assignment, you can apply for a further extension to the Spurgeon's College Special Cases Committee. The Committee would need to be convinced you have 'mitigating circumstances' which affected your ability to complete your work on time. There is no automatic right to an extension.
- IV. Grounds for mitigation are **unforeseeable** or **unpreventable** circumstances that could have, or did have, **a significant adverse effect** on your ability to complete an assignment.
- V. If you have missed the deadline for assignments and any granted extensions the student would normally be expected to pay for and attend the module again before completing assignments.
- VI. Possible mitigating circumstances include:
 - significant illness or injury
 - the death or critical/significant illness of a close family member/dependant;
 - significant family crises or major financial problems leading to acute stress
 - absence for public service e.g., jury service or maternity, paternity or adoption leave, or unavoidable commitments with the armed forces.
- VII. Circumstances that will **not** normally be regarded as grounds for mitigation include:
 - holidays and events that were planned or could reasonably have been expected
 - misreading the timetable or misunderstanding the requirements for assessments
 - inadequate planning and time management.
- VIII. If the Special Cases Committee grants an extension you will be given a specific date by which to submit your assignments. If this date passes and you still have not completed your assignment you will normally have to complete the whole module again (including the Saturday lectures) to be able to submit your assignments.
- IX. To apply for an extension from the Special Cases Committee, you will need to submit an MC3 form to the Registry, Spurgeon's College, South Norwood Hill, London SE25 6DJ. Alternatively and preferably, please email an electronic copy of the form to registry@spurgeons.ac.uk
- X. Copies of the MC3 form can be found on Moodle under the 'College Policies (EtM)' course.