

# Information about Education for Ministry Phase 1 (EM1)



Throughout this document the word 'minister' is used to identify those in the ministry of the Word and Sacraments and ministry of Church Related Community Work.

EM1 covers the period between acceptance for ministerial training following an assessment conference, training at a Resource Centre for Learning (RCL), and the satisfactory conclusion of that training for ministry, as agreed by the Assessment Board, leading to ordination/commissioning.

This booklet describes Education for Ministry Phase 1 (EM1) for stipendiary service and models 1-3 of non-stipendiary service.

of non-stipendiary service Model 4 (the Word and Sacraments

through EM1 described in this booklet, although candidates accepted for NSM4 EM1 will still relate to one of the three RCLs. For more detail contact [ministries@urc.org.uk](mailto:ministries@urc.org.uk)

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# Introduction

## **1) The process of allocation of a Resource Centre for Learning**

1.1

have been accepted for EM1 by the Assembly Assessment Board. For those accepted for stipendiary ministry there will

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of residence during EM1;

- c) The most suitable programme of academic study, practical experience and formation;
- d) The size and balance of the student body of each RCL at any particular time.

1.8 The decision with regard to which RCL a candidate will train at is made by the Assessment Board. Any change of RCL will only be considered in exceptional circumstances. In such cases, the Education and Learning Board will consult with the Assessment Board, the student's synod, and the jEMC 2.577 0 2.577 0 2

b) The URC's basic safeguarding training provided by the

people accepted for stipendiary service engage in EM1 full-time and people accepted for non-stipendiary service engage in EM1 part-time.

2.5 Personal circumstances sometimes mean that a candidate for stipendiary service is recommended to start EM1 part-time and then move to full-time mode subsequently. There are also instances where someone preparing for non-stipendiary service is supported in EM1 full-time on an expenses-only basis. These are decisions taken by the Education and Learning Board during the assessment conference.

2.6 General Assembly requires candidates to at1 ful9.9 (l c)-2 ( (r)-7 s)-7 s s



- b) undertake appropriate subsequent development as Education for Ministry Phase 3 (EM3) throughout the ministries entrusted to them.

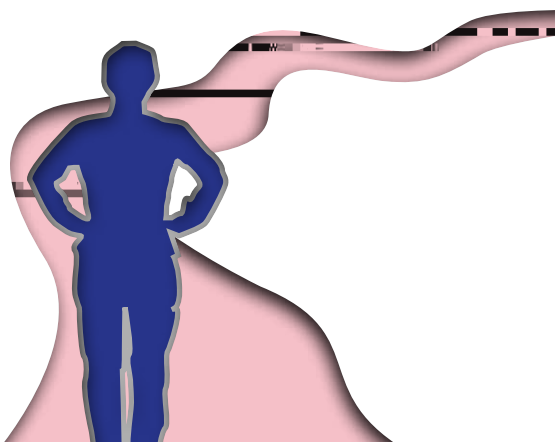
For further information about Education for Ministry Phase 1, please contact the Secretary for Education and Learning using the contact details below.

post: The United Reformed Church, 86 Tavistock Place,  
London WC1H 9RT.

phone: **020 7520 2720**

email: [secretaryEandL@urc.org.uk](mailto:secretaryEandL@urc.org.uk)

*‘This whole experience has enriched  
my theological thinking and has*



## Education for Ministry Phase 1 in the United Reformed Church: Opportunities at a glance

Resource Centre for Learning	Awards	Duration of EM1 recommended by Assessment Board
Westminster College	Diploma/BA/MA/PhD (Durham Common Awards); BA/BTh/MPhil Cambridge University.	2-4 years minimum (research degrees may involve additional periods of study)
Scottish College	Diploma/BD/MTh/PhD	

Learning mode	Full-time pattern	Part-time pattern
Classes with Cambridge Federation partners; home-based training with block weeks at Westminster or fully residential at Westminster; contextual		

# Westminster College, Cambridge

## Introduction

Westminster College, Cambridge, is home to a vibrant community

welcoming environment in which formation for ministry takes place. Our programmes are delivered in partnership with the Cambridge Theological Federation (CTF), which is one of the world's broadest and most diverse providers of theological engagement and encounter, serving more than 300 students from over 25 countries. The CTF consists of twelve institutions including three Anglican colleges representing the full breadth of the Church of England, alongside Orthodox, Methodist, Lutheran and Roman Catholic communities. It includes specialist research centres studying global Christian mission, interfaith dialogue, the interaction between science and religion, and public theology. The Westminster campus is home to four of these



enriched by welcoming guests from ecumenical, interfaith, intercultural and international contexts.

During term-time, we gather at 8:30am every weekday to worship in the College chapel and the service is live-streamed to members

prayers for those gathering in the chapel. The rhythm of worship includes Morning Prayer, celebrating the Lord's Supper and student-led assessed services. Services vary in style and format, and are led

discover what it means for us today.

The Federation gathers for worship several times during the term and this is led by the member institutions in turn. Some of these services are conducted on-line while others are available only to those living in and around Cambridge. These services enable students to experience



Federation. Much of the teaching is planned and delivered jointly in the Federation, drawing on the expertise of some 40 theological teachers and most classes are attended by students from around the CTF.

Cambridge-based members of the Federation also meet regularly for worship and to share community life.

## **Co rses on of er**

where individual needs matter, along with a diverse range of academic programmes that can respond to those needseere inre c ()37.8 eerel ne-1.273



For stipendiary Ministers and NSM1-3, the Diploma is the minimum requirement. NSM4 candidates might attend modules with other ministerial candidates, but they usually do not study for a particular academic award.

## **2. Bachelor of Theology for Ministry (BTh – Cambridge University)**

This is a two-year programme of ministerial education, including both classroom and practical work, leading to a Cambridge University degree awarded through the Faculty of Divinity. To gain access to this programme, students need to have at least a high 2.1 in a previous degree (not necessarily in theology or a related subject), and they need also to be accepted by one of the Cambridge Colleges through a process managed by the CTF. Learning a biblical language is a standard part of the programme and unseen examinations form a large part of the assessment.

## **3. BA in Theology, Religion and Philosophy of Religion (Tripos – Cambridge University)**

from an intensive taught course in the more traditional disciplines of theology, Westminster students can be entered on to the BA programme at Cambridge University. This programme is always supplemented by pastoral studies, organised by Westminster College. As with the BTh, Tripos students have to be accepted by one of the Cambridge Colleges, while assessment includes examinations and some required biblical language classes.

## **4. Postgraduate Awards**

initial degree in theology or a cognate subject, might be entered for one of a number of postgraduate awards available to Westminster students through the Federation.

and ministry in a variety of settings and contexts. Modules range from more traditional areas of study to those exploring the challenges facing churches in the 21st century. It is possible to shape the modules

of a student are given special emphasis.

Graduate Diploma: one year's study full-time, or two to three years part-time

MA: two years' study full-time with various options for part-time study.

### *MPhil (Cambridge University)*

Students who have completed the Cambridge BA or BTh might be eligible to register for the Cambridge MPhil, a taught programme which concentrates on one of the theological disciplines. Entry to the programme is subject to acceptance by the University and to one of the Cambridge Colleges.

## **Placements**

All ministerial students at Westminster are expected to share fully in worshipping communities where they live. Alongside this, major blocks of placement in church and social contexts are undertaken annually and for most students this will lead to a 9-month placement in a congregation through our Living Ministry Programme. Students following a block-week programme will undertake placements in a

before undertaking their Living Ministry Programme placement. NSM Model 4 students will follow a bespoke placement route discerned between the College and the Synod in which they will serve. Westminster has global connections and support for international

Church initiative.

We take seriously the Church's calling to mission, to serve God and make Christ known. Theology involves an understanding of human community and an imaginative vision of God's varied ways of working

congregations and such settings as prisons, hospitals, hospices and

## Contact

Westminster College welcomes enquiries and is happy to discuss how our programmes can connect with your particular needs or to discuss any questions or concerns.

post:

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will be able to listen to your calling, pray with you, and guide you on the right path.

# The Scottish College (Congregational & United Reformed) Glasgow



in educational partnership with



## Introduction

The Scottish College was founded as the Glasgow Theological Academy in 1811. Vera Kenmuir entered the College in 1926,

Olympic athlete and missionary, Eric Liddell – of *Chariots of Fire* fame – was one of our students too.

Our College came about through a concern of early Scottish Congregationalists for an educated ministry and the development of the whole people of God in ministry and mission. Our roots lie in radical movements in Scottish political, social and Church life. We seek to continue that ministry, following in – and developing – a spiritual and educational tradition that is rooted in life – and for life.

We follow a pattern of preparing ministers 'in the world, for service to the world': This means that our ordinand students study for

universities. Ordinands take classes alongside students from

undergraduate students heading for a multiplicity of careers. Scottish College students bring their calling to ministry to be rooted and matured in the academic marketplace of ideas. Our approach is also 'with the whole Church, to serve the Church': many elements



## Courses on offer

as part of their Education for Ministry Phase 1 (EM1) programme and we co-operate with partners who help us deliver this. For us, this is not unusual but the way that our ministerial preparation has been delivered for decades.

*'I was especially drawn to  
öóñ óí ÷÷ ì üò' ó ð&#x2013; of the curriculum.'  
– Roberta Ritson*

Our most usual partners are Glasgow University and the Scottish Episcopal Institute in Edinburgh. Our NSM4 students study with their Church of Scotland counterparts at Aberdeen University's distance

programme – and all join together for the College formational

of Glasgow and the Scottish Episcopal Institute. We have similarly

in every case is to put together an appropriate and stimulating programme of academic and ecclesiastical formation for each of our students. While you study with a partner we remain closely supportive and involved in all aspects of your training.

general and specialist, across a range of levels, from diploma to doctoral opportunities. We work with every student, and with our partners, to determine the optimal course of formal study for each one – complementing our thematic in-house formation programme. Our aim is always to identify the best solution for each student.

**Some examples of the most common courses for students to follow alongside their programme with us:**



### **Bachelor of divinity degree**

without a prior degree will study for a divinity or theology degree at university.

### **Diploma in theology for ministry**

### **Graduate diploma in theology**

graduates in disciplines other than theology, taking the student to honours degree level in two years, part-time.

**Master of divinity degree** – this three-year programme, for

University of Edinburgh.

**Master of theology in ministry** – for those who already have a degree in theology.

**Theology and religion flexible learning programme** – this

degree level.

There are also **postgraduate research** options in some of the most distinguished universities in these islands.

In some cases, it may be appropriate for the EM1 student to pursue a **non-university programme** which is more focused on

There are a number of exciting new programmes under development in which the Scottish College is involved. These include an innovative

London.

## **Patterns of attendance**

students while they study with other partners, with a bespoke College programme for ordinands running alongside. This approach frees us

part-time attendance, or distance learning.

students' other commitments. In recent years it has involved modules Glasgow. Where necessary, non-local students stay in nearby hotel accommodation and have their expenses met by the URC. In addition, the college has worked hard to develop teaching and learning across mixed modes involving technology, social media and learning platforms. We believe that this will help build valuable and up-to-date skills for ministry.

### **Examples of themes explored in recent College formational programmes:**

#### Café style approaches

- Conversational cafés
- Cafés as outreach and service
- Café style worship
- Death cafés
- Night Church

#### A novel approach to faith: Discussing faith issues through Literature and Film

- The Anchoress* by Robyn Cadwallader
- Behind God's back* by Harri Nykäänen
- The Banshees of innisheerin*

#### Communion

- Multi-faceted celebration
- The liturgical framework
- Creative communion

#### The public square

- Space for faith celebration?
- Dialogue in the public square
- Brexit and the book of Ruth
- Slavery – then and now

*'A source of not only great learning and*  
*ṓ ý ö, ð ī ú ý' öó'*  
*û ī ù-üō ýōüö'' ýüō'*  
*friendships.'*

*– Louise Sanders*

## Creation

Eco-theology

Myths of creation

Dinosaur Sunday – science with congregations

## Yarns

Weaving – integrating congregational life

Tapestries of life and longing

The Great Tapestry of Scotland

## **College community**

College activities remain at the heart of the EM1 experience for ordinands. We nurture knowledge and understanding, prayer and meditation, skills and imagination through studying and talking

prepare you for ministry but also to encourage personal and spiritual growth, discovering more and more of that abundant life to which all are called.

Students at the Scottish College are encouraged to participate in the College's public theology programme, as well as Scottish Synod residential conferences for ministers.

Many modules are open courses – so we welcome elders and members of churches, ministers undertaking continuing education and others as full participants. The college is a diverse group, enabling a rich mutual learning experience. Our integrated approach is intended both to capitalise on that range of experience and perspective and to prepare ordinands for being collaborative

roles and responsibilities in the life of the church. We don't teach

of learning, we can respond to individual interests and needs. To the maximum possible extent, we shape the curriculum around the needs, experience, and interest of the student.

In seeking to help future ministers and others nurture their experiences. Our learning is rooted in conversation, and we hope, as

### **Residential time together**

Each year, we organise additional short residential times together around a theme. Overseas, we have connections with Scandinavia, India and Taiwan, with Ireland and Italy. Closer to home, we have travelled north to Orkney. Students have also been able to join study

### **International/cross-cultural experience**

The college encourages students to participate in exchange programmes and other opportunities that engage with the Church

Scotland or further away. We have experience in making things work well for students wherever they live.

Of course, if it is practical for you, you may choose to move to Scotland for EM1. We believe that for some students from England and Wales a Scottish EM1 promises a real adventure of learning.

necessary arrangements. We have experience in making things work well for those who live outwith our borders too!

For prospective students based in England or Wales, our pattern allows you both to have a taste of the Scottish context while also exploring further your home environment.

## **What our students say**

a fourth-year student with Scottish College  
(and for years one to three at the Scottish Episcopal Institute),



## **In summary**

own church and ecumenical life, its culture and history, its distinct institutions, political discourse and is experiencing a renaissance in much of its life. We face many of the same challenges as other nations, but we have our own slants on how to address them. It's an exciting and ever-changing place to be.

from afar they will be following a well-trodden path – dissenting ministers have come to Scotland for ministerial education for many centuries.

## **Contact**

If you have any questions about the Scottish College, please contact the Principal.

phone:

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## **Introduction**

options and would seek to tailor your course to suit individual learning needs and experience.

Our academic courses are taught alongside the development of



## Courses on offer

### Diploma in Theology Ministry and Mission (TMM)

For Ministry of Word and Sacraments (MWS) students who are either undertaking part-time study, or who wish to take longer over their



Injustice and Empire  
Other faith traditions  
Mission  
Embodied theology  
Paul's Gospel in Rome  
A dissertation (is a  
requirement to complete  
the MA)

*‘Both administrative  
i ùò’ óí ñö-ùō’ i’ i’ ó’  
immensely supportive.’  
– Walt Johnson*

theology may be able to audit modules for one or two years, or study

good grounding in contextually-rooted theology, and then register to undertake postgraduate work. It is possible to study for this option in the normal four-year EM1 programme.

### **Ministry of Church Related Community Work (CRCW) course**

CRCW students normally follow a specially-devised four-year, full-time pathway with both community work modules and modules

Mission and Ministry in a Rural Context  
Mission and Ministry in an Urban Context

If a student is completing a BA, the modules are made up with choices from the wider palette of subjects, and all students must undertake either a private study module, or a dissertation.

## **Research degrees**

Students who are registered elsewhere for research degrees may still undertake their EM1 at Northern College, and participate fully in the placement and college time programmes.

## **Studying full-time**

A typical week for a full-time MWS student would involve working for somewhere between 8 and 12 hours a week (the time increases as students progress through their courses) on church and community placements, normally nearer home, with two days' attendance at college during teaching terms for classes, college time, tutorials and shared worship. The MA classes are taught on Mondays with options available for block-taught Winter- and Summer-Schools. The diploma/BA (midweek) programme is taught on Tuesdays and Wednesdays. Some module options involve block teaching when classes are held over three or four consecutive days or are spread across four Saturdays. All students attend on Tuesdays for college time and tutorials whenever their academic sessions are taught. The weekly pattern of attend.9 (e f)0.5 (o)-rumme

Northern College are based around extended weekends and block-taught days. The timetable varies slightly each year, and all prospective CRCW students are encouraged to contact the college during the candidating process (see contact details on page 41) to talk through the potential time commitments. For example, CRCW students in years one and two might attend college for six extended weekends and two other blocks of teaching plus four additional Saturdays.

For the third and fourth years of the CRCW course, students would attend as a midweek student in the same pattern as full-time MWS students. During this time it is possible to complete a Durham BA in Theology Ministry and Mission. In some circumstances, students may

guidance in respect of module choices to ensure the best possible preparation for this ministry.

## **Studying part-time**

MWS students on the part-time diploma programme have academic teaching provided online for six weekends in the year. There is an on-site Northern College programme tailored to support your formation for your particular ministry.

Students will do much of their work at home, and courses, like those for full-time students, are centred around placements that will be arranged as near home as practically possible.

It is also possible to undertake the MA as a part-time student. Anyone who feels this might be the course for them is invited to contact the college (see page 41) and ask about the pattern of attendance. The timetable for MA modules involves some Monday teaching and some block teaching.

## **NSM Model 4**

This still relatively-new pathway into self-supporting ministry is completely tailor-made. Taking one year full-time or two years part-

time, a portfolio approach based around the URC Marks of Ministry, your past experience and the synod-agreed role description will be developed. Attendance at college will include the three block weekends for the formational programme together with attendance/online teaching dependent upon your particular portfolio of training. You would have a local supervisor, and learning objectives set in your church/pastorate/particular synod situation to build your experience.

## **NSM CRCWs**

We are looking forward to receiving students for this new pathway of training which has been developed. Each student's prior experience and learning will be taken into consideration as we develop a portfolio of requirements for their EM1 period. The Et-2.5 (r )J0.9

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of study which are scheduled according to students' availability. Currently these are:

Safeguarding of children and adults at risk (undertaken before you begin at Northern College)  
Safe boundaries in pastoral practice, and  
Worship and the art of public speaking.

not previously undertaken courses on worship leading and lay

URC tradition. Although they do not always preach or lead services, CRCW students are welcome to participate. Students may decide for themselves that the course will be helpful; occasionally, a tutor may recommend a student takes the course to support their development as a preacher and worship leader.

## **Placements**

MWS students normally have three placements (with full-time students in additional 'minor' placements):

second year – a 'secular' placement such as a chaplaincy;  
over years three and four – a 'major' placement in a URC  
pastorate.

The activities and responsibilities experienced during these church placements are individually negotiated between student, placement

setting. The time expectations for the placements increases during

years to 12 hours per week during their major placement. Part time students are expected to accumulate a minimum of 800 hours on placement during their four years of preparation for ministry, at an

Alongside this core structure of placements, full-time students are asked to develop a related community placement (years one, three and four) – perhaps in a school, or with a community group or chaplaincy, and a church placement alongside their secular placement (year two). The placement hours set out above are inclusive of these additional placements.

Full-time MWS students are encouraged to include a world Church placement outside the UK of a few weeks' duration. Full-time

pastorate in the UK; this usually takes place during the summer at the

Those preparing for CRCW ministry will be based in substantial community work placements as close to their home as an appropriate placement can be found. During the four-year course, there will normally be two such placements, each lasting for two years. At least one of these will normally be in a church-related context.

## **Living arrangements**

The pattern of attendance at Northern College for both full- and part-time students means that they can continue to live in their existing homes. In recent years Northern College students have travelled to Manchester from: West Midlands, Darlington, Oxford, Pembroke, North Wales, Reading, London, Kent, Surrey, the Lake District, Leeds



## What our students say

studying full-time for CRCW ministry

Well what can I say about Northern College and life at Luther King Centre. From the start you are received into a warm, welcoming and supportive environment, where people are really friendly. I have found that there is so much support



four children. However, I quickly settled into college life, and I felt really at home. I had done academic study before but wasn't sure at if, at the grand old age of nearly 40, I would be able to be a successful student again. However, the tutors are

variety of teaching, methods to ensure everyone can learn and grow successfully.

There is a great balance of academic and practical placement work. Placements are arranged to ensure you get the

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