

Union of Evangelical Christian and Baptist Churches of Estonia
Tartu Theological Seminary

Self-Evaluation Report
For Institutional and Curriculum Group Accreditation

Tartu 2018

Abbreviations

BWA – Baptist World Alliance

EBF – European Baptist Federation

FTE – Full Time Employees

RDCA – Research, Development and Creative Activities

RPL – recognition of prior learning

SIS – Study Information System

TTS – Tartu Theological Seminary (also used in the text as Seminary, school)

UFEBEC – The Union of Free Evangelical and Baptist Churches of Estonia, owner of the school

Name	Tartu Theological Seminary
Legal Status	The Seminary is a private professional higher education institution owned by the Union of Free Evangelical and Baptist Churches of Estonia.
Established	1922
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Formal Education Curricula and their registration numbers in the Estonian Education Information System (EHIS)	Free Church Theology and Leadership, applied higher education studies, 5260117 Special tracks: <ul style="list-style-type: none">• Theology• Practical Mission• Youth Work• Theology and Practice of Worship• Church Planting and Development

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Introduction

Tartu Theological Seminary is the private professional higher education institution, owned by The Union of Free Evangelical and Baptist Churches of Estonia (UFEBEC). It serves the needs of evangelical Protestant churches and Christians, with a special focus on Free Church Theology.

The school was established and developed to prepare leaders for Estonian Free Churches. Its predecessor, The Estonian Seminary for Baptist Preachers, was opened in the Spring 1922. The school was the first free-church educational institution in Estonia. Unfortunately, the school was closed between 1940-1989. After reopening the school gained the status of government-acknowledged professional higher education institution. After its re-opening more than 100 students have graduated.

Structure of the School

The school has two interconnected parts – training and development. The rector looks after both; the training part is led by the leader of studies and the development part by the leader of development. The leadership group consists of these three people. Additionally there are (according to the need) the coordinator of mentoring network, project leaders for the longer Adult Education programs, and the school psychologist. The academic leadership of the school is carried out by the 3-person leadership group and five lead teachers.

During the last four years the school has been developed into a Free Church Educational Centre with a growing variety of training courses. These are combined in different ways with the higher education curriculum, which is called “Free Church Theology and Leadership”.

This change was caused by the new Concept of Education, accepted by the UFEBEC at 2014. At the moment the school operates according to the Development Plan 2016-2020.

The latest accomplishments of the school are:

- Full government recognition of our higher education curriculum (2017)
- The publication of three books (2016-17) and one documentary film (2018)
- A growing number of learners both on higher level (50-60) and in Adult Education programmes (approximately 400 every year)
- Cooperation agreement with Estonian Conference of Seventh-day Adventist Church and two groups of their students (2014)

Mission

The Seminary supports the lifelong and holistic development of individual Christians and congregations.

Vision

The Seminary is a nationally and internationally recognized evangelical free-church education centre, which through its activities empowers local churches and has a positive impact on society.

Values

- Treasuring Bible-knowledge and Christian experience
- Resting on a relationship with God
- Knowledge-based and practical
- Congregational and teamwork-based
- Discipleship- and mentorship-oriented

The Key Sentence

“For the good and the growth of the congregations”

Strategic Objectives

- The influence of the school is theologically prominent in the free church context and meaningfully present in the “secular” society.
- The school cooperates in a team-based partnership with the UFEBC and its regions.
- The school is growing and developing through the individuals, churches and activities.
- The learning environment of the school is spiritually inspiring and functionally contemporary.
- The faculty of the school are considered to be models with their mature spiritual life.

Key Goals for 2020

- Admission to university-level program is 15-18 people annually; there are at least 70 students studying at the school. The goal is 8-10 graduates each year. The percentage of learners from other evangelical denominations in Estonia is growing.
- There are different kinds of adult learning courses (longer and shorter) and these are attended by at least 400 people. Feedback is positive.
- The graduates of the university-level program and adult courses are more involved in their local churches and their ministries are supported by mentors.
- All faculty members, non-academic staff and students are involved in the work of their churches through trainings, visits, and internship. Staff members visit churches at least 25 times every year.
- There are annual theological conferences, which can be participated in online as well.
- Faculty members publish at least two international articles or books annually. In addition, there are 3-4 yearly publications about theology in Estonian.
- The school annually publishes (digitally, and if possible, on paper) material for at least one Bible study for the use of local churches.
- At least half of the subjects are supported by video lectures, to improve independent study. Some subjects (at least 4) are fully web-based with at least 15 students on these every year. Teaching methodology is flexible and diverse.
- Mentoring groups and trainings happen in four regional centres.

Compilation of the Self-evaluation Report

The core group of preparing the report overlaps with the core leadership group of the Seminary. This includes administrative leadership and the lead teachers. The preparation and the writing process were led by the rector, Einike Pilli. The process was started in autumn 2017.

In the process first we reviewed all needed documents, then conducted the surveys, and finally discussed and wrote the analyses together.

Strategic Numbers

EMPLOYEES	2014	2015	2016	2017	2018
Number of all employees (incl. visiting lecturers)	13	20	26	26	23
Number of acad. staff (excl. visiting lecturers)	9	18	23	24	21
Number of non-academic staff (incl. house management dept.)	3	2	3	2	2
All employees (FTE)	1	1	1	1	2
Academic staff with MA	6	13	16	17	15
Academic staff with PhD	3	5	6	6	8
Percentage of women among academic staff	11	22	30	33	33
Average age of academic staff	48	45	46	47	48
STUDENTS	2014	2015	2016	2017	2018
Number of all students	38	40	46	56	50
Average age of students	36	37	36	35	36
Graduates	2	2	4	4	8
Drop outs	2	4	1	2	2
Admissions	12	10	13	15	4 (first phase)
Mobility	-	1	-	-	1
ACADEMIC PUBLISHING	2014	2015	2016	2017	2018
incl 1.1, 1.2, 2.1, 3.1	5	10	2	4	1
FINANCES	2014	2015	2016	2017	2018
Income (€)	80522	79281	103999	153757	76128.26
Expenses (€)	82302	67574	81179	149569	66975.04

Table 1. Strategic Numbers

The statistics in the table have been submitted based on the statistics on 31st of December of every year. In 2018, the budget statistics have been based on the statistics on 31st of May. Student numbers are given according to the state on 20th of June, 2018. Most of the entrance interviews will happen in August.

Short Analysis of Strategic Numbers

The school has grown slowly, but steadily. The biggest growth areas are admissions, graduates, and finances. Admissions have grown and with the help of the individual mentoring system, the drop out rate has been reduced. Several of the long-time students have graduated or are graduating in the near future. The enrolment in 2018 is still in process and the majority of candidates are interviewed in August. However, in June we have already enrolled 4 new students.

At the moment, there are only two full time staff members (the rector and leader of studies). The leader of development works 70% and the coordinator of mentoring network has 40% of a full work load. From June 2018, we will have an educational technologist with 40% of a full work load on the school team. Five lead teachers are permanent, even though they are on small incomes. Thus, the situation has improved, but to run the school with a small number of and mostly part-time faculty and staff requires a lot of creativity.

The number of publications could be larger. However, the competition of research projects last year gave three promising project ideas; some of these are almost ready for publishing. We plan to run a similar competition every second year. More international mobility could help to improve the situation. Even though we do not have many publications on the international level, our faculty and students write regularly on the "lower level", in local journals and newspapers that are published on paper or on the internet. This is increasing our influence in the society.

I Institutional Accreditation Report

Organisational Management and Performance

1. General Leadership

The most important decisions of the school are made by the owner, UFEBC, and its representative, the Board of Elders. They decide on the changes in the by-laws of the Seminary, elect the rector and approve the School Supervisory Board members and lead teachers.

The School Supervisory Board consists of 15 members and they meet 4-6 times a year.

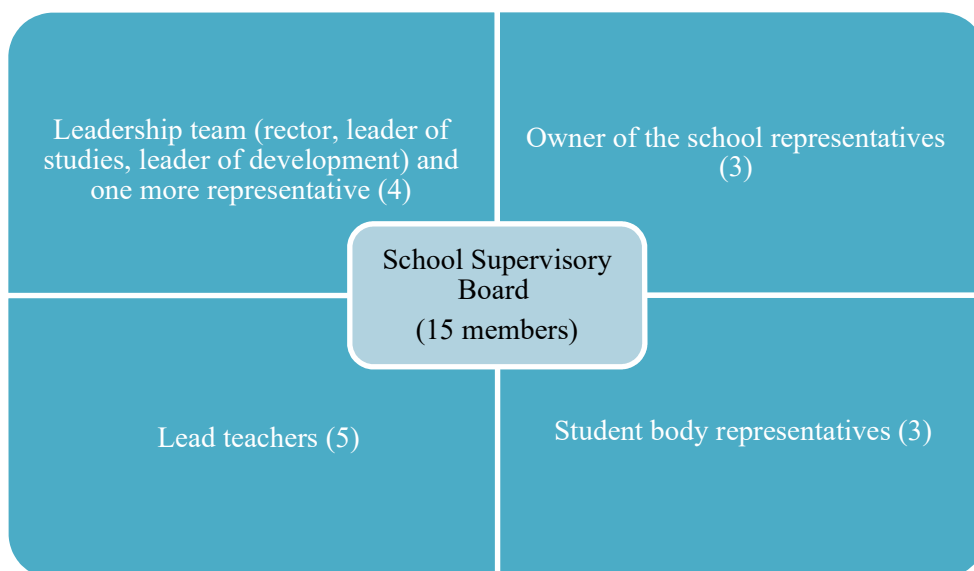


Table 2. The Supervisory Board

The rector is in charge of the finances and presents these to the School Supervisory Board at least once a year. The rector discusses the hiring of visiting teachers with the lead teachers. The rector is also part of the UFEBC executive board and is present at the UFEBC Board of Elders meetings. The rector visits local churches and represents the school at major events of the UFEBC, together with the leadership team and lead teachers. She looks after all the processes of the school and gathers the leadership team (at least once in a month) and lead teachers (at least two times in a year).

The lead teachers represent five core themes of the degree-program curriculum. They make the main decisions about the curriculum development, conferences, publications, and other academic issues.

The leader of studies is in charge of all documentation, study plans and student communication. She monitors enrolment and registration for Adult Education courses and prepares social media advertisements. She represents the area of children and youth work, which is part of five specialisations of degree-program curriculum.

The leader of development is in charge of conferences, RDC activities, publishing, projects (for all the UFEBC) and library. He works also as part of faculty, teaching or co-

teaching three courses. The coordinator of the mentoring network looks after student connections with their mentors, mentors' training activities, regional centres, and one of the specialisations, Christian worship. He is also one of the lead teachers.

An educational technologist will start her work in June and will be in charge of technological support, attaching our school data to nationwide electronic study-information database, preparing and publishing promotional materials, and helping to prepare e-courses and MOOC-s.

In addition, there are different project leaders in cooperation with us, most of them linked with different UFEBC work units. We have two school psychologists helping students and their families in the case of psychological needs. One of the psychologists is teaching both on the degree-program and in Adult Education courses.

In addition to the leadership groups and lead teachers there are many visiting faculty members, who are paid according to their work. We have a larger network of mentors, who operate as internship supervisors, student mentors and regional leaders. Mentors, who are mainly working for the local churches, are paid by their congregations.

Student representatives are elected by students. They prepare and lead certain events, represent students in the School Supervisory Board, and are the discussion partners to the school leadership team. Students representatives are part of all-Estonia student organisations as well.

2. Personnel Management

The rector is elected by the UFEBC Board of Elders for five years. The lead teachers are assessed every five years. Visiting teachers are called to lead the courses according to the need and student feedback. Leadership team members are called to their positions by rector, because they are part of her team.

School Supervisory Board meetings are always open to all faculty members. This enables us to share the information and discuss things together. In addition to that there is faculty and staff e-mail list and Facebook group for all friends and supporters of the school.

The list of the faculty of TTS is included in the APPENDIX 5. There are five cross-curriculum leaders who operate as elected faculty members and are selected by the Board of Elders of the UFEBC. The leadership team and the Old Testament lecturer are also elected members of the faculty. The rest of the faculty members are functioning as visiting lecturers, chosen by the leadership team and cross-curriculum theme members. Their contracts last usually for shorter period (1 or 2 years), and in case of teaching quality problems, they are not asked to come back to teach. However, most of the visiting lecturers do have long term relationship with TTS and they teach with us regularly.

In addition to the Estonian faculty, TTS made in June 2018 an agreement with visiting professor Nigel Wright from England. He is going to consult, publish, and teach during next three years.

One generation of teachers, three “grand old men” who restarted the school in 1989, are finishing their work during the next 5 years (they are between 67-70 years of age); their role has already decreased. The next generation, around 50, contribute significantly (all lead teachers). Two of five lead teachers have master’s degrees, others have doctorates.

One of the challenges is to select and educate new generation of faculty. Some good changes are already happening, but the challenge is biggest in the area of Biblical studies, because this requires longer preparation and knowledge of the Biblical languages. We need to keep constantly looking for new, talented people.

Every year there is at least one training event for faculty and one for mentors. In addition, both faculty members and mentors can attend (free of charge) Adult Education courses organised by the Seminary. The rector is holding once-a-year development interviews with the members of leadership team. The president of the UFEBC is doing the same with the rector annually.

A feedback questionnaire was sent to the Seminary team and faculty in the spring of 2018. Seven people replied. The results are as follows:

Question	Mark 5 (maximum positive)	Mark 4
Evaluate the leadership of the Seminary	71,45% (n=5)	28,57 (n=2)
Evaluate the flow of information in the Seminary	28,57% (n=2)	71,45% (n=5)

Table 3. Results for the Feedback Questionnaire

Positive comments were given about the flexibility, team-based leadership, casting of vision, results, work atmosphere. Challenges mentioned were not many, but bigger international involvement and the low salary levels were mentioned. Respondents were especially happy with the degree of support they have experienced from the staff.

3. Management of Financial Resources and Infrastructure

Financial stability has been the biggest challenge of the Seminary over the years. As the school is small and tuition cannot be high either, there is a constant need for additional support. However, the budget has grown remarkably during the last five years and the financial stability has been achieved.

There is risk management document and money in funds – a total of 190,000 euros – to be used in case of emergency. The Seminary also owns (through the UFEBC) the building, which is worth approximately 1.5 million euros. It has agreements to use other facilities of UFEBC and/or its churches in different regions of Estonia.

In addition to the tuition, we will get income from the owner, UFEBC, from rent, from foreign partners, local businesses, and – last, but not least – from the local churches. The

amount of income from local churches has grown every year and that is very encouraging to us.

Thus, the finances are small, but stable, and enable us to run the school comparatively well. If the number of students keeps growing (both in degree and Adult Education programs), the situation will improve as well.

The infrastructure of the school is good. The main building in Tartu is even bigger than we need and all functions are available for the students. Because the study sessions are once a month for four days plus Adult Education courses, the lecture rooms and library are available for the use of faculty during other times. The rector, leader of development and school psychologist have their own office, leader of studies is sharing it with another person. The rooms in the main building are enough for our use.

Number of office rooms for faculty	4
Number of workstations for faculty	5
Area of office space for faculty (m ²)	73.7

Table 4. Number of Rooms in the Main Building

As mentioned earlier, we have regional centres to use as well.

Location of the study centre	Area (m ²)	Lecture and seminary rooms		Number of stationary and portable screens
		Number of rooms	Capacity (number of students)	
Annemõisa 2, Tartu	197.9	4	80	5
Tallinn, Koskla 18	100	1	75	2
Kuressaare	30	1	10	2
Hiiumaa	90	2	70	1
Nuutsaku (UFEBBC camping site)	100	1	30	2
Total	517.9	9	265	11

Table 5. Space Available in the Regional Centres

Regional centres are used mostly for shorter and longer adult education courses. Sometimes they form the "home nest" for the long course as well, like in case of "School of Calling". However, local mentors, who lead the centres, look after and gather regularly together the degree program students, who live and work in their regions. In the future, we plan to choose one, primary region each year and work there with greater effort.

The library is comparatively well developed. At the moment it has approximately 12,500 books. Every year we get books from Langham Partnership and we buy our own. We also annually remove old books from the library to make room for new ones. We are presently looking for access to a digital theological library.

4. Areas of Good Practice and Improvements

Areas of good practice are

- Strong team with highly motivated people
- Clear leadership model
- Good relationships with the owner UFEBC and local churches
- Stable financial situation and growing budget
- Sufficient infrastructure

Areas of improvement

- More faculty with stable income
- Constant growth of the budget
- Optimal use of rooms both in Tartu and in four regions
- Younger members of the faculty with appropriate preparation
- More students, both in degree program and in adult education

Action plan

- Plan the future need for rooms more precisely and move to this direction
- Move to Tallinn during coming 4-5 years (Moving to Tallinn could increase the number of students both in degree and adult education. Additionally, this strengthens local churches in a strategic town. However, this issue is under consideration in the moment. We will know more in October.)
- Select, send to study, and mentor new faculty members
- Find additional sources of income to keep the budget growing

Teaching and learning

1. Effectiveness of the Educational Activity and Formation of Student Body

The formation of the student body happens every summer. We accept students to degree program, who are interested in Theological studies and have membership in Christian Church. This limitation is important because involvement in the local church is needed for the internship. Additionally, we expect that students have received basic Biblical teaching in their churches before they come to study on the higher level.

The admission procedure includes personal interview and a test to measure the knowledge of the Bible and the basic church history.

We accept all students who fulfil the requirements. 15 new students per year are considered a good group. As every student pays and we need to cover all costs by ourselves, the bigger the group, the better.

We encourage students to come to study through different means – being present in local churches, youth and all-Union events, communicating with possible students individually. An important part of encouraging students to come is presenting the school in social media. There is home page (kus.tartu.ee), Facebook page and group, and recently also an Instagram account was created.

Many faculty members and Union leaders have commented that during the last years the Seminary's image has improved a lot. This is an important component of marketing and finding new students. We run enrolment interviews both in June and in August, in Tallinn and Tartu, to give students more flexibility.

After the student body has formed, we gather them all together at a camping site at the end of August for the first study session. This enables them to get to know each other and the teachers, and compensates for little social time, which is caused by sessional teaching all through the year. Knowing each other is important motivation when the study load grows and there is a temptation to quit.

Quitting can easily happen, because most of students work, many have families, and they are expected to be active in their local churches. This means a big work load. The work load is more difficult in the distance learning form in which our school operates. Therefore, we have to keep motivation with all the means we have.

The success of studies varies and quitting still occurs, but we have been able to reduce it recently. There are some important lessons we have learned during last years:

- We need to plan carefully the studies of the first year. Most of the dropping out happens during the first year.
- Motivating relationships between students, also between sessions via social media, help to keep up with studies and ask help, if needed.
- Mentor help is crucially important. Also, the leader of studies and rector try to create an atmosphere in which asking for help is welcomed.
- During the first session we have a longer period of time to introduce the studies and guide students through the most difficult obstacles.
- Demotivating teachers or those who create feelings of helplessness in many students are not kept.

However, the challenge of keeping student motivation high remains.

2. Curriculum Development

There have been several revisions of the curriculum. The latest big development took place in 2015, when the name of the curriculum was changed to “Free Church Theology and Leadership”. The aim of the development process was to make the curriculum more flexible and to motivate people to first take smaller Adult Education courses, which can be used later as part of the degree program.

There were three main developments: 4+1 specialisations, overlapping of the Bible school and degree program, and a new inner structure.

The curriculum development brought the possibility to specialise. In 2015 we changed the structure of curriculum and added four specialisations –

- Theology
- Church Planting and Development
- Youth Work
- Practical Mission (combination of counselling and social work)

In 2017 we added one more: Theology and Practice of Worship. More choices encourage to study also those church leaders who do not want or cannot become pastors. In the future we might re-combine and maybe diminish the selection somewhat. We have already had the idea to combine media and mission in the future.

All specialisations are 20 ECTS out of 180. These are offered also as an Adult Education courses. And compulsory courses for one specialisation are electives in others.

Another development was to offer 9 ECTS year-long Adult Education course “School of Calling” or Bible School. This has been team-based training, built on seven weekends. During last four years we have had 214 learners in this program and several of them have continued their studies later on the degree program.

The third change was to implement the new inner structure. The concept of education at UFEBC includes five big areas, cross-curriculum themes. These themes were used as the structuring framework of the curriculum. The lead teachers were selected according to these themes as well. The model in the concept of education is in the following picture:



Curriculum development is an ongoing process. There are minor changes, which need to be made in the next few years. However, the bigger challenge is that the major curriculum coordinates inside the curriculum to make sure that all important things are covered and nothing overlaps too much. This goal is achieved through gathering the student feedback and by meetings of lead teachers – both with their team and with each other and the leader of studies.

Another challenge of curriculum development is to find well-prepared teachers to teach these subjects, using appropriate and active teaching methods. And the last, but not least is to keep preparing mentors to offer appropriate support for the internship parts of the curriculum.

Alumni feedback (n=20, out of 118 graduates after the Seminary was re-opened) was sought again in Spring 2018.

According to the survey, 55% of the respondents work in the area of their preparation, 40% work part-time, and only one person out of 20 did not. They see their biggest strength in their current work as communication (80%), subject area knowledge (75%), leadership skills (55%), and hard work (50%).

Respondents had been graduating in following years

Year	Number of alumni answering
1993	2
1995	2
1997	2
1999	3
2001	2
2003	1
2004	1
2005	1
2008	1
2011	1
2012	1
2013	2
2016	1

Table 6. Number of Respondents by the Year of Graduation

The genders of respondents were distributed between 7 women (39%) and 11 men (61%), two people did not indicate their gender.

We asked respondents to evaluate their education in TTS in 10-point scale. The results were as follows:

Points	N=	%
10	2	10%
9	1	5%
8	10	50%
7	4	20%
6	2	10%
5	1	5%
1-4	0	0%

Table 7. Assessment of Education

When asked what they missed retrospectively in their studies, they mentioned the most leadership, Biblical languages and hermeneutics. Practical skills in the area of communication, bookkeeping, counselling, education, social work were also mentioned. One person said that everything was just right and a few mentioned more contextual approach to mission and theology in general.

“What has the Seminary education given to you?”, was the next question. Respondents mentioned a broader view of the world, courage, analytical thinking, basic and holistic knowledge of theology, and practical ministry skills. Some mentioned their Seminary education has helped them in work and has been useful in continuing their studies.

We also asked about the spiritual influence of the studies, as this is the main thing that motivates people to come to study. Few people said the school had no direct spiritual influence, but most respondents confirmed that their spiritual life developed further and deeper, even if it had gone through some crises. One respondent commented that her spiritual life influenced her studies, not vice versa.

Another question was about how the Seminary education influenced respondent’s ministry in the local church. Two words that were mentioned the most often were courage and responsibility. Alumni members valued the role of education in getting bigger responsibility and finding courage to serve in the role offered.

The last open answer question was about the biggest change that happened during Seminary studies. Again critical thinking, courage, and personal development were mentioned. In addition to these, people mentioned study skills, broader and deeper understanding of the world, Christian denominations, and the Bible. Somebody said that she became an independent thinker. And another added that during the studies the perceived knowledge became science-based.

We asked how alumni members have continued their studies. The three most mentioned were conferences (85%), teaching others (80%), and Adult Education courses (75%).

55% mentioned post-graduate studies, and 45% have been part of professional networks.

We also asked respondents to subjectively evaluate their international competitiveness. Fifty-five percent (n=11) considered themselves internationally competitive, one considered themselves non-competitive, and eight (40%) did not know.

Curriculum development happens also on the Adult Education level. We do it in three possible ways:

- Finding new forms of Adult Education. We have used pilgrimages, study trips (both in Estonia and internationally), conferences, e-courses, and several other ways to reach different groups.
- Finding new themes and topics for courses. We cooperate with local churches, the UFEBEC Youth Work Unit, the Church Planting Unit, and the Social Work Unit "Friend's Hand". We organise courses together – short and long. Some of the courses done in cooperation are:

Course	Partner	Timing and work load
Counselling People With Special Needs	Social Work Unit	2017, 3 ECTS
Basic Course in Church Planting	Church Planting Unit	2018-2019, 9 ECTS
Development Program for Young Leaders "Futuuum"	Youth Work Unit	2018-2020, 9 ECTS, in two groups
Inspiring Worship	UFEBEC churches and other denominations	2017-2018, 20 ECTS

Table 8. Courses Done in Cooperation.

- Bringing in new teachers and use their expertise in the teaching and learning process of the Seminary. Often the teachers are from abroad. The challenge is to agree with them an attractive title and content of the course. As much as possible, we try to align these courses with the leading themes of UFEBEC. These kind of courses have been well attended by the members of local churches.

In addition to that we organise theological conferences once or twice in a year. And we develop e-learning tools for local churches to use in their meetings with their members.

3. Academic Progress of Students and Student Assessment

Even though the professional university program lasts nominally for 3 years, we have extended it to 4 years. This helps students distribute their work load more evenly and enables us to fit all contact hours properly into the study sessions.

During the first two years of studies students have approximately 45 ECTS of courses, next two years include approximately 25 ECTS of studies plus internships (which they can also start earlier), and the graduation theses. We repeat the compulsory subjects usually every second year, elective subjects are taught every third year.

The study plan is compiled of 11 sessions every year, starting at the end of August and finishing in the middle of June. Study sessions run from Wednesday to Friday or Saturday. On Saturday we offer elective courses and invite people from outside the university-level program to attend. Normally a 3 ECTS course is distributed on two Saturdays and is 9 academic hours. Independent work is then done between the two sessions and/or after the second session.

The academic progress of students is monitored mostly by the leader of studies, but also the rector. Until the online Study Information System (SIS) is introduced, which happens in Fall 2018, the leader of studies sends information about the academic progress to students by e-mail. The installation of Estonia-wide study information system Tahvel (<https://tahvel.edu.ee>) is in process. Online SIS would allow students to be more up-to-date with their progress and get prompt feedback on the performance of study outcomes.

Students are assessed according to school's "Assessment guide" (see APPENDIX 4). The assessment is dynamic part of the educational process. All teachers are guided to assess the learning outcomes and do it in the authentic, flexible, and student-centred ways. There are often 2-4 assessment methods used in one 3 ECTS course. All assessment is described in the syllabus, which students get at the latest two days before the course starts. Assessment methods are accompanied by the assessment criteria and the due date. The most used assessment methods are essay, practical exercise, report, written or oral exam.

In several cases the assessment methods are presented and discussed in the lectures, which enables students to learn from each other. The feedback is given by co-students and teacher orally, and by the teacher it is given also in a written form in Moodle or via e-mail.

One of the challenges is to improve the speed and quality of teacher feedback. Some teachers give too little feedback and this can hinder the academic progress of students. Yet some are very thorough and demanding. To improve the teacher feedback we are currently implementing a new strategy to encourage better feedback from the teachers. At the end of every school year we ask all of the students their opinions on which teachers gave the best feedback, and on the basis of the result we award the best with extra salary. We hope that this will encourage all the teachers to improve their formative assessment on top of the summative.

Another challenge is to improve the writing skills of the students. Some of them have already one university-level degree and have no problems. However, others might be good practitioners of church work, but not very experienced academically. Therefore we try to find new and better ways to improve the writing skills (including analytical thinking) every year. One of the ways to do that is to ask faculty members to give feedback also on the writing skills of the students while teaching their own subject.

Another challenge is that some students do not have enough English skills (because they studied German in school) and this makes reading books and articles in a foreign language more difficult.

RPL (recognition of prior learning) is one form of assessment. As several of our students are already in active church work or have had studies elsewhere, they use this opportunity well. There is RPL committee looking through the applications and if needed, asking some further evidence or analyses. The committee consists of five lead teachers and members of leadership team.

4. Support Processes of Learning

There are several support processes in place for students at our school. However, as the school is small, lot of support happens also spontaneously. Accordingly, we will concentrate on different aspects of formal support processes of learning.

Study advice is given both by the leader of studies and rector. This is done whenever students need help and in the beginning and end of their studies. The rector and the lead teachers advise students about their graduation theses and specialisation selection.

The coordinator of mentoring network helps to choose mentors, if needed, and gather feedback from them once a year. Mentoring happens most of the time in one-to-one setting. Mentoring is the process in which the mentor supports and encourages the mentee in personal, professional, and spiritual issues. Whenever needed, they discuss also school-related issues. The expected meeting frequency is 3-4 times a year. The mentor is chosen by the mentee from among the teachers or more experienced experts of their fields outside the school. However, he or she needs to meet certain requirements. All mentors get short guidance material about what is expected of the mentoring and of them. Recently, we also published a book about mentoring to help the process to be more understandable and effective. In more complex personal cases we recommend the students turn to the school psychologist.

The school has also a psychologist, who works in the same building, even though under a different UFEBC unit. Students know and trust her; several of them have had regular visits.

The coordinator of the mentoring network keeps regular contact with all the mentors, asking for their feedback about the mentoring process (but not about the confidential content of their conversations) as well as organising supervision meetings and other training events for the mentors. Mentors supervise the internships as well, but depending on the internship, they may not be always the same mentors.

Instruction and guidance about internships is given by the rector, who operates as the school-side supervisor. She also assesses the internship reports, which are turned in with a formative feedback from the mentor.

Questions about the library and electronic databases are answered by the leader of development. He deals also with projects and international mobility. There has been a break in international mobility for two years; however, this spring we had Erasmus+

mobility student again and this fall we plan to send one or two faculty members to Örebro in Sweden, which is our partner school.

Mobility has been difficult for the following reasons. Firstly, as Erasmus+ program states that minimum stay abroad has to be 3 months, which is not very suitable for students with family and/or full-time work (the average age of students is 36). Secondly, as the Seminary offers programs only in Estonian (except courses of visiting professors), the foreign students have no real possibility to study here.

We have Erasmus agreements with Sweden, Bulgaria, and Romania. However, there are more mobility partners, including TCM International Institute in Vienna, Austria and International Baptist Theological Study Centre in Amsterdam, Netherlands (schools where our teachers Toivo Pilli and Meego Rimmel work part time) as our partners, Bethel Seminary (theological school, owned by UFEBC partner union Converge Worldwide), three Baptist Seminaries in United Kingdom (including Spurgeon's College in London), and several others.

The leader of studies is also coordinating the teacher mobility. We have at least one visiting teacher each year and this helps students also improve their language skills. Our teachers (specially two of them) are teaching in international schools, even though it does not happen through formal programs, and have a lot of mobility.

RPL (recognition of prior learning) assessment is conducted 2-3 times in a year. Then students are given a due date to turn in their applications. They can get advice from the leadership team and faculty members. There are application forms ready for students to use.

From the Summer of 2018 there is also an educational technologist, who helps both the faculty and students with any issues concerning educational technology. She is currently focusing on implementing the SIS (Study Information System), and she helps preparing the study videos and with all kind of marketing tools. She works 40% of a full-time job and continues her studies as well.

The tuition fee for studying in the Seminary is currently 880 euros per school year. Members of the UFEBC, who are regularly and actively contributing to the work of local churches and do not have more study debts than 6 ECTS at the time of scholarship application, can apply for the scholarship up to 95% of their tuition. Most of the students who apply, get 40-60% of scholarship. This system is functioning very well also as a motivation mechanism for studies. Scholarship is determined for one academic year. Additionally, our students can apply for the need-based scholarship, which is given by the Ministry of Education in Estonia.

5. Areas of Good Practice and Improvements

Areas of good practice

- Well-structured curriculum with 5 specialisations
- Mentoring system and several support processes at work
- Scholarships for students
- Well-functioning RPL system

- Continuous development of Adult Education courses
- New role of the educational technologist

Areas of improvement

- Finding additional sources and methods to support the motivation of students in spite of high work load
- Helping students to become better in academic writing and/or foreign languages
- Giving a better level of feedback to home assignments
- Continuing development of the curriculum, especially the specialisations
- Better integration and coordination between study areas and subjects. Sometimes subject areas overlap too much, another time some important issues or skills have been left out.
- Regular mobility, in both directions

Action plan

- Gathering lead teachers at least twice a year to coordinate teaching and learning content of subjects
- Include teaching academic writing in different subjects
- To structure the yearly study plan even better, to help students to concentrate and adult learners to participate in the form of single courses
- Implement the electronic Study Information System (in the process)
- Encourage student and teacher mobility
- Introduce courses in English to enable mobility to our school

Research, Development and Creative Activities (RDCA)

1. RDCA Objectives and its Effectiveness

The main objective of RDCA in Tartu Theological Seminary is to be the competency centre in the area of Free Church Theology and church planting, which is leading in this area in Estonia and is recognised internationally.

The mission of Tartu Theological Seminary is to exist for the benefit and for the growth of churches in Estonia. Therefore, the aim for the Seminary's RDCA is to support the local churches and help them to make better decisions for their development.

Another goal of the RDCA is to create basis for theological reflection in the local churches and on a wider scale, which is relevant in the ever-changing culture and has an influence in the society on a broader scale.

As an outcome of the research work at the Seminary, local UFEBEC churches will have a more clear understanding of their identity and role in the society.

Examples of RDCA-s during recent years

- “Development seminars” for the churches, which combine academic research, international knowledge and practical leadership need.
- Leading the church assessment for five different churches and/or organisations with foreign experts.
- The School of Calling, to serve the needs of local churches and encourage their work in teams. During last 4 years we have had 5 trainings with 214 learners.
- A new long training course “Inspiring worship”, which consists of 6 parts. For this course, we have translated materials, created several video interviews and lectures, and trained more than 200 people.
- Conferences and publications to develop the Free Church Theology both in UFEBEC and outside of it. Conference speeches and major discussions have been saved in the video format and approachable to everyone through our home page.
- Video lectures, which are approachable to everybody, for example, videos about the book of Ephesians (small group study material, by Toivo Pilli, Meego Rimmel and Einike Pilli), about the Gospel of Luke (small group study material, by Meego Rimmel), 15 lectures with illustrations “1,500 years of Christian Theology” by Tarmo Toom, etc..
- Documentary movies – Toomas Vardja directed one as a graduation project about the identity of UFEBEC through the eyes of five denominational leaders (2016) and Timo Lige and Toivo Pilli authored “Awakening to the freedom of faith” (2018).

Feedback from the owner, UFEBEC

We conduct regular feedback questionnaires among the UFEBEC churches. The last was done on spring (April-May) 2018. 22 people answered on the paper, 15 online (n=37). The main results were as follows.

First we asked them what comes to mind if they hear the name of TTS mentioned. The most frequent answer was learning in general and theological learning in particular. Some people mentioned training people for the church ministry and people who already serve in the local church. Some people mentioned the image of school family.

The next question was about the influence the Seminary has had in the lives of individual people (respondents) and local churches. The biggest help was received through motivated and educated ministers, who can do their work better and have better understanding of life in general. Several church members who had gone through School of Calling and/or Adult Education courses have seen the positive influence of these through their church members. The Seminary is considered as the source of inspiration to the work in the local church. Respondents were thankful for the published materials, which offer learning opportunities to those who cannot attend the courses physically.

However, most of the respondents had been part of the higher education program or shorter Adult Education courses. They were grateful for the good environment to acquire new knowledge. Several people mentioned a broadening world view and valued especially the network of people, which was created during studies. They mentioned the role of Seminary in encouragement and in providing tools to serve in the local church. Respondents valued the support also to their spiritual journey and growth.

When we asked for the expectations to the Seminary, people mentioned stability and sustainability, constant freshness and attractiveness. People expect support of the development of local churches, mentoring, educating the ministers for local churches. They asked for the lecture materials and are ready to pay a small compensation for these. Some others mentioned the expectation of a flexible study process and quality preparation for the spiritual work. Others mentioned Bible-based, deep, and wide teaching, which is practical and simple at the same time. Respondents mentioned the expectation of spiritual inspiration as well.

The last question was about how respondents are willing to contribute to the work of the Seminary. Most of them offered some ideas – some were willing to encourage people to attend the Seminary and others promised to contribute with money, prayer or teaching. And several said they would like to continue learning through the environment the Seminary is creating.

This feedback shows that the representatives of the owner value the work the Seminary is doing in the form of RDCA and also by teaching. It is understandable that most of them do not mention academic and popular level publications and academically higher level theological thinking. However, looking at the results of last years, these could be added to the list of influence of Seminary's RDCA.

2. RDCA Resources and Support Processes

The implementation of applied research is co-ordinated by the Seminary Leader of development, along with lead teachers. Lead teachers, in turn, provide information from lecturers in their field and talk about issues that were gathered from churches and union leaders. Technical support will be provided by Seminary's educational technologist.

Applied research is carried out by the lead teachers and other faculty members. Students, alumni and experts are also included as required and where possible. For

example, parts of graduation theses will be completed in research groups in which senior students are involved.

The process of carrying out applied research has several steps.

Regular feedback is gathered from the representatives of the owner (Board of Elders of the UFEBC and representatives of the congregations) on the topics to be addressed.

As a result, a database, which maps out the needs of the congregations, the Union and maybe part of the society, will be created. Based on that it is possible to design and implement the necessary applied research. These topics are good input also to the student's graduation thesis. Feedback is collected at least once every three years.

Some topics mentioned in this database are as follows:

- Marriage, divorce and serving in ministry. Family issues and how these have an impact on ministry.
- Ordination. The understanding and role of ordination in Free Church tradition and in ecumenical relations.
- Children and youth ministry and why some children don't transfer to youth ministry.
- Gospel in the contemporary world.
- Secularisation, changing society, and religious freedom.
- Understanding the Holy Spirit in the context of a church.
- Top down and team leadership in Free Churches.

Scholarship applications in applied research will be open and carried out on a regular basis. These can be attended by both lecturers and students. The decisions about the chosen topics will be made by the lead teachers and the representatives of the executive board of UFEBC. Such competitions take place at least once every two years.

In the summer of 2017 we opened an application process, which gathered seven projects. First three were awarded the project money, which they will receive after publication and presentation of the result of the project.

Topic	Researcher(s)
1. Beliefs and Practices in Theology of Worship in UFEBC	Meego Rimmel, Joel-Rasmus Rimmel
2. Prerequisites of Growth for Traditional Churches in UFEBC	Einike Pilli, Matt Edminster, Meego Rimmel
3. Understanding the Essence and Proclamation of the Gospel in the Churches in UFEBC	Helina Voogne, Helle Liht
4. Activities and Experiences of Estonian Free Churches Through the Prism of Interviews. A Historic Retrospect	Toivo Pilli
5. Challenges and Questions of Estonian Baptist Churches, Based on the Conference Discussions in 1890-1920. Thoughts for Today	Sven-Joonatan Siibak, Toivo Pilli

6. The Churches of UFEBC – an Insight to Beliefs and Practices	Einike Pilli, Mart Oksa
7. Meaning of the Salvific Story of Jesus. The Gospel of John.	Peeter Roosimaa

Table 8. Applications for the Scholarship Research

Conferences, trainings and seminars will be organized to discuss theological knowledge and practical applications in partnership with the owner. At least one conference each year is organized by the Seminary. Additionally, representatives of the Seminary are participating in all major events for the Baptist Union workers.

Conferences organised during recent years by the Seminary are as follows:

- International youth conference in TTS "**I in God's Future**", 22 May 2015, Tartu. (approximately 70 participants)
- Spring conference of TTS, Elephant Room "**The Relevancy of Christian Truth in Society**", 8-9 April 2016, Tartu. (approximately 120 participants)
- "**Three Reformations- Gospel in the midst of change**", Winter Conference of Tartu Theological Seminary. 10 January, 2017. Tartu. (approximately 30 participants)
- "**Innovative Church?**", TTS Spring Conference on 5-6 May, 2017, Tallinn. (approximately 90 participants)
- UFEBC and TTS winter conference "**Free Church, Free State**", 17 January 2018, Tartu. (approximately 80 participants)
- "**Each Story Counts**", TTS and UFEBC Youth work Department Conference, 5 May, 2018, Tallinn. (approximately 450 participants)

Various materials will be published to share knowledge gathered at local congregations and individuals (look at the Action plan below). The strategic goal is to issue at least one virtual material per year and one written material (a collection of articles, a monograph, study material, etc.) every two years. This makes our RDCA approachable and influential.

In June, shortly before the report was completed, we finalised the agreement with a visiting professor. Nigel G. Wright (from UK) has cooperated with us twice before – teaching one Adult Education course more than 10 years ago and being a guest speaker during the Winter Conference in February 2018. We invited him to become a visiting professor of TTS in May and he sent positive confirmation on June 24th. Nigel Wright has agreed to work with us during next three years, to help with RCDA and teaching.

Nigel Wright is on of the leading theologians in the area of Free Church identity. He helps the Seminary with his competence, teaching, and publications to become the leading theological school in our region. His CV is attached in PENDIX 12:. His publications have not yet been counted in the list of our publications.

3. Student Research Supervision

There are several ways how we support the students in their research. Each student will be provided with a mentor who will guide the student throughout the entire study period. This mentor helps the student to make decisions about the specialisation internship and is one possible graduation thesis supervisor.

However, students can select a different supervisor as they start to work on their thesis or a research project. The supervisor will be an expert of the researched field of study and usually one of the faculty members of the school.

Every year, faculty members offer some possible themes what they are willing to supervise. However, in the end the choice of the theme of the graduation thesis is chosen in the cooperation between the student and supervisor. As the school is owned by UFEBC, we encourage to choose themes, which are the priority and/or somehow practically important to the union and local churches. However, if the student wants to do theoretical research, which is needed to the applied church work, this is also possible.

In addition, there is a subject, "Practical Research Work", taught and research seminars organised to help the students to do the best possible research.

Until two years ago, 2016 there was only possibility to do a written research work as a graduation theses. Then we added the possibility to choose between the research work and the practical project. Guidelines and assessment methods have been given to both types of the graduation (see the Assessment criteria). In recent years there have been some interesting graduation projects: a documentary movie about the identity issues of UFEBC, a workbook for newly married couples, a web page to learn to know one's story, and study videos about the Old Testament Minor Prophets.

4. Areas of Good Practice and Improvements

Areas of good practices

- The seminary and its RDCA is strongly embedded in real-life questions and needs of the owners. This means that all the RDCA is done out of the need to answer a question or to provide clarity for specific situation that would help the owner and local churches.
- Regular publications of the faculty and students in UFEBC monthly journal "Teekäija". The main thesis of all graduation theses are published there as a summary.
- Development seminars for the churches combine academic research, international knowledge and practical leadership need.
- There are theological conferences every year with international speakers (Otniel Bunaciu, Nigel G. Wright) and the best specialists in Estonia. Recently these have been very well attended.

Areas of improvement

- The faculty does not write enough internationally and academically.
- There are only few research groups to carry on academic research. However, the number is growing.

- There is not yet clear system of church mentoring service.

Action plan

- To repeat the contests for applied research on 2019 and 2021 and beyond.
- To increase the budget to support research and publication.
- Discuss and develop Adult Education courses with local churches.
- Continue publishing high quality small group materials in a video format for local churches (one or two in a year).
- Offer “mini-sabbaticals” to faculty members with the aim to write an article or (chapter of a book).

Service to Society, Including Open Access Learning Activities

1. Popularisation of Core Activities and Involvement in Societal Development

The seminary is involved in society in several ways. First of all, our faculty members have organised, participated, and contributed to several conferences (including all UFEBEC conferences) both in Estonia and in abroad. Some of the conferences we have contributed to academically or helped to organize (in addition to what we have organised as listed above) are as follows:

2018

"Playing God? Science, Theology, and Societal Issues on Gene-Editing." Expert Group on Ethics for the Conference of European Churches", at Faculté de Théologie Protestante in Paris, February 27-28. - Meego Rimmel prepared with others the document "Moral and Ethical Issues in Human Genome Editing" and moderated two sessions.

"Evangelicals and Oppression: Eastern European Perspective", IBTSC Theological Conference. April 16-21, Amsterdam. - Toivo Pilli organised the conference and Einike Pilli attended.

Autism school spring conference "Successful Year Cycle – Happy Student, Happy Teacher". - Karmen Maikalü had a presentation "Help and helplessness at the school".

Meeting of the European Baptist Federation (EBF) Anti-Trafficking working group. October 8-10, 2017 in Amsterdam; April 4-6 2018 in Bucharest. - Helle Liht is part of the core group of planning the strategy and activities of the EBF Anti-Trafficking working group in order to promote the importance of the issue among the EBF member bodies and equip them to work in this area.

European Baptist Federation Conference on integrating refugees in local communities. April 25-28. Örebro. - Helle Liht was one of the conference organisers and also presented a paper on theological reasons for integrating refugees in local communities.

Mother's day conference "A Woman is not a Baby Producing Machine", Tallinn. - Karmen Maikalü had a presentation "How does the partnership support having children?" She and Meego Rimmel were the organisers of the conference.

Estonian Quality Agency for Higher and Vocational Education spring conference "In the Wind of Changes". - Einike Pilli and Meego Rimmel held a seminar presentation "Individual Mentorship in College", May 24, Tallinn.

Conference of European Churches (CEC) Assembly. May 31st -June 6th, Novi Sad. - Helle Liht participated in the ecumenical conference and represented the Baptist churches in Europe. Representation involved participation in thematic workshops and plenary sessions.

Consortium of European Baptist Theological Schools (CEBTS) conference "What is Theological in Theological Education", June 28-30, Vienna, Austria. - Einike Pilli

presented a paper "The Medium is the Message – Learning Methods in Theological Education"

World Alliance (BWA) Annual Gathering, July 2-7 – Meego Remmel presented a paper in the Creation Care Commission "Blind for World Nature. Story of Kairi Kivitar among the baptist(ic) saints", Einike Pilli presented a paper in the Theological Education Commission "Education for the God's Future", Helle Liht chaired the sessions of the Creation Care Commission and organised a study trip to learn about Environmental Management System in Swiss churches.

2017

EBM International Council. Presentation: The Baptist Contribution in Stabilising the Situation of Internationally Displaced People in Ukraine. May 11-14. Vienna.

Baptist World Alliance Annual Gathering. Chairing the work of the Creation Care Commission. July 3-8, 2017. Bangkok.

EBF Annual conference. September 19-23. Jerevan.

European Evangelical Alliance General Assembly "Mission in Europe 500 Years After the Reformation", October 9-12, Prague.

Global Leadership Summit in Estonia, November 10-11 in Tallinn.

2016

"Virtues and Values", conference of value-based upbringing. Estonian Council of Churches April 1st, 2016.

Estonian Evangelical Alliance conference "Refugee at the Gate", April 2, 2016. Tallinn.

EBF Conference "Welcoming the Stranger", May 31-June 3. Elstal.

Conference of Practical Theology for Nordic Theological schools. June 3-5, 2016, Oslo.

Assembly of European Christian Environmental Network Assembly, June 11-14, 2016. Helsinki.

Arab Baptist Theological Seminary consultation on refugee situation. June 20-24, 2016. Beirut.

BWA Annual Gathering. July 4-8. Vancouver.

EBF Annual conference. September 27-30, 2016. Tallinn.

Global Leadership Summit (GLS) leadership conference. November 10-12. Tallinn.

EBF consultation on pastoral care for homosexual men and women. November 16-18. Copenhagen.

2015

International Conference of Baptist Studies, July 15-18. Manchester.

BWA conference, July 16-31. Durban, South Africa.

"Opposing Convictions", International Theological Conference. November 2-4. Amsterdam.

Father's day conference "Help, My Husband Loves Me", November. Tallinn.

"Maarjamaa – With a Knowledge of History from Yesterday to Tomorrow", November 17-18.

Anabaptist Centre and Anabaptist Network Annual Seminar, November 18, Bristol Baptist College.

Secondly, our faculty members contribute to the broader society through several professional organisations working for the good of society both nationally and

internationally. The list of organisations we are part of as well as contribute to and through are the following:

Academic Theology Association; Baptist World Alliance (BWA); Baptist World Alliance Ethics Committee; Baptist World Alliance, Chair of the Creation Care Commission. 2015-2020; The Society of Estonian Church History; Estonian Council of Churches; Estonian Council of Churches, Bioethics Committee; Estonian Council of Bioethics; European Baptist Federation; European Christian Environmental Network; European Council of Protestant Churches, Ethics Committee; Evangelical Alliance of Estonia; Global Leadership Summit, Estonia Program Team; Info system of Estonian health system; International Baptist Theological Study Centre; Journal "Christian Education"; "Journal of European Baptist Studies" and "Baptistic Theologies"; National Value Program of Estonia; "Occasional Papers on Religion in Eastern Europe"; Sõbra Käsi foundation - centre of social work; TCM International Institute; UFEBC; University of Tartu- Faculty of Religious Studies.

Thirdly, we contribute through local churches and their activities in the local community or in the wider society. The Seminary is equipping and empowering churches to serve for the best of society through the people working or studying at the Seminary. All our faculty, staff and student body members are part of local churches. They make it possible to envision a healthy cooperation between the churches and local communities for the best influence for the best in society. And last, not least, we participate in media, including TV, radio, internet and publishing both in Estonia and internationally.

2. Adult Education

We have 8-12 Adult Education courses every year with 400-500 participants.

Adult education courses are happening in two categories:

- Up to two days in length and/or 3 ECTS
- Longer courses – from one year to one-and-half years

See APPENDIX 7 for the list of Adult Education courses run in 2016 and 2017.

Adult education courses take many forms (look also at Curriculum Development) and are combined with the degree program. In the feedback questionnaire (see above, the Feedback from the owner), we have gotten a lot of positive feedback both on our degree program and not less on our adult education courses. The following is the overview of the Adult Education courses over last two years.

There are several new courses starting in 2018; some have already been held. Adult Education is one of the best marketing tools for the university-level program. And these help us to grow more to the Free Church Education Centre – something what the concept of Education of UFEBC sets as a goal for us.

3. Other Public-Oriented Activities

The seminary is practising what it is teaching about serving public good both as a higher learning institution as well as a learning community of students and teachers

participating in the life of society. Both the UFEBC as the owner and donor of the Seminary and the Union of Seventh Day Adventists in Estonia, as the working partner for educating the next generation in the Seminary, focus on creating social cohesion between younger and older generations and increasing social capital through a growing trust in relationships in Estonian society and beyond in the globalising a network world. For instance, the Seminary empowers its graduates working in chaplaincy or in paid or voluntary service for the Estonian Defence Force, police, prisons, social and medical care systems, education, media, non-profit organizations. Some students and graduates as well as teachers of the Seminary are involved in local community societies, others in professional, business or political organisations, other create culture in art, music, film, design or may help to organize public events or national and international festivals in Estonia and abroad.

Due to its holistic view and fellowship of human life and practising trustworthy relationships for a healthier and happier experience of communal life, the people of the seminary may contribute to and build up a better society not only in Estonia, but in other countries as well. Mission activities in Kosovo and Bosnia or long wave radio broadcasts to the entire country of Russia, or counselling and training people to form, live and develop better marriages, families and communities are just a few examples of the good impact of the people who have studied or taught or continue to do so at the Seminary. Witnesses of the changed lives and life-stories made sustainable might be a best proof of their influence among the people who otherwise would have remained unchanged.

4. Areas of Good Practice and Improvements

- Our faculty is involved in many professional organisations and has attended many conferences over the last year
- Adult Education courses have good variety both in themes and methods
- Our conferences are science-based, relevant to the owner and quite well attended
- We contribute in many ways to the life of local churches and the feedback from them is good

Areas of improvement

- There is not enough publicity in secular media
- We could do even more for local churches in the regions
- We have very few Christian students from the other universities studying with us some subjects

Action plan

- In 2018, market and plan more opportunities for the Christian students of other universities to take Adult Education courses with us
- Design some courses for those who are not church members, but interested in Christianity
- Teach a course about media and encourage students and faculty to write articles to the secular media
- Continue publishing materials for local churches
- Organise some events every year in regions – having one region per year
- Organise a conference on churches' social involvement in local communities

Analysis of the Four Areas and Action Plan

- School is growing and becoming a Free Church Education Centre
- Budget is growing
- Good relationships with the owner UFEBEC and local churches
- Every year some new younger faculty members are added
- Leadership team and faculty form a strong team
- Most of lead teachers are actively involved in the life of society and internationally
- Dynamic curriculum with good cooperation between lead teachers
- Multiple support to students, including individual mentoring
- Students and faculty publish well in Estonian language (journal, radio)
- Functioning quality assurance system for both the university-level program and adult education courses
- Strong emphasis on internships with clear directions

Areas of improvement

- More university-level students (70 as our aim)
- Better compensation to the faculty for their work
- Bigger influence and budget for the research, including joint international research
- Bigger and more regular mobility among students and faculty
- Increasing help to students in academic writing and/or foreign languages
- A better level of feedback to student works
- Having a larger influence in the secular society
- Student mobility to us
- Optimal use of rooms both in Tartu and in four regions
- Electronic SIS

Action plan

- New and more successful marketing strategy
- Find additional sources of income to keep the budget growing
- A possible move to Tallinn
- To structure the yearly study plan even better, to help students to concentrate and adult learners to participate in the form of single courses
- To train and mentor younger members of the faculty
- Constant creation of new Adult Education courses relevant to contemporary society
- Possible re-design of specialisation on university-level curriculum
- Introduce courses in English to enable mobility to our school

II Self analysis of the Theology Curriculum Group

1. Report About The Activities of Improvement After the Last Assessment

On spring 2017 the Seminary went through government-conducted assessment and the feedback included following challenges:

2. Curriculum and Curriculum Development

See Curriculum Development on page 13.

3. Resources

See 3. Management of Financial Resources and Infrastructure on pages 10-12.

4. Educational Process

See 3. Academic Progress of Students and Student Assessment and
4. Support Processes of Learning on pages 17-20.

5. Faculty

See 2. Personnel Management on pages 9-10 and APPENDIX 5 on pages 68-70
and APPENDIX 6: on page 71.

6. Students

See 5.1. The students on page 51.

7. Analysis and Action Plan

See Analysis of the Four Areas and Action Plan on page 32.

III Appendixes

APPENDIX 1: Tartu Theological Seminary Development Plan for 2016-2020

APPROVED
by the Board of Elders
of the Union of Free Evangelical and
Baptist Congregations of Estonia
September 6th 2016

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1. Introduction

The vision of the previous development plan (2010-2018) by the year 2018 was as follows: “The Seminary fulfils its mission as an internationally networked free-church training and development centre of two-stage formal education.” In connection with rapid and significant changes in the educational vision of the Union the development plan was revised sooner. The present development plan encompasses the years 2016-2020.

The key words for this development period are the implementation of the educational concept (see the approved Educational Concept in Annex 1) and the attainment of national accreditation following a total of three evaluations in 2017-2018. With a view to both, the expansion and enhancement of the School into a centre of education (i.e. training and development centre) has become pivotal, whereas the need for the second-stage higher education has remained an idea to be pursued in cooperation with partner institutions of higher education.

1.1. Why a new development plan?

The above reasons, which exert significant influence on the Seminary’s structure and overall development, account for the preparation of a new development plan sooner than the previous one ended –in 2016 instead of 2018. Changes were introduced early in 2015 in connection with the new management, a primary task of which was to implement the educational concept ordered and approved by the owner.

The changes concerned the School’s structure (division into the training division and development division) and management model (the School is managed, apart from the Rector, by the Head of the Studies and Development and, if applicable, members of the management team), and the professional higher education (PHE) has been complemented by more activities than in previous periods (e.g. Christian counselling and mentorship), spearheading the development towards the educational centre. Consideration to the needs of the congregations in all their variations and cooperation therewith through regional centres and the mentors in charge thereof have gained in significance compared to previous periods.

In 2018, the UFEBEC will prepare a new development plan. By a resolution of the Board of Elders of the Union (Minutes of the Meeting of the Board of Elders, 6 September 2016), the Seminary’s development plan will be reviewed after the Union’s new development plan is produced. To implement and monitor the development plan, an implementation plan for 2017-2020 will be produced.

1.2. What is the basis for the development plan?

The development plan is based firstly on the educational concept of the UFEBEC to fulfil the objectives established by the owner. Secondly, the TTS development plan takes into account the legislative acts pertaining to institutions of professional higher education, the most significant of which is the Institutions of Professional Higher Education Act. Lastly, the development plan is based on the statutes of the UFEBEC and of the TTS and the previous resolutions of the Board of Trustees.

1.3. The composition of the working group and the preparation process of the development plan

The process of preparation and discussion of the development plan lasted from the second half of 2015 to the first nine months of 2016.

The process of updating the development plan were led and the drafts prepared by the management (Rector, Head of Studies and Head of Development) by collecting ideas and discussing them first with the teachers in charge of the transversal themes (appointed by the Rector’s Decree No. 1-5/3, 15 January 2016 in the spring of 2016 and voted in by the resolution of the Union’s Board of Elders of 6 September 2016) and then with all the students and teachers. The development plan was approved by the UFEBC Board of Elders.

The main preparatory meetings were as follows:

- the joint Day of Vision attended by the Seminary’s management, teachers, students and the UFEBC Board of Elders as the owner’s representative on 20 October 2015;
- the heads of the transversal themes met on 20 May 2016 to plan and discuss potential routes to progress;
- at the extended meeting of the Board of Trustees on 7 June 2016, ideas for the preparation of a new development plan were collected and other key issues concerning the execution of the development plan were discussed.;
- an extended meeting of the Seminary’s Board of Trustees, preceded by the examination of the development plan and the submission of amendment proposals, was held on 1 September 2016, at which the development plan was approved;
- on 6 September 2016 the UFEBC Board of Elders approved the Seminary’s Development Plan for 2016-2020.

1.3. Analysis of the situation

First, an analysis of the symptoms and reasons of the weaknesses was produced (20 November 2015).

Symptoms	Reasons
Few students Studies prolong and discontinue Meagre finances	Practical, arising from the congregations and the Union The Union has no requirement for disambiguated theological education The education obtained is not valued The congregations are unable to pay salary The students’ high load
Expecting answers from the Seminary not habitual Scarcity of young teachers	Theological, arising from the congregations Discipleship is practised insufficiently; the theological focus is on conversion The congregations do not answer “real” questions

	The doctrine of the congregations is not always solid.
Problems of personal life Prolongation of studies	Arising from individual Christians Weakness of personal Christian life Scanty knowledge of the Bible A large number of responsibilities
Little attraction for congregations consisting of young people Distrust of Seminary people	Arising from the Seminary The Seminary is distant from the congregations The Seminary has few partner congregations The Seminary does not seize opportunities for influence The Seminary shares few narratives The teachers do not write much

In addition, the preparation of the development plan was influenced by proposals from the **previous re-evaluation**. They are shown below together with responses.

Proposal (2014)	Response
The title of the curriculum, "Usuteadus" ["Theology"] is not quite consistent with the essential focus of the professional higher education curriculum; hence the need to find a title pointing to the professional objectives of the curriculum;	The title of the curriculum has been amended to "Free Church Theology and Leadership", and four specializations have been added, with three of them having an increased practical bias (practical mission, youth ministry, church planting and coaching); the structure has been built around transversal themes.
The curriculum does not specify the grading principles in the study modules. Compared to the scope of independent work and practical training, the share of contact lessons is modest, which the School considers a problem.	The grading criteria for the study modules, incl. practical training and graduation thesis, have been specified. Other items of grading have been specified at the level of individual subjects. To compensate for the small number of contact lessons (6 lessons per one ECTS credit point, excl. ancient languages), video lectures are being prepared, and the independent study component has been well defined and feedback received. Added are the requirement for mentors and individual counselling for each student.
The teachers' salary level has remained significantly below the average for employees with higher education in Estonia. Few resources are available for development activities, support for teacher development and initiation	The hourly rates were raised in 2015; plans to further raise them are in the budget for 2017 (our hourly rates being not lower than those of other theological schools). The teachers heading the transversal themes are salaried, although their load is not very high. Lectures are remunerated separately. Investments have been made in the

of research projects.	training courses and study trips for the management and teachers. Project funds have been involved in a number of development efforts and in the performance of applied research. The performance of applied research has been systematized and involves students of final years. Teacher training sessions are held annually in conjunction with two other theological schools.
The activity of the institution of higher education depends to a very great extent on external support. Considering the decrease in the number of students in recent years, which inevitably influences the decisions of supporters and contributors, the ensuring of the financial sustainability of the institution of higher education is a serious challenge. One potential solution is merger with another educational institution providing higher education in theology.	Contributions from abroad continue, and new persons from abroad have pledged to contribute regularly (e.g. Beraca Church in New York); proportionally, however, financial support from local congregations and Christian undertakings (some being regular donors) has exceeded that from abroad. In recent years, the School's budget has significantly increased; the School coordinates the financing of the UFEBC development projects, which is being provided by both domestic and foreign partners. Merger negotiations with the Theological Seminary of the Estonian Methodist Church as the only school of a similar profile have been unsuccessful.
The number of students at the institution of higher education has exhibited a steady downward trend and today has reached a critical level. In the last four years, it has dropped from 53 to 27. In the last two years there were only 3 admissions.	The number of students exhibits a continuing upward trend. At present, there are 48 students at the School, who apart from the UFEBC represent two other denominations operating in Estonia that have no institutions of higher education here to train their ministers. This, in turn, means that the School's sphere of influence has exceeded the bounds of just one religious denomination. The studies have attracted interest among Latvian Baptists and the Russian-language study group of the UFEBC, with whom negotiations are being held.

1.4. The key words for the new period

The key words and their implementation criteria formulated in the preparatory phase are as follows:

- **Biblical doctrine**
 - the teaching is grounded in the text of the Bible;
 - the Bible is understood and interpreted in accordance with free-church identity and in the spirit of the Radical Reformation;
 - use is made of modern theological sources;
 - the graduates' knowledge and comprehension of the Bible will have increased.

- **Disciple mentality**

- the students and teachers live in conformity with the doctrine of the Bible;
- the teachers practice what they preach;
- the School's environment is conducive to spiritual growth;
- the School has functional fellowships of disciples;
- the observing and supporting of individuals is performed on a regular basis through mentorship;
- teachers have successors.
- **Congregational focus**
 - the Seminary comes closer to the congregations in both spatial and mental terms;
 - the congregations' real questions are answered;
 - the work of local churches is empowered, resulting in the planting of new congregations, among other things;
 - the graduates will take up ministry positions;
 - adult education courses for pastors and other workers take place regularly and correspond to the articulated expectations and needs.
- **An innovative and flexible study environment**
 - the preparation of video lectures is intensifying;
 - some courses can be fully completed in the e-environment;
 - at least some massive open online courses (MOOC) are available;
 - professional research is performed in the thematic context of free-church identity, and findings are presented via both conferences and articles;
 - studies have become more diversified and interactive;
 - experiential study methods are employed in all forms of study.
- **Evangelical and international cooperation**
 - our evangelicalism is based on the New Testament tradition, the evangelical mentality and the free-church concept of the congregation;
 - the School is of free-church identity and open to all students who confess the Christ;
 - the School has cooperation partners in Sweden, Norway, Germany, Austria, the Netherlands, the USA;
 - part of the studies are performed in the English language;
 - master's studies are performed in cooperation with another school through a joint curriculum.

1.5. Mission, vision and values

In the preparatory stage of the development plan, the mission, the vision and the values were reformulated. They are based on the previous versions and on the educational concept.

Mission. The Seminary supports the comprehensive and lifelong development of individual Christians and congregations.

Vision. The Seminary is a nationally and internationally recognized evangelical free-church education centre, which through its activities empowers local churches and has a positive impact on society.

Motto: "For the good and the growth of the congregations."

Values:

- treasuring Bible knowledge and Christian experience;
- resting on a relationship with God;
- knowledge-based and practical;
- congregational and teamwork-based;
- discipleship- and mentorship-oriented.

2. The Training Division

Current situation

Previously, the training division was divided into formal training and adult education. The latter has, through the history of the Seminary, included a Bible school in the form of both one-year and two-year studies. The 2015 amendment of the PHE curriculum increased the cohesion and integration between the forms of study. Cohesion is imparted by the course of Kutse Kool as a long adult education course being included in the curriculum of professional higher education, i.e. formal education, and those passing an examination at Kutse Kool cover the professional higher education curriculum to the extent of 9 ECTS credits for one year of study.

At the same time, the one-year adult education course Kutse Kool (formerly Bible School) differs, by its structure and organisation, significantly from short-term, usually one-day or two-day, adult education courses. The one-year course comprises permanent teams and mentors, interim homework assignments and a long-time comprehensive approach. For these reasons, part of the School – the training division – has been divided between three different forms of study – formal training, the long adult education course Kutse Kool and short adult education courses – instead of the previous two of formal training and adult education courses. This division also governs the structure of the corresponding subsections of the development plan.

A more general change in society to impact the evolution of the training division is the increase in the proportion of adult education and refresher training students. This is a trend arising from the demographic shift that affects all the institutions of higher education. Therefore, we can grow as a school primarily in the area of adult education, although there is also room for growth in that of formal training. One of the methods to increase the number of students is continued increase in the flexibility of the study options.

Future perspective

- continued growth in the number of students in order to conform to the national accreditation prerequisites and make the School more sustainable in financial and academic terms;
- academic development by involving young teachers and training all the teachers;
- diversification of study methods, including utilisation of e-study options and video lectures, which compensates for the small proportion of contact lessons;
- clear correlation between grades and study outcomes, both in formal training and adult education;

- involving practitioners as teachers and mentors-practical training supervisors both in formal training and adult education;
- purposeful practical training courses as well as linking them with practical activities and providing feedback on the items accomplished at the level of both special and general competencies;
- increasing flexibility in developing regional centres and in the diversification and integration of various forms of study.

Prerequisites for development

- recruiting and developing new teachers; mentoring of young teachers;
- cooperation with congregations and mentors heading regional centres to find new students;
- preparation of video lectures and teaching aids;
- systematic collection of feedback on training courses, and decision-making based thereof;
- courses on teaching methods and counselling for teachers, mentors and practitioners from congregations.

2.1. Professional higher education

Current situation

Professional higher education has a curriculum amended in 2015 with five transversal themes and four specializations. The number of graduates in 2016 was five; a similar or greater figure is likely for graduates in the coming years. In the last three years, admissions to the School have increased and thus the number of students has grown. The congregations they have come to study from represent the whole gamut of spiritualities in the UFEBEC. In addition to students from the UFEBEC, there are those from the Estonian Christian Pentecostal Church and the Estonian Union of Adventist Congregations. There is an agreement with an Austrian-based school, the TCMI, on crediting 2 x 16 ECTS points to our students willing to take master's studies there.

A cooperation agreement with the University of Tartu is being renewed.

The School employs a mentorship network coordinator, who mediates, organises and trains mentors and practical training supervisors. The first e-course is nearing completion, the first 14 video lectures have been ordered.

Future perspective

- to obtain unconditional accreditation for the curriculum in the spring of 2017;
- to grow the number of students to 70 by 2020;
- at least half of the graduates will assume key roles in congregational work as leaders and co-workers;
- more students from other (free church) denominations;
- video lectures will be added in each academic year; in 2020 videos will be available as study aids in at least half of the subjects;
- each year at least one subject will be prepared that can be fully completed in the form of e-study; by 2020 there will be at least 4 subjects of e-study;

- the network of practical training supervisors will have increased, and they will be trained on a regular basis;
- the mentorship system will be applied to all students and will continue for a year after graduation;
- the master's programme will be implemented in cooperation with another educational institution.

Prerequisites for development

- a stable financial situation;
- integration and development activities of the team of transversal themes;
- increasing presence in the congregations;
- recruiting and training teachers and practical training supervisors;
- continued development of the mentorship network.

2.2. The Bible School (or Kutse Kool)

Current situation

The autumn of 2016 sees the commencement of a fourth and fifth consecutive Bible School and, respectively, a third and fourth Kutse Kool (a specific form of Bible School). So far, the turnout for the study groups has been good, between 40-55 people. In 2016, Kutse Kool opened in Keila with 84 students, and the student body in Tartu was supplemented by a 7-member group. In addition to members of the UFEBEC congregations, there have been Methodists, members of free churches, Lutherans and Pentecostals among the attendees of Kutse Kool.

Kutse Kool has operated on a teamwork basis, and each team has had a mentor. An added bonus has been the compilation of systematic Bible study materials and community-targeted projects in congregations, which often continue even after the Kutse Kool course has ended. In financial terms, Kutse Kool has been self-supporting, partly due to the annual financial aid from Toronto Estonian Baptist Church for students younger than 30 years of age.

Future perspective

- Kutse Kool was continued at least in the autumn of 2017 in a new region; after that, it may be modified;
- Kutse Kool will be held in a larger congregation or as internal training at a UFEBEC branch of ministry;
- the percentage of non-UFEBEC members attending Kutse Kool will rise to 15;
- Kutse Kool will be available for completion in a web-based form;
- By 2020, people from at least half of the UFEBEC congregations will have attended some form of Bible School;
- at least two people from Kutse Kool will enrol for a professional higher education programme annually.

Prerequisites for development

- the quality of studies at, and the reputation of, Kutse Kool rises;
- the financial support from Toronto continues;
- Kutse Kool will have a separate part-time coordinator;
- longer-term Bible training is valued in regions and congregations.

2.3. Short adult education courses

Current situation

For the purposes of this development plan, adult education courses are defined as non-Kutse Kool adult education courses. Most of them are short-term. Adult education courses can be attended in various ways. One can complete professional higher education subjects or combinations thereof (including in specialisations). One can attend thematic evenings (usually publicly attendable on study week Thursdays), the summer evening school, pilgrimages or conferences. A spring conference has been held for two years and is planned to be continued. The first opportunities are available for study via web-based courses or for viewing video lectures. The first video-based training courses have been produced, which can be used in a congregational small group setting or as material for independent Bible study. Training courses are also held in regions and as internal training programmes in individual congregations (Kohila, Hiiumaa, Antsla).

Future perspective

- The number of attendees at adult education courses will grow to 400 people annually by 2020;
- at least two congregations annually will order an internal training course;
- adult education courses will reach at least half of the UFEBK congregations as well as people from other denominations by 2020;
- adult education courses will be held at more regional centres and, partly, as video webcasts;
- the format of adult education courses will be diversified; experiential training courses will be added;
- part of adult education courses will fulfil the (pre)evangelistic function;
- more instructors will be involved, including those from abroad;
- an annual spring conference will be held at the Seminary;
- a scientific conference on theology will be held annually or biennially;
- new study videos and materials will be produced for use in congregations;
- materials will be produced to raise the efficiency of the congregations' ministry on doctrine and discipleship and to enliven Biblical knowledge.

Prerequisites for development

- the heads of transversal themes take the initiative in the organisation and conduction of special forms of adult education courses;
- members of congregations actively attend adult education courses and order internal training courses;
- technological capacities advance to enable live broadcasts;
- adequate financial resources for video materials and web-based courses;
- project funding for conferences and for invitation of foreign speakers continues;
- applied research contributes to the content of conferences.

3. The Development Division

3.1. Applied research

Current situation

So far, the TTS has performed applied research based on the expectations of the congregations as employers of potential graduates and on those of the teachers as developers of various trends of theological research. The new educational concept of the UFEBC as the owner of the TTS envisages a more systematic approach to applied research based on the needs of the UFEBC as a whole as well as on those of society.

Future perspective

- the applied research team will be composed of heads of transversal themes and the School's management. They will regularly chart and analyse the needs of the congregations, the Union and society. The result will be a database charting the needs of the congregations, the Union and society that will provide a basis for planning and implementing the necessary applied researches;
- part of the graduation theses will be written on applied research subjects in study groups involving students of final years of study;
- conferences on applied research will be held on a regular basis; at these, the results obtained will be analysed in both the Estonian and the international context (biennially);
- the congregations and the Union will in their development plans take account of the knowledge obtained from applied research performed, increasing the relevancy of their ministry both inside Estonia and beyond;
- international experts and the knowledge created by them will be used in the performance and analysis of applied researches;
- applied research on free-church identity published on an international scale; at least one solid article every two years.

Prerequisites for development

- the heads of the transversal themes coordinate applied research between themselves and with the teachers of their theme;
- cooperation of the congregations and the UFEBC with the TTS to create a database revealing the needs for research;
- the budget for applied research multiplies several times.

3.2. Mentorship, including contribution to the development of the congregations

Current situation

A three-stage mentoring system has been introduced: mentoring young (Christians), mentoring the workers, and mentoring organisations. The students are obliged to find themselves a mentor; Kutse Kool groups have a mentor; and heads of practical training and regions also operate as mentors. The Seminary employs a part-time mentorship network coordinator. In 2015-2016, a number of mentorship training courses (6 in total) were conducted, and the Seminary's mentors were assembled. A database of the existing and potential mentors is being prepared. The term "mentorship" and the

respective mentality are no longer alien to the UFEBEC leadership. A mentorship manual completed as an original product and already available online is ready for print.

Future perspective

- the mentorship statutes will be revised;
- an integral student mentoring system will be in place, which continues for one year after graduation;
- all beginner pastors in the UFEBEC will have an opportunity to get a mentor;
- the number of mentors trained will slightly exceed the actual need;
- at least four regional centres will be operational as mentorship groups by 2020;
- the mentor database will be up to date and updated on an ongoing basis;
- the mentorship manual will be used and the feedback thereon will be positive;
- feedback on the mentorship system will be sought.

Prerequisites for development

- the feedback on mentoring experiences is positive;
- the principles of mentorship implementation are clear and approved by the Board of Elders;
- the mentorship network coordinator is remunerated by the UFEBEC;
- regional centres are functioning.

3.3. Practical mission and Christian counselling in congregations

Current situation

Practical mission is seen to encompass both social work and Christian counselling, which are intertwined and constitute an essential part of the mission. At present, a young teacher has been recruited to teach the subjects of social work and to develop the respective practical training courses.

Beginning from the spring of 2015, the Seminary has employed a Christian counsellor, who is continuing her studies in family therapy on the Seminary's scholarship. Along with her, another person provides assistance if necessary. The Christian counsellor goes to congregations to deliver lectures and also works as a teacher. A modern office is furnished in compliance with all the requirements. The prices for the services are moderate and partial financial support system from the Hoolime Koos [Together We Care] funds is in place for the underaged and the unemployed.

Future perspective

- the workload of the Christian counsellor will grow to reach full-time employment in 2020;
- the number of customers will increase and the share of the solvent clientele will rise;
- the service will reach a greater number of non-churched people who respect Christian values;
- the number of lectures and training courses on family and other Christian counselling issues in the congregations will rise to reach up to five annually;
- the Seminary will have functional cooperation with various social initiatives both within and outside the church, especially as practical training settings;

- the area of social work in the congregations will be more reasoned and better functioning by virtue of training and/or mentoring (potential) people dealing with social work.

Prerequisites for development

- the Hoolime Koos funding continues for both social work projects and for the customers in need of Christian counselling;
- an effective team of practical mission is formed;
- positive publicity for the Christian counselling service.

3.4. Youth ministry

Current situation

The UFEBBC youth ministry is coordinated by the UYMC (The Union's Youth Ministry Centre). Joint adult education courses are organised. The newly elected UYMC leader is also one of the Seminary's teachers.

Future perspective

- youth ministry will be developed collaboratively pursuant to the directions of the longer-term development plan of the UFEBBC;
- the UYMC leaders will participate in the development of the Seminary's curriculum for the specialisation of youth ministry;
- applied research on youth ministry will be performed;
- a 2-3 year implementation plan for adult education courses will be in place;
- youth mentoring will be systematic and collaboratively coordinated.

Prerequisites for development

- good cooperation with the UYMC continues and develops;
- a comprehensive approach to the development of the UFEBBC as a whole.

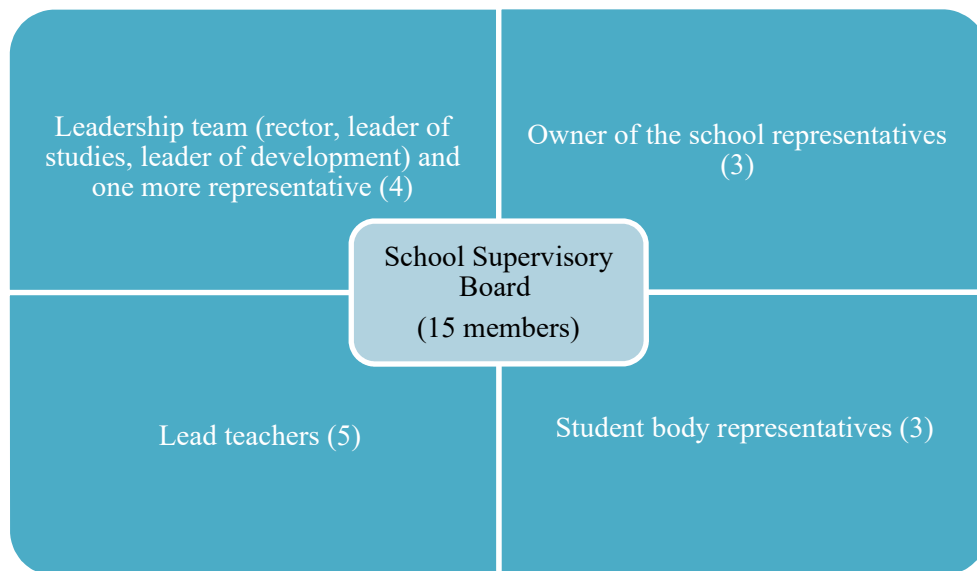
4. Management, communication and cooperation

4.1. The Seminary's Management Model

The key decisions concerning the activities of the Seminary are made by the owner, the UFEBBC and, in the interim period between its plenary meetings, by its representative body, the Board of Elders. The 2015 annual plenary meeting, while deciding to not alter the Seminary's name, expressed support to the new educational concept and to the vision described therein.

The Board of Elders makes decisions on the amendment of the School's statutes and the composition of its Supervisory Board (formerly Board of Trustees) and approves the ordinary teaching staff. In 2016 the Board of Elders approved the changeover from the Board of Trustees to the Supervisory Board and the replacement of the parallel system of chairs and ordinary teachers with that of teachers heading the transversal themes.

The Supervisory Board supersedes the former Board of Trustees. Its members are approved by the UFEBC Board of Elders and they have the right to vote on the decisions concerning the Seminary's development that do not fall under the exclusive jurisdiction of the plenary meeting/Board of Elders or of the management. The School's Supervisory Board becomes operational in the autumn of 2016. The Supervisory Board consists of the management (3 persons), the teachers heading the five transversal themes (5), a representative of the development division (1), representatives of the owner and of the congregations (3) and representatives of the students (3), and totals 15 members. In addition, experts are involved if necessary.



The Management consists of the Rector, the Head of Studies and the Head of Development. The Management makes decisions concerning the School's day-to-day work and executes the decisions of the Owner, its representatives and the Supervisory Board. The Management is also part of the Supervisory Board.

The practical management of the School is performed by the Rector together with the heads of the transversal themes. The teachers heading the transversal themes are elected competitively by the Rector and approved by a decision of the Board of Elders. Pursuant to the educational concept and the curriculum based thereon, there are five transversal themes:

- the Bible and its interpretation;
- free-church identity;
- the mission and the commission;
- the life of the local church and the gifts of the Holy Spirit;
- the God-image in man and following Christ.

The duties of the heads of the transversal themes are as follows:

1. being part of the School's Supervisory Board;
2. coordinating of substantive development of the subjects of his theme;
3. supporting the development of fellow workers, e.g. recommendation of conferences, etc.;

4. planning, together with the Rector, the Kutse Kool and adult education courses, development of the curriculum;
5. making suggestions for the preparation of study aids and study videos;
6. leading applied research in his area and attendance at the research team;
7. providing assistance in the selection and assessment of professional literature at the library;
8. proposing graduation paper themes and, if necessary, supervision of students and provision of assistance in the recruitment and purposeful training of successors;
9. representing the Seminary in the congregations and/or UFEBC events (1-3 times a year).

Current situation

The teachers heading the transversal themes have been elected. The Supervisory Board has been convened. The Management constitutes an integral team. Additionally, assistance is provided by the part-time mentorship network coordinator. At the same time, the Rector currently coordinates both the Kutse Kool and the adult education courses, which restricts her capacity for dealing with the management of the School. The heads of the regions have been agreed on. As the regional centres are not yet operational, their heads are not yet remunerated. The heads of specialisations have been recruited but are still familiarising themselves with their functions and are not yet operational and paid therein.

The workload of the School's management and of the heads of the transversal themes is relatively high. As a number of national assessments and the submission of respective reports are forthcoming, there is a risk that the workload will further increase in the next two years. Hence, there is a need for an additional part-time team member and for an increase in the workload of the existing employees.

Future perspective

- The workload of the regular employees (or the number thereof) at the School will rise;
- the regional heads will operate as part-time salaried mentors;
- the specialisations (youth ministry and practical mission) will have salaried heads with explicit functions.

Prerequisites for development

- good communication between all interest groups;
- an increase in the School's volume of activity and, accordingly, in the budget;
- steady team development and smart optimisation of activities.

4.2. Cooperation with the UFEBC leadership

Cooperation with the UFEBC leadership is proceeding smoothly, as the Rector is part of the UFEBC Executive Board and attends the meetings of the Union's Board of Elders. A number of events are planned and held collaboratively. Project funds are shared between themselves. The development of a mentoring system is one with Union-wide

implications. As well, a broader-based cooperation between the Union and the Seminary is pursued in applied research and in the publication of their results.

Future perspective

- a well-defined model of cooperation with clear lines of responsibility between the Seminary and the Union for the organisation and funding of joint events;
- themes requiring theological consideration coordinated collaboratively by two working groups – the Seminary’s applied research team and the Union’s Theological Commission;
- the mentorship system functioning comprehensively in cooperation with the Union as a whole on all three levels: mentoring the young (Christians), mentoring the workers and mentoring the congregation as an organisation.

Prerequisites for development

- effective communication;
- the Union’s continued financial support for the Seminary’s development activities.

4.3. Cooperation with congregations and regions

Current situation

Cooperation with the congregations and their regional centres is done by visiting them as well as communicating with them by other means. For this purpose, a part-time position of the mentorship network coordinator has been created at the Seminary. So far, cooperation with the Russian-language section of the Union has not been very successful – partly because of the language barrier, a second reason being the specifics of the (congregational) culture.

Future perspective

- at least three geographical regional centres will become operational – on Hiiumaa Island, on Saaremaa Island, and in Tallinn – and hold independent training courses;
- the Russian-language region will become operational – both in the formal training and adult education sections;
- Kutse Kool will continue touring the regions;
- the Seminary’s management, teachers and students will visit congregations as the Seminary’s representatives annually at least 25 times;
- training courses will be held within congregations (2-3 per year);
- financial support to the Seminary from congregations in Estonia will increase each year.

Prerequisites for development

- continuation of the remuneration to the mentorship network coordinator;
- an active role of the regional heads in the organisation of activities;
- continuation of the “Seminary Sunday” tradition at the end of March;
- openness of the congregations to the Seminary’s activities.

4.4. Cooperation with other organisations

Current situation

Cooperation with the Union of the SDA (Seventh Day Adventists) has proceeded smoothly and enriched both denominations through both learning about each other's theology and in developing personal contacts. In addition, two members from the Estonian Christian Pentecostal Church are currently studying at the professional higher education level. For a number of years, Kutse Kool has been drawing people from other denominations, including Methodist, Lutheran, Pentecostal and Charismatic Free churches.

The Seminary has several international partners in the form of theological schools, unions and individual congregations. As well, the School has cooperation agreements with the University of Tartu, the International Baptist Theological Study Centre (IBTSC, seated in Amsterdam, the Netherlands), the TCMI (seated in Vienna, Austria), Oleviste congregation, institutions of theological education in Romania and Bulgaria.

In addition, there are a number of organisations in Estonia that cooperate with the Seminary (the Estonian Council of Churches) or are regular supporters thereof (Valduste OÜ, AS Tammer, etc.).

Future perspective

- the Seminary's target group will have expanded; the School will be trusted at all levels by members and congregations of both the UFEBK and other denominations;
- cooperation with other theological schools and the University of Tartu will be carefully planned, the exchange of information effective;
- master's degrees will be awarded cooperatively and/or a joint curriculum will be introduced in cooperation with some other educational institution;
- cooperation with the Estonian Council of Churches will be systematic;
- cooperation with international partners will continue and expand;
- financial support from Estonian undertakings will rise and the network of supporters will expand.

Prerequisites for development

- the Seminary deals with foreign relations strategically on a regular basis;
- the Seminary communicates with local undertakings strategically;
- the seminary renews cooperation agreements with local institutions of higher education;
- the seminary invests in and continues relations and promotion with other denominations.

5. Resources

5.1. The students

Current situation

As of beginning of October 2016, the Seminary has 48 students in the professional higher education (PHE) curricula, and 54 students completed the Kutse Kool course in Viru County. Eighty-four people have registered for the Kutse Kool course in Keila. One group also attends the Kutse Kool course in Tartu alongside the students. Two students will complete the Kutse Kool course in a solely web-based form.

More than 200 people attended the shorter adult education courses in 2015. Although the number of students in the PHE curricula has risen considerably, it is not yet large enough for smooth and financially stable work. The emergence of regional groups and the involvement of Latvian students creates the prerequisites for development required therefore, but the sustainable realisation thereof will take time.

So far, it has been possible to offer scholarships to both formal training and adult education students, as well as to pay compensation for travel costs.

Future perspective

- the total number of students in the PHE curricula will rise to 70 by 2020;
- the share of students from other denominations will rise in both formal and adult education studies;
- the number of students in Kutse Kool or a similar one-year Bible school will remain at approximately 70 annually;
- shorter adult education courses will be attended by 400 students annually;
- the number of web-based students will rise up to 15 annually;
- a Latvian-language and a Russian-language group will have been formed and at least three geographical regional centres will become operational by 2020.

Prerequisites for development

- the School's reputation steadily rises, congregations in the UFEBEC and elsewhere trust the Seminary;
- scholarships continue;
- teachers who are young and those from sister denominations will bring along their connections;
- foreign-language study videos and technological capacity for teaching with translation will be available.

5.2. Personnel

Current situation

As of September 2016, the Seminary employs a full-time Rector, a Head of Studies with a 0.7 load, a Head of Development with a 0.7 load and a mentorship network coordinator with a 0.3 load. The employment contracts with the Christian counsellor and the secretary are suspended due to parental leave. Two teachers have a 0.8-load employment contract jointly with their congregations. The heads of transversal themes receive a small compensation beginning from 2016 and the remaining teachers and the

Christian counsellors are paid by agreement either the hourly rate or for particular assignments.

The teachers' qualifications are adequate for the specifics of an institution of professional higher education. At the same time, the teachers publish little rather than much. For some time already, the preparation of a younger generation of teachers has not been dealt with; therefore, it will be some time before new teachers emerge and obtain the required education. On the other hand, a number of young teachers take an interest in studying and teaching, and negotiations are under way.

Heads and teachers of transversal themes

The Bible and its interpretation – head Peeter Tamm, MA (equivalent)

- Peeter Roosimaa, DTh
- Ermo Jürma, MTh
- Leho Paldre, MA
- Mervi Kalmus, MTh
- Andres Ploompuu, MTh

Free-church identity – head Toivo Pilli, PhD

- Joosep Tammo, MA
- Innar Kruglov, MSc, MA
- Sven-Joonatan Siibak, BA
- Rein Kalmus, MA

The mission and the commission – head Helle Liht, MTh

- Joosep Tammo, MA
- Ain Riistan, DTh
- Helina Voogne, MA

The life of the local church and the gifts of the Holy Spirit – head Einike Pilli, DTh

- Margus Kask, MTh
- Johanna Rosenvald, MA
- Ivo Kask, MTh

The God-image in man and following Christ – head Meego Rimmel, PhD

- Tõnu Lehtsaar, PhD
- Karmen Maikal, MSc
- Karita Kibuspuu, MSc

The heads and the teachers of the specialisations

Youth ministry – head Pille Havakats, MTh

- Urmo Reitav, BA
- Kadi Tingas, BA
- Sven-Joonatan Siibak, BA

Practical mission – head Johanna Rosenvald, MA

Continuation and/or completion of studies are required of Kadi Tingas (theological education and a Master's degree required) and Sven-Joonatan Siibak (studying on the Master's Programme).

Of regional heads, the following are about to become operational:

Hiiumaa Island – Enn Veevo

Saaremaa Island – Margus Mäemets

Tallinn – Helari Puu

An initial network of mentors of students and of Kutse Kool, regional heads and practical training supervisors has taken shape. Annual meetings of mentors convene; a mentorship manual is about to be issued.

Future perspective

- there will be young and new teachers in each transversal theme;
- there will be regular adult education courses, including those on teaching methods, for teachers and mentors;
- there will be involvement of foreign teachers, including by using information technology resources;
- the network of mentors and practical training supervisors will have formed and be adequate; they will have received appropriate training and will have meetings on a regular basis.

Prerequisites for development

- the financing of the Seminary continues at a stable rate;
- the network of mentors is motivated to contribute and develop;
- the Seminary's reputation among young theologians continues to rise.

5.3. The environment for study and work

Current situation

The primary physical work environment is the seminary building at 8 Annemõisa Street. As well, the church buildings and prayer houses of the UFEBEC as the owner of the School that have the capacity for hosting training courses can be regarded as facilities for study. From among them, regional centres have been selected during the last year, in which the project funds from Sweden have been invested in order to build up the capacities for web-based studies. The establishment of a foreign regional centre is under way in the city of Cesis, Latvia, with its head and coordinator in place. A Russian-language study environment is being negotiated for as a language region.

From the viewpoint of spiritual climate, cooperation with the congregations and other denominations is the key. The Seminary's Rector is a member of the UFEBEC Executive Board. The Seminary's mentorship network coordinator coordinates the development of the mentorship system of the Union as a whole. Ministers and workers in the congregations act as mentors and practical training supervisors for the students and the Kutse Kool. All of these enhance trust among the congregations.

The library has been unkempt and unattended for a long time. Even though that does not directly hamper the work, it poses a constant challenge for the employees to find extra

time to catch up with the arrears of work accumulated in between. The bookshelves in the storerooms have been tidied to a considerable degree, with items of fiction and periodicals of a more general nature removed. This activity is continued. Each year, 30-50 titles of professional literature are ordered.

At the same time, the library has undergone remodelling, with two new computers installed. The Library's reading room simultaneously serves as a delightful room for lectures and meetings. Use is made of modern technology and of an interior design suggestive of a student-centred approach to studies. The regional centres are at the stage of remodelling and technological outfitting.

Future perspective

- the Seminary building will be used optimally or replaced with another building permitting optimal use of space;
- the study rooms will conform to the requirements of a modern study environment and be beautiful;
- the library will be orderly – the electronic catalogue will be up to date, and unnecessary and obsolete books will be removed;
- each year, 50-60 titles of fresh professional literature will be added, of which at least half are in a foreign language;
- the regional centres will be functional in terms of rooms, with the capacity for both real-time broadcasts and for the delivering and on-demand viewing of lectures;
- databases will be put to active use in teaching and research.

Prerequisites for development

- Cooperation continues with Valduste OÜ, the Union's leadership and donors on modernisation of the study environment;
- Locating extra resources for arranging the library.

5.4. Financial resources

Current situation

The Seminary's budget for 2014-2016 has exhibited an upward trend. The number of tuition fee-paying students has grown and the income from economic activity (investment of foreign donations) has increased. Beginning from 2016, a call for project proposals is open (predominantly for funds provided by Whittier Community Church), which the Seminary coordinates for the entire Union and from where additional resources for its development activities can be obtained.

Funding for scholarships has continued. Beginning from 2017, one source of scholarship funding will cease but hopefully some others will be added. At present, regular supporters have been Kumla Church in Sweden, First Baptist Church-Bryan in Texas, and Bereca Church in New York, as well as the Vancouver Education Foundation and the Osvald Tärk Foundation. Attendance at Kutse Kool of students under 30 years of age has been supported for two consecutive years by the [Estonian] Baptist Church of Toronto, Canada. In addition, the student's travel expenses can be reimbursed, the respective procedure having been prepared.

In recent years, financial support from the UFEBC congregations has exceeded the contributions from foreign supporters, which will certainly add stability to the work of the entire School. Furthermore, some Estonian undertakings (Tammer OÜ, Kolm Talenti OÜ, a Tartu undertaking via Tartu Salem Baptist Church) have joined in supporting the Seminary on a regular basis.

Future Perspective

- the Seminary's budget will see a 20% growth by 2020;
- the student services fee will be identical for all PHE-students beginning from the autumn of 2017 and will be raised by 10% of the uniform rate by 2020 in order to better meet the actual expenses per student place;
- the teachers' hourly fees will rise by 50%;
- training and conference grants will be available for teachers; the development fund will be at least 20% of the School's budget;
- the positions of mentorship coordinator and heads of specialisations will be partially paid;
- a group of teachers heading the transversal themes will be employed with a 0.5 load;
- stable sources of income, including committed Estonian and foreign churches as well as undertakings' investment pledges and scholarships for students in various forms of study;
- applied research will have sustainable funding, at least 2,000 euros per year.

Prerequisites for development

- the return on investments does not decrease;
- the financial support of the Union, including the congregations, to the Seminary rises instead of falling,
- project funds continue to be of at least the same size;
- the number of students grows;
- the total amount for scholarships does not decrease but rather increase.

Summary

Until the completion of the development plan of the School's owner the UFEBC, no separate implementation plan will be prepared as it would be a relatively specific short-term plan. At the last Supervisory Board meeting of each calendar year the realisation of the development plan and the budget out-turn will be reviewed.

APPENDIX 2: Study Regulations

**Union of Free Evangelical and Baptist Churches of Estonia
Tartu Theological Seminary**

Study Regulations

Tartu 2016

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1. General provisions

- These Study Regulations (hereinafter “regulations”) constitute the main document of the Tartu Theological Seminary of the Union of Free Evangelical and Baptist Churches of Estonia (hereinafter “seminary”), which regulates the and adult education studies and the study-related relationships.
- The regulations are based on the Private Schools Act, the Institutions of Professional Higher Education Act, the Adult Education Act, the Statutes of the Seminary and several other education-related pieces of legislation.
- The regulations are adopted by the council of the seminary and established by the rector with a directive. The study regulations are amended and renewed in accordance with the same procedures.
- The rector of the seminary has the right to enact additional legal documents.
- For the purposes of these regulations, the following definitions shall apply:

Formal education (university-level program) – studies that take place according to the curriculum that has been accredited by the state. In the seminary, the curriculum of the formal education is on the professional higher education level. Upon the end of studies, the formal education student is given a diploma.

Adult Education (continuing education) – every kind of studies that have been planned and carried through by the school that neither require a curriculum accredited by the state nor a connection with a certain level of education. The student who has demonstrated the learning outcomes outlined in the adult education curriculum is given a certificate at the end of the training; otherwise the learner is given a document confirming participation.

Curriculum – the basic document of studies that determines the outlined learning outcomes, content of the studies, study load, specialisations, the conditions of beginning and finishing the studies.

Key topic – a content structuring unit that derives from the educational conception of the Union of Free Evangelical and Baptist Churches of Estonia that also forms a basis for structuring the curriculum.

Course – a smaller substantive unit that treats a particular discipline or a practical activity.

Course syllabus – document that describes the goals, i.e. learning outcomes, methodology, contents and assessment of a course.

Training syllabus – document that underlies adult education and describes the goals,

i.e. learning outcomes, methodology, contents, and assessment of adult education training.

Practical training – supervised and targeted studying in the working environment (usually congregation). The practical training is supervised by supervisors both from the school and the working environment.

Learning outcomes – the knowledge, skills, and attitudes acquired as a result of the studies that have been described at the basic level necessary for completing the module, course or training. The achievement of the learning outcomes is checked by assessment.

Assessment method – activity or a result of an activity through which a student demonstrates the achievement of the learning outcomes. The assessment methods are described by the teaching staff or the educator in the course or training syllabus.

Assessment criteria – claims that characterise the student's activities or the results of the activities and that form a basis for determining whether the learning outcomes have been achieved. In the case of differentiated assessment, the assessment criteria are described separately for each grade.

Credit point (ECTS) – the unit of the workload of studies. One credit point corresponds to 26 academic hours (1 hour – 45 minutes) of the student's work.

Academic year – the academic year of the formal education of the seminary lasts August 20th – August 19th.

Matriculation – the entry of a person in the list of students.

Deletion from the matriculation register – the removal of the student from the list of students.

Standard period of study – time provided in the curriculum for completion of the curriculum.

Full-time study – the student completes at least 75% of the standard cumulative workload of the curriculum by the end of each study year.

Part-time study – the student completes at least 50% but less than 75% of the standard cumulative workload of the curriculum by the end of each study year.

External studies – the student's individual learning activities during which the student has a possibility to use under a contract the study services of the formal education provided in the seminary in the volume ordered by the student. Applications for entering the external studies are accepted in the seminary throughout the year.

External student – person who has the right to complete the curriculum by passing exams and pass/fail evaluations and/or defending the graduation thesis. The external student shall not be matriculated. The activities of an external student shall be covered by the contract entered into by the student and the seminary.

2. Learners

- A learner shall be matriculated into a formal education curriculum by the rector's directive and a learning agreement shall be concluded with them.
- A learner is considered to be adult education learner, once they have registered and paid the training fee, unless otherwise agreed.
- The status of a student is determined by passing the curriculum. The status of the student reflects their progress in the learning activities.
- The student who has not fulfilled cumulatively 30 ECTS by the end of each study year shall be deleted from the matriculation register, unless they have applied for academic leave, their application for academic leave has been satisfied or they have started to make up for insufficient academic progress in coordination with the teaching staff.

3. Teaching staff

- The rights and duties of teaching staff have been laid down in the **job description for teaching staff** and the contract of employment concluded with the members of teaching staff.

4. Learning activities

- Accounting the studies is done by subjects in credit points.
- There is a syllabus for each course. Likewise, there is a training syllabus for each adult education training. These shall include the name of the member of the teaching staff responsible for the course, learning outcomes, volume of the workload of the learner by main forms of study (contact-based study, practical training, independent work) and topics, assessment methods, assessment criteria and the principles of final grading and, if necessary, the reading list. The course syllabus shall be made available for the students in the Moodle environment prior to the course. The training syllabus shall be sent to the training participants or posted in the Moodle environment prior to the training.
- In order to attend a formal education course or adult education training, one has to register to it.
- In the formal education of the seminary, the studies generally take place by academic years. In exceptional circumstances, a student may also study by an individual study plan.
- Whenever a student wants to participate in courses (other than optional courses) taught in other institutions of higher education, a prior agreement with the director of studies of the seminary is necessary.
- For the arrangement of studies, the academic year of the formal education is determined by the academic calendar. The academic calendar for the next academic year shall be approved by the directive of the rector by 1 March at the latest.
- The timetable of the formal education of seminary shall be made available at least a week before the study session and is also made available at the website of the seminary. The seminary reserves the right to make changes to the timetable whenever necessary and undertakes to notify the students of the changes.
- The full volume and division of practical training shall be described in the curriculum and specified in the respective course syllabus, i.e. the practice guide. The practical trainings have a recommended order.
- The practical trainings involve practice supervisors both from the school and the traineeship institution. In exceptional circumstances, one practical training may involve more than one supervisor; however, at least one of those supervisors has to give an assessment about the practitioner.
- The supervisors of the traineeship institutions shall not be remunerated but are offered a possibility to participate in trainings and seminars. Likewise, the work of the practitioner is not remunerated, unless otherwise decided in the traineeship institution.
- In addition to learning outcomes, the practice guide also describes the mandatory activities and the way they have to be reflected in the practical training report.
- The student is entitled to choose the traineeship institution and the time of the practical training, while taking into account the practical training guide.
- Twice a year, practical training seminars shall be held, wherein the students who have submitted their practical training reports shall present what they have

learned from the professional experience.

- The practical training is assessed by non-differentiated assessment and the assessment given by the supervisor of the practical training institution, the practical training report and its defence during the practical training seminar are taken into account.

5. Assessment

- The arrangement of assessment and the scales for assessment are described in the **assessment system** of seminary (as last amended in 2016).
- The methods of assessment and the assessment criteria and the principles of final grading shall be described in the course syllabus which the student can examine at the beginning of the course at the latest.
- The exam report of the course is the source document for the accounting of study results. The exam reports shall be kept on file reflecting the study results. The student's record book has a reminding function only.
- After the study period of the course has expired, members of the teaching staff shall not be obliged to accept papers from the students. The students who by the end of the course have not demonstrated achievement of the learning outcomes that correspond to the assessment criteria described in the assessment methods and do not have a valid reason for that or an agreement with the member of the teaching staff have to take the course again and pay tuition fee for it individually by credit points.
- A student is entitled to complete courses and practical trainings during academic leave.
- Using the work of other authors without citing is considered to be plagiarism. Plagiarism is a serious breach and can entail a negative grade, in extreme cases deletion from the matriculation register.
- A student not satisfied with their result can once complete each assessment method again. The last performance shall be in effect.
- The member of the teaching staff responsible for the course shall present the results of the course that has ended to the director of studies in one month at the latest after the due date of the last paper. The member of the teaching staff shall also inform the students of their final grades.
- The student has the right to appeal their result within one month after receiving the grade of the course by submitting a challenge to the director of studies. In the case of a dispute the performance of the student shall be compared to the assessment methods and criteria as described in the course syllabus.
- The adult education training shall also be assessed based on the training syllabus. When a learner does not perform assessment to a positive result, they can obtain a document confirming participation upon request. The assessment of an adult education training shall not be performed again. The adult education training shall be assessed by non-differentiated assessment.

6. RPL

- Recognition of Prior Learning (RPL) is conducted by a comparison of the learner's competences and the parts of the curriculum. The competences of the

learner may have been obtained by formal studies, adult education, professional experience or life experience.

- The RPL application together with evidence certifying the competences acquired can be submitted to the RPL committee that meets 2-4 times a year. The evidence can be direct (examples of works, the analysis of what has been learnt from the experience) or indirect (the opinion or feedback of someone else). Upon applying, the relevant forms shall be filled in.
- In the case the evidence submitted is insufficient, the RPL committee is entitled to request additional materials or ask the student to perform the assessment methods.
- The smallest unit that can be recognised by RPL is a course or a practical training, however, larger wholes can also be applied for to be recognised as a set. The graduation thesis cannot be recognised by RPL. A compulsory course or practical training that has been performed shall be recognised in the volume of credit points set forth in the curriculum.
- Specific rules for RPL are set forth in the **assessment system** of the seminary.
- The student is entitled to RPL consultations offered by the rector, director of studies and the members of teaching staff of key topics.

7. Mentorship

- Each student shall find a mentor for themselves in two months after starting the studies. As a rule, a mentor has theological education and an experience in church ministry. Upon choosing a mentor, account can also be taken of their experience in the field of specialisation. Ideally, the mentor is of the same gender as the student.
- Appointments with the mentor shall take place 3–4 times a year. Initiative for the mentoring appointment shall always be taken by the student, i.e. the mentee. The primary topics for discussion shall be studies, calling, spiritual growth, personal growth. Other topics essential for the student can also be touched upon. The mentoring relationship ideally lasts a year after graduation to help the student find a field of ministry or a job that is in line with their calling.
- Data about one's mentor has to be notified to the coordinator of the mentorship network. The coordinator of the mentorship network comes into contact with the mentor twice a year to get an overview of the progress of the student and the appointments had.
- A mentor carries out their task for free. Remuneration of other possible expenses shall be made under agreement. Ideally, the mentor shall not bear additional costs.
- Adult education learners can also have mentors, especially in the case of a year-long training.
- The seminary coordinates the mentoring in the Union of Free Evangelical and Baptist Churches of Estonia according to the procedures established by the board of elders.

8. Tuition fee

- The student shall be notified of the tuition fee prior to enrolment in studies. After matriculation, a student is entitled to apply for a scholarship in accordance with the statute of scholarship of the school.

- The amount of the yearly tuition fee of the formal education shall be approved by the council of the seminary by June at the latest and is made public at the website under “**levels of tuition fees**”. In the case the tuition fee is amended, an annex to the learning agreement shall be concluded with the student.
- An external student and a learner taking formal studies courses in the form of adult education shall pay tuition fee by credit points on the same basis as the matriculated students.
- In the case of an RPL application, a student shall pay the fee by credit points. In the case of large-scale applications, a special fee is possible.
- The fee for participation for each adult education training shall be announced individually. Registration for the training shall take effect after payment of the participation fee. Upon announcement of withdrawal at least 7 days prior the training, the learner can request refund of the registration fee.

9. Discontinuing the studies and graduation

- Academic leave is a period during which the student is released from the obligation to study. Generally, academic leave is granted up to one year. The exceptions are child care leave, time service or long-term health problems.
- Going on and returning from an academic leave is based on a written application of the student (in the case of an electronic version, it has to be digitally signed).
- During academic leave, the student is not transferred to the next study year. The end date of the study period of the student is postponed by the duration of the academic leave.
- In accordance with the applicable legislation, during the academic leave the student is not entitled to education allowance, a student loan, survivor’s pension, or travel allowance and their sickness insurance is interrupted.
- Removal of the student from the matriculation register can take effect on the following basis: at the request of the student, on the initiative of the seminary, on circumstances independent of the parties, in the case of full completion of the curriculum (graduation). Deletion from the matriculation register takes effect by the directive of the rector.
- Deletion from the matriculation register on the initiative of the seminary takes place in the case the student has not cumulatively fulfilled 30 ECTS by the end of each study year and has not applied for academic leave, in the case of long-term failure to pay the tuition fee past due, in the case of academic fraud (including plagiarism).
- The circumstances that are independent of the parties are primarily onset of the student’s incapacity or death.
- Deletion from the matriculation register in the case of full completion of the curriculum (graduation) takes place after the full completion of the curriculum.
- The studies shall be closed with the defence of the graduation thesis. The student is allowed to participate in the defence of the graduation thesis, if they have completed the subjects set forth in the curriculum and paid the tuition fee in full.
- The graduation thesis is written under the supervision of a supervisor chosen by the student. The author is responsible for the thesis. The student shall submit information about the topic and supervisor of the graduation thesis to the director of studies at least four months prior to the defence.
- The reviewer shall be approved by the council in a week following the due date of submitting the theses.

- A thesis defence committee shall be set up by the directive of the rector of the seminary. The thesis defence committee shall have 5–7 members. The thesis defence committee shall be qualified to make assessment decisions in the case at least half of its component members are present.
- A written review of the thesis and the opinion of the supervisor are necessary for the defence of the thesis. The graduation thesis is assessed at the public defence.
- The thesis defence committee draws up minutes of the defence. The results of the defence are announced on the day of the defence directly after the minutes of the defence have been signed.
- If a student does not agree with the grade received at the defence of the graduation thesis, the student has the right to submit a written appeal to the rector of the seminary within two working days.
- If the result of the thesis defence is negative, the student is entitled to a second defence at the end of the academic year after supplementing the existing work or writing a new thesis.
- A cum laude diploma (with distinction) is given in accordance with the procedure described in the **assessment system**.

10. Quality assurance

- In order to assure the quality of the learning activities, feedback surveys are conducted every academic year concerning every course.
- The results of the feedback surveys are confidential, and they are passed on to the teaching staff by the rector. In the case of large-scale negative feedback, the rector shall discuss the possibilities to remedy the situation with the respective member of the teaching staff and the leading member of teaching staff of the respective key topic. If after several negative feedbacks, the quality of learning activities does not improve, the member of the teaching staff shall be replaced.
- Feedback is also gathered for the adult education trainings and shall be passed on to the educator. Further use of the educator shall be decided based on the feedback.
- The other quality risks arising out of feedback are dealt with by the director of studies.

Adopted by the board of guardians 2 February 2004.

Amended by the board of guardians 10 June 2010.

Amended by the board of guardians 15 October 2010.

Amended by the board of guardians 15 April 2011.

Amended by the board of guardians 31 May 2013.

Amended by the council 24 November 2016.

APPENDIX 3: The Admission and Expulsion Procedure

*Approved at the Board of Trustees of the Theological Seminary meeting No. 6 (182),
March 02 2018.*

Union of Free Evangelical and Baptist Congregations of Estonia
Theological Seminary

The admission and expulsion procedure of the Theological Seminary

1. General provisions

1. The present procedure regulates admission to and expulsion from formal studies at the Tartu Theological Seminary (hereinafter Seminary).
2. The period of admissions to the Seminary lasts until 25 August.
3. An admissions committee shall be formed by a Rector's decree to organise admissions.
4. The dates for document submission and entrance tests shall be appointed by a Rector's decree by 1 April at the latest.
5. Expulsion shall be decided by the head of the School pursuant to the procedure set forth below.

2. Admission requirements

6. All persons having at least secondary education may apply for formal studies.
7. The student candidate shall submit the following documents by the dates published:
 - an application on the Seminary's form;
 - a copy of the document certifying secondary education;
 - two photos 3×4 cm;
 - in case of name change, a copy of the marriage certificate or of another document certifying the name change;
 - a pastor's letter of recommendation.
8. The student candidate is expected to be a member of a Christian congregation and to have been involved in the congregation's ministry for a minimum of one year.
9. Passage of a test and of an interview is required for the commencement of studies.

3. Admission

10. The Admissions Committee makes a decision on the student candidate on the day following the entrance tests and the interview at the latest and notifies the candidate of the decision.
11. The names of the student candidates who have successfully satisfied all the admission requirements shall be submitted by the Admissions Committee to the Rector for matriculation by 26 August at the latest.
12. The student candidate who intends to commence studies shall enter into a training agreement with the Seminary, which also stipulates the tuition fee payment method.

4. Expulsion

13. Expulsion from formal training occurs for one or more of the following reasons:
 - a withdrawal application is submitted by the student;

- sustained non-performance of the curriculum (less than 6 ECTS credit points per year) coupled with tuition fee arrears;
 - de-registration after graduation from the School.
14. In case of expulsion due to academic debts the head of the School shall notify the student in advance.
 15. The basis for expulsion is a decree by the head of the School and a written notice to the student.
 16. The lists of students shall be reviewed twice a year.

APPENDIX 4: Description of Assessment at Tartu Theological Seminary

Introduction

This assessment is based on the Regulation of the Minister of Education, "A unified assessment system of higher education, with conditions for diploma cum laude" (As of, 1.09.2010), and was approved by the Council of Tartu Theological Seminary in November in 2016.

The assessment will take place according to the learning outcome curriculum approach. This means comparing the students' actual competencies with planned learning outcomes. If the learning outcomes are achieved, the outcome of the assessment will be positive. The assessment is conducted by using methods that conform to the intended learning outcomes and associated assessment criteria. Faculty members provide preliminary information on the assessment methods of the subject in the course syllabus before the scheduled start of the course.

Non-differentiated and differentiated assessment

Assessment is divided into non-differentiated and differentiated forms. There can be parts in differentiated assessment subjects that are assessed according to non-differentiated assessment criteria.

Non-differentiated assessment

When all the assessment methods are in accordance with the corresponding assessment criteria, the student's result is "positive". When the result is lower, even in one assessment method, the result is "negative".

Differentiated assessment

Differentiated assessment distinguishes the learning outcomes of students' achievement level on the following scale (using percentages is justified only in clearly quantitative estimation):

«A» («5») - «excellent» - an outstanding and particularly broad level of achievement of learning outcomes, which are characterized by a very high level of free and creative use of knowledge and skills;

«B» («4») - "very good" - a very high level of achievement of learning outcomes, characterized by creative and purposeful use of knowledge and skills. Specific and detailed elements of knowledge and skills may have some non-substantive and non-essential errors;

"C" ("3") - "good" - a high level of achievement of learning outcomes, characterized by a purposeful use of knowledge and skills. Specific and detailed elements of knowledge and skills have uncertainty and imprecision;

"D" ("2") - "satisfactory" - a sufficient level of achievement of learning outcomes, characterized by the use of knowledge and skills in typical situations, occasionally there are gaps and uncertainty;

«E» («1») - «poor» - a minimally acceptable level of achievement of learning outcomes, characterized by the use of knowledge and skills in limited ways in typical situations, occasionally there are considerable gaps and uncertainty;

"F" ("0") - "deficient" - the student has acquired the knowledge and skills to a level lower than the minimum.

Granting conditions for diploma with honors (cum laude)

Diploma with honors (cum laude) may be issued to a person:

- who has completed the full curriculum;
- who defended the thesis or completed the final exam and got graded for «A»; and
- whose average weighted grade is 4.60 or higher, while taking into account all of the academic report attributed scores.

When calculating the weighted average grade, the following numerical values will be assigned:

"A" – 5;

"B" - 4;

"C" - 3;

"D" - 2;

"E" - 1;

"F" – 0.

Recognition of prior learning (RPL)

Previously non-assessed learning and professional experience will be transferred to credit points by using non-differentiated assessment to assess the applicant's previously acquired knowledge and skills in compliance with the course or module learning outcomes.

Previously obtained credit points transfer:

- the original grade is transferred when the course has been previously assessed in the same evaluation system;
- the scores of a comparable assessment system are calculated as equivalent to a current valid assessment system and scores will be given according to that, or
- the scores will be transferred using non-differentiated assessment when the assessment systems cannot be compared.

Assessment appeal

If, according to the student, his grade is not in compliance with the assessment criteria, he can make an appeal to the leader of studies within one month after receiving the result of the assignment or the course. The appeal will be reviewed together with the teacher and the student will be notified of the decision in a written form.

APPENDIX 5: Faculty Positions

First Name	Last Name	Position	Role	Work Load	Qualification	Subject	ECTS
EDITH	CHENAUIT	lector	visiting lecturer	0,1	PhD	Foreign language	6
NAATAN	HAAMER	lector	visiting lecturer	0,1	MA	Counseling people with special needs	3
ERMO	JÜRMA	lector	visiting lecturer	0,3	MTh	The Hebrew Language	3
						2. The Bible and its interpretation	9
						Exposition of an Old Testament Prophetic Book	3
						Exegesis of the Bible and practical training in exegesis	3
MERVI	KALMUS	lector	visiting lecturer	0,5	MTh	Homiletics	3
						Practical training in ecclesiastical ministry	12
						The Greek Language	3
						Christian spirituality and practical training in spirituality	6
						The teaching about the church and the teaching of the church	6
REIN	KALMUS	lector	visiting lecturer	0,1	MA	The Main Issues in General Church History and Today	6
KARITA	KIBUSPUU	lector	visiting lecturer	0,5	MSc	Developmental psychology	3
MEELIS	KIBUSPUU	lector	visiting lecturer	0,1	MA	Gift-Based Teamwork and Leadership	3
		leader of development,					
INNAR	KRUGLOV	lector	elected staff member	0,7	MTh	Christian spirituality and practical training in spirituality	6
						Exposition of a New Testament letter	3
						The teaching about the church and the teaching of the church	6
IVO	KÄSK	lector	visiting lecturer	0,2	MA	The theology and practice of worship	3
TÖNU	LEHTSAAR	associate professor	visiting lecturer	0,1	PhD	Pastoral counselling	6
HELLE	LIHT	lector	elected faculty member	0,2	MTh	Free churches, freedom of religion and society	3
KARMEN	MAIKALU	lector	visiting lecturer	0,1	MSc	Pastoral counselling	6
						Communication psychology	3
						Family counselling	3
LEHO	PALDRE	lector	visiting lecturer	0,1	MA	Theology of the Bible	6
						Homiletics	3
VILVER	ORAS	lector	visiting lecturer	0,1	MA	Legal issues in Christian ministry	3
EINIKE	PILLI	rector, associate professor	elected staff and faculty member	1	DTh	Academic writing	3
						Lifelong learning in the congregation	3
						Practical training in leadership in the context of mission work	6
						Practical training in ecclesiastical ministry	12
						Counseling and mentoring	3
						Mentoring	3

						Practical training in research	3
						Specialisation project	5
						Family and youth Friendly study environment	3
						Change management and conflict resolution	3
						Practice to support church development	3
TOIVO	PILLI	associate professor	elected faculty member	0,3	PhD	Estonian church and cultural history	6
						The theology and practice of worship	3
						Christian spirituality and practical training in spirituality	6
						Mentoring	3
						Free Churches – Past and Present	6
						Practical training in research	6
						Free Churches – Past and Present	4
						The teaching about the church and the teaching of the church	6
ANDRES	PLOOMPUI	lector	visiting lecturer	0,1	MTh	Biblical Hermeneutics	6
						Exposition of an Old Testament Prophetic Book	3
URMO	REITAV	lector	visiting lecturer	0,1	MA	3. Youth culture and the youth work in the church	3
JAKOB	REMMEL	lector	visiting lecturer	0,1	MTh	The basic course for church planting	9
MEEGO	REMMEL	associate professor	elected faculty member	0,4	PhD	Gift-Based Teamwork and Leadership	3
						Ethics	6
						Counseling people with special needs	3
						Pastoral counseling	6
						Leading the church	6
						Mentoring	3
						Basic course of worship	2
						The biblical bases of worship	3
						The nature and forms of expression of worship	3
						The role of music in the church worship service	3
						Worship as Cooperation	3
						Worship as creative event	1
AIN	RIUSTAN	associate professor	visiting lecturer	0,1	DTh	The history of religion	3
						The teaching about the church and the teaching of the church	9
LEMBI	RIUSTAN	lector	visiting lecturer	0,1	MA	Counseling people with special needs	3
PEETER	ROOSIMAA	professor	Emeritus	0,2	DTh	The teaching about the church and the teaching of the church	3
						Exegesis of the Bible and practical training in exegesis	3
						Exposition of the book of Revelation	3
						The Bible and its interpretation	6

JOHANNA	ROSENVALD	lector	visiting lecturer	0,1	MA	Special seminar on the Gospels	3
						Christian social work in the community	3
						Social proactivity in Christian movements	3
						Practical training in gerontological deacony	3
SVEN- JOONATAN	SIIBAK	lector	visiting lecturer	0,1	BA	Youth culture and the youth work in the church	3
						The Main Issues in General Church History and Today	6
PEETER	TAMM	lector	elected faculty member	0,4	MA	Homiletics	3
						God, the creation and the church	9
						Biblical Hermeneutics	6
JOOSEP	TAMMO	lector	visiting lecturer	0,1	MA	Cultural hermeneutics	3
KADI	TINGAS	leader of studies, lecturer	elected staff member	1	BA	The free-church tradition and ecumenism	6
MARI	VAHERMÄGI	lector	visiting lecturer	0,1	BA	Supporting the spiritual development of children and young people	3
		lector, educational technological					
HELIINA	VOOGNE	educational technological	visiting lecturer	0,1	MA	The theology and practice of missions	6
						God, the creation and the church	9
NIGEL	WRIGHT	professor	visiting professor	0,2	PhD	Free Churches – Past and Present	9

APPENDIX 6: Faculty Qualifications

First Name	Last Name	Date of Birth	Gender	School	Qualification	Year	Country
EDITH	CHENAULT	3.10.1956	female		PhD		
NAATAN	HAAMER	21.10.1965	male	University of Tartu	Mth	2008	Estonia
ERMO	JÜRMA	24.10.1950	male	University of Tartu	MTh	2002	Estonia
MERVI	KALMUS	13.05.1985	female	Newbold College of Higher Education / Theologische Hochschule Friedensau	MTh	2014	United Kingdom
REIN	KALMUS	24.02.1958	male	Estonian Academy of Music and Theatre	MA	2011	Estonia
KARITA	KIBUSPUU	27.03.1977	female	University of Tartu	MSc	2010	Estonia
MEELIS	KIBUSPUU	7.12.1976	male	University of Tartu	MA	2000	Estonia
INNAR	KRUGLOV	23.03.1984	male	University of Life Sciences	MSc	2007	Estonia
IVO	KÄSK	19.04.1979	male	The Institute of Theology of the Estonian Evangelical Lutheran Church	MTh	2014	Estonia
TÕNU	LEHTSAAR	2.05.1960	male	Universiteit van Amsterdam	PhD	1999	Netherlands
HELLE	LIHT	20.11.1966	female	University of Wales	MTh	2008	United Kingdom
KARMEN	MAIKALU	11.10.1975	female	University of Tartu	MSc	2000	Estonia
LEHO	PALDRE	22.04.1973	male	University of Tartu	MA	1998	Estonia
EINIKE	PILLI	30.09.1968	female	University of Tartu	DTh	2005	Estonia
TOIVO	PILLI	1.08.1962	male	University of Wales/International Baptist Theological Seminary, Prague	PhD	2007	United Kingdom
ANDRES	PLOOMPUU	3.09.1979	male	University of Wales, Lampeter	MTh	2010	United Kingdom
URMO	REITAV	20.06.1979	male	University of Tartu	MA	2010	Estonia
MEEGO	REMMEL	27.04.1966	male	University of Wales/International Baptist Theological Seminary, Prague	PhD	2011	Czech Republic
AIN	RIISTAN	28.09.1965	male	University of Tartu	DTh	2011	Estonia
LEMBI	RIISTAN	1.04.1963	female	University of Tartu	MA	1990	Estonia
PEETER	ROOSIMAA	1.02.1948	male	University of Tartu	DTh	2004	Estonia
URMAS	ROOSIMAA	18.08.1976	male	UFEBC Tartu Theological Seminary	BA	1999	Estonia
JOHANNA	ROSENVALD	11.10.1991	female	University of Tartu	MA	2014	Estonia
SVEN-JOONATAN	SIIBAK	20.06.1992	male	University of Tartu	BA	2014	Estonia
PEETER	TAMM	18.04.1965	male	University of Tartu	MA	1991	Estonia
JOOSEP	TAMMO	25.07.1950	male	Theological Seminary of Evangelical Free Church Union, Germany	MA	1983	Germany
KADI	TINGAS	27.07.1993	female	University of Tallinn	BA	2015	Estonia
KERLI	VALK	9.02.1981	female	University of Tartu	MA	2009	Estonia
HELINA	VOOGNE	16.03.1982	female	University of Tartu	MA	2005	Estonia
NIGEL	WRIGHT	13.05.1949	male	King's College London	PhD	1994	United Kingdom

APPENDIX 7: Adult Education Courses in 2016-2017

List of adult education courses in 2016

Name of the course	No of p	Ac. hours	Place and time	Trainer(s)
Open Bible course	35	8+	Hiumaa, 20-21 Jan	Ermo Jürma
Numeri and Jom Kippur	31	8+	Hiumaa, 5-6 Feb	Ermo Jürma
Youth worker should not be left alone (mentoring training)	12	8	TTS, 8 April	Meego Rimmel, Einike Pilli
How to become a mission-minded church?	22	8	Tallinn, Kalju Baptist Church 20 April	Bill Hoyt, Bill Ankerberg, Gunnar Mägi, Matt Edminster
Jõudejõud, pilgrimage	14	32	Western Estonia, 18 – 21 August	Einike Pilli, Meego Rimmel, Heli Eigi
How to love Moslems?	80	3	15 May Kiviõli; 19 May Kohtla-Järve; 20 May Tartu Kolgata Baptist Church; 22 May Tallinn Mustamäe Free Church	Dave and Gail Seiver, US
Planning, budgeting and carrying out projects	12	6	TTS, 17 Sept	Juko-Mart Kõlar
Christian social work in the society	8	18	TTS, 15 Oct and 10 Dec, 3 EAP	Johanna Rosenvald
Youth culture and church youth work	14	18	TTS, 19 Nov and 10 Dec, 3 EAP	Sven-Joonatan Siibak, Pille Havakats, Urmo Reitav,
Safety in relationship networks	15	4	8 Oct Antsla	Meelis ja Karita Kibuspuu
Alienate or welcome? Migrations	20	4	26 Sept at Estonian Council of Churches	Tony Peck, Nabil Costa and Miguel Zayas

experiences of Estonia, Europe and Middle-East			house, in cooperation with them	
Church as a family. Family as a church	60	8+	Nuutsaku, 13-14 May	Erki Tamm, Joosep Tammo, Peeter Roosimaa, Karmen Maikalu
Joint training of theological schools "Academic mentoring"	18	9	Tallinn, 24-25 May	Tõnu Lehtsaar, Marko Tiitus, Naatan Haamer, Meego Rimmel, Einike Pilli
School of calling in Virumaa	54	72	Rakvere, Sept 2015 - May 2016	More than 15 teachers
School of Calling in Keila	82	72	Keila, Sept 2016 - May 2017	More than 15 teachers
God, creation and the Church	9	72	TTS, Aug 2016 - Febr 2017	More than 15 teachers
Total:	486			

List of Adult Education courses in 2017

Name of the course	No of p	Ac. hours	Place and time	Trainer(s)
Counselling people with special needs	24	18/78	TTS, 18 Jan, 18 March	Meego Rimmel, Lembi Riistan
Discipleship 2.0	17	12	Tallinn, 24-25 March	Jeffery Allen, Erki Tamm
Jõudejõud, pilgrimage	27	52	North coast, 2-6 August	Einike Pilli, Meego Rimmel, Heli Eigi
Supporting the Spiritual Development of Youth	22	18/3E CTS	TTS, Nov and Dec	Mari Vahermägi
Emotional Health and Inner Balance	12	2	12 May "Volvo"	Meelis ja Karita Kibuspuu
I Want to Hold You - marriage seminar	12	23	TTS and Nuutsaku, 7 May- 25 June	Meelis ja Karita Kibuspuu

Youth pilgrimage "O2"	23	12	Käsmu, 20 May	Einike Pilli and Meego Rommel
„Ülistusalfa"	107	21/52	Tallinn, Tartu Oct-dec	Multiple teachers
School of Calling in Keila	82	72	Keila, Sept 2016 – May 2017	More than 15 teachers
Development seminar for churches	80	10	6 times in 4 churches	Meego Rommel, Einike Pilli, John Caplin
"God is good? Why there is so much injustice and suffering today?"	50	2	Tartu University, 11 Jan	Christian Hofreiter
Total	456			

APPENDIX 8: Publications

1. Articles

Lehtsaar, Tõnu; Soom, Kaido; Schihalejev, Olga (2015). Suundumusi nüüdisaegses hingehoius. *Usuteaduslik Ajakiri*, 68 (1), 83–98.

Meel, Liidia; Lehtsaar, Tõnu (2017). Interdisciplinary team based pastoral care: A potentially adaptable model for Estonian healthcare institutions. *Occasional Papers on Religion in Eastern Europe*, 37 (3), 1–33.

Schihalejev, Olga; Soom, Kaido; Lehtsaar, Tõnu (2014). Religious Education in Estonia - Between Fears and Expectations. *Religious Education Journal of Australia*, 30, 1, 24–30.

Pilli, Einike; Vaikjärv, T. (2015). Ümberpööratud klassiruumi meetod kui õppija vastutuse kujundaja. *KVÜÕA Toimetised*, 20, 165–175.

Pilli, Toivo (2015). Discipleship in Early Anabaptist Tradition: Inspiration for Today. *Baptistic Theologies*, 7 (2), 44–56.

Pilli, Toivo (2015). Where Do We Go from Here? Some Challenges for European Baptist Ecclesiology. *Journal of European Baptist Studies*, 2, 5–16.

Riistan, Ain (2016). The Moscow Patriarchate and the Conflict in Ukraine. *Sõjateadlane (Estonian Journal of Military Studies)*, 2, 206-231.

Riistan, Ain (2015). Mark 8:22–26: What Do We Make of a Jesus Who Spits? In: Espak, Peeter; Läänemets, Märt; Sazonov, Valdimir (Ed.). *When Gods Spoke. Researches and Reflections on Religious Phenomena and Artefacts. Studia in Honorem Tarmo Kulmar.* (260–271). Tartu: University of Tartu Press. (*Studia Orientalia Tartuensia. Series Nova; VI*).

Roosimaa, Peeter (2017). Johannese evangeeliumi eeskõne ehk proloog. *Usuteaduslik Ajakiri*, 1/ 2017(71), 3–23.

Roosimaa, Peeter (2015). Johannese evangeeliumi kirjutamisaeg. *Usuteaduslik Ajakiri*, 1 (68), 3–18.

Roosimaa, Peeter (2014). Sünoptiliste evangeeliumide kirjutamise aeg. *Usuteaduslik Ajakiri*, 66 (1), 3–24.

Roosimaa, Peeter (2015). Über den Tod in der Bibel. Espak, Peeter; Läänemets, Märt; Sazonov, Vladimir. *When Gods Spoke. Researches and Reflections on Religious Phenomena and Artefacts. Studia in honorem Tarmo Kulmar.* (286–297). University of Tartu Press. (*Studia Orientalia Tartuensia. Series Nova; VI*).

Roosimaa, Peeter (2015). „Jesus von Nazareth“ als sozialpolitisches Problem. Kämmerer, Thomas R., Kõiv, Mait. *Cultures in Comparison. Religion and Politics in Ancient*

Mediterranean Regions (143–153). Münster: Ugarit Verlag. (Alter Orient und Altes Testament. Acta Antiqua Mediterranea et Orientalia; 390/3).

2. Books

Roosimaa, Peeter (2017). Johannese ilmutus: kuidas seda tõlgendada? Tallinn, Allika.

Roosimaa, Peeter (2016). Raamat ristimisest. Tallinn, Allika.

Maikalu, Karmen; Pilli, Einike; Pilli, Toivo; Remmel, Meego (2017). Kristlik juht ja mentorlus: käsiraamat. Tartu, Kõrgem Usuteaduslik Seminar.

APPENDIX 9: Curriculum 2017

**Union of Free Evangelical and Baptist Churches of Estonia (UFEBEC),
Tartu Theological Seminary (TTS)
(Applied higher education studies)
The curriculum – Free Church Theology and Leadership**

1. Name of the curriculum	Vabakiriklik teoloogia ja juhtimine
2. Name of the curriculum in English	Free Church Theology and Leadership
3. Higher education level	Applied higher education
4. Learning format	Distance learning
5. Educational institution	Tartu Theological Seminary of the Union of Free Evangelical and Baptist Churches of Estonia
6. Size of the curriculum (ECTS)	180 ECTS
7. Nominal duration of studies	3 years
8. Curriculum group	Theology

The aim (of the designers of) the curriculum is to train specialists with theological key competences. After graduation the student is able to work in the church context and in public sector and continue his/her studies on the Master's level.

5 cross-curriculum theme modules that make all together 154 ECTS, including practical training 27 ECTS.

5 elective speciality modules 20 ECTS, including practical training at least 5 ECTS.

Elective module 15 ECTS, of which elective 9 ECTS and 6 ECTS are optional.

Graduation thesis 12 ECTS, including practical training 3 ECTS.

Learning outcomes of the study programme. The student who completes the programme

- has a systematic overview in their mother tongue and in one foreign language of the basic terms of theology, which they apply in describing and practising the Free Church tradition;
- knows and analyses the text of the Bible and the influence of its interpretations in religious traditions and in the life of individual Christians;
- analyses the development of Free Church spirituality and tradition, in their uniqueness, in the context of theological understanding and congregational practice;
- can analyse context and the target group of the specialisation and communicate the Christian message to them understandably;
- applies relevant communication strategies and principles of team leadership in congregational practices and projects;
- knows the basics of the specialisation area and plans self-development in it.

Curriculum consists of the following cross-curriculum theme modules

- Free Church identity (28 ECTS)
- Bible and interpretation (33 ECTS)

- Ethics and discipleship (18 ECTS)
- Mission and commission (27 ECTS)
- The gifts of the Holy Spirit in the church (33ECTS)
- Specialisation (20 ECTS) – five choices
- Elective courses 15 ECTS, out of which 6 ECTS are open electives
- Graduation theses 12 ECTS

Cross-curriculum theme modules

1. Free church identity 28 ECTS (VKTJ.01)

Learning outcomes. The student who completes the module

- interprets modern church life trends in Estonia and in the world in the light of the influences from history, knows the key texts, persons and topics;
- describes the formation of the free church tradition and its characteristics in the ecumenical context;
- analyses the impact of the church practices in society, distinguishes current problems and offers simple solutions;
- analyses the logic of the formation of religious traditions, describes oneself as a part of the continuity and re-interpretation of tradition;
- associates the sources and the content of free church identity with its practices.

This module consists of the following subjects

1. The Main Issues in General Church History and Today 6 ECTS (VKTJ.01.01)
2. Free Churches – Past and Present 4 ECTS (VKTJ.01.02)
3. Estonian Church and Cultural History 6 ECTS (VKTJ.01.03)
4. The Free Church Tradition and Ecumenism 3 ECTS (VKTJ.01.04)
5. The Teaching About the Church and the Teaching of the Church 6 ECTS (VKTJ.01.05)

The Main Issues in General Church History and Today 6 ECTS (VKTJ.01.01)

Learning outcomes. The student who completes the course

- knows the main periods of the church's history, can explain their features, the role of key figures and written texts, the most important events and their consequences;
- is able to provide an analytical overview of the development of major theological themes, factors of influence and major changes through different periods of church history;
- reads the selected key texts of the church history critically and analytically;
- reflects logically, and using factual material, on what the today's church and society can learn from church history.

Free Churches – Past and Present 4 ECTS (VKTJ.01.02)

Learning outcomes. The student who completes the course

- knows the events and key people that belong to the tradition of radical reformation and can place them in the course of church history and in the context of events;

- can explain the origins of radical reformation and of the subsequent free churches, associates the material with other Christian denominations in the cultural-historical context;
- analyses critically the original theological emphases of free churches, especially ecclesiology, keeping in mind the theological discussion in the present day free church;
- can explain how the knowledge of radical reformation (and the identity of later free churches) helps to enrich the contemporary free church theological ideas.

Estonian Church and Cultural History 6 ECTS (VKTJ.01.03)

Learning outcomes. The student who completes the course

- can logically periodize the history of church in Estonia;
- knows the main events and key people of the Estonian church and cultural history;
- creates connections between the events of the Estonian church and cultural history;
- knows and understands the development of the Union of Free Evangelical and Baptist Churches of Estonia in a wider context of Estonian culture.

The Free-church Tradition and Ecumenism 3 ECTS (VKTJ.01.04)

Learning outcomes. The student who completes the course

- analyses the difference between Christian denominations and compares these to the free church tradition;
- knows main ecumenically important texts;
- discusses problems which emerge in ecumenical relationships;
- analyses the main features of Christian denominations and compares them with the free church tradition;
- describes the origins of various Christian traditions.

The Teaching About the Church and the Teaching of the Church 6 ECTS (VKTJ.01.05)

Learning outcomes. The student who completes the course

- orientates him/herself in the key approaches of systematic theology;
- knows the basic logic of the development and the modern trends in Christian church and different denominations, and compares this knowledge with the tradition of the Radical Reformation;
- knows the life and teaching of Jesus in its historical context and expounds its importance for the conception of Free churches;
- orientates oneself in the pursuits of the truth of the early Christians and in the main issues of Christology, and in the general concepts of New Testament theology;
- explains how the doctrine of the Triune God, man and salvation is realised in different denominations, and how it impacts their ecclesiology and spirituality.
- knows the chosen ecumenical texts;
- discusses emerging issues in ecumenical relations as follows
 - recognition of baptism
 - participating in communion
 - funerals
 - weddings

- use of sacred space, church
- other forms of cooperation

2. Bible and Interpretation 33 ECTS (VKTJ.02)

Learning outcomes. The student who completes the module

- knows the Bible and the context of its books;
- knows the basic principles of exegesis and hermeneutics and can apply them to interpret of the Bible;
- can use the sources of information to interpret and teach the Bible according to the context of today;
- analyses the impact of the Biblical text and interpretations on religious traditions and in the lives of individual Christians.

This module consists of the following subjects

1. God, the Creation and the Church (basic course on the Bible) 9 ECTS (VKTJ.02.01)
2. The Bible and its Interpretation 6 ECTS (VKTJ.02.02)
3. Biblical Hermeneutics 6 ECTS (VKTJ.02.03)
4. Theology of the Bible 6 ECTS (VKTJ.02.04)
5. Exegesis of the Bible and Practical Training in Exegesis 6 ECTS (VKTJ.02.05)

God, the Creation and the Church (basic course on the Bible) 9 ECTS (VKTJ.02.01)

Learning outcomes. The student who completes the course

- knows the content of the books and the background of the books in the Bible;
- knows and is able to apply different methods to study the Bible;
- explains the essential meaning of God's Kingdom and the principles of its growth;
- analyses the needs of his/her community and plans a holistic project to address these needs;
- based on his/her calling, assesses oneself in the relationships and sets goals for further development.

The Bible and its Interpretation 6 ECTS (VKTJ.02.02)

Learning outcomes. After completion of the course, the student

- knows the formative story of the Old Testament books and takes into account the time and context of their writing;
- knows the history and periods of Israel as the chosen people of God;
- knows the New Testament and the writing context of its books.

Biblical Hermeneutics 6 ECTS (VKTJ.02.03)

Learning outcomes. The student who completes the course

- describes different methods of interpretation and can distinguish them;
- knows the different components of the process of interpretation and can take them into account (author, primary readers, interpreter, interpretive community, surrounding community);
- knows the basic positions of general linguistics and can take them into account when interpreting the Bible;
- lists and briefly explains the basic elements of the Old Testament narrative;

- knows the elements of rhetoric and can use them in interpreting the New Testament.

Theology of the Bible 6 ECTS (VKTJ.02.04)

Learning outcomes. The student who completes the course

- knows the basic theological concepts and can put these into the context of the Bible;
- has an overview of the Bible's major topics (Part I of the course: issues related to the Bible's authority, God, man, creation, sin, and salvation);
- knows and is able to justify, analyse and explain, based on Biblical texts, the central theological views;
- on the basis of the Bible, can independently find answers to questions arising in religious or congregational practice;
- is aware of the existence of various theological positions;
- appreciates the Bible as God's authoritative revelation and as the basis of Christian teaching and life.

Exegesis of the Bible and Practical Training in Exegesis 6 ECTS (VKTJ.02.05)

Learning outcomes. The student who completes the course

- knows the basic principles of the exegesis and can apply them to interpret the Bible text;
- describes schematically the structure of the Bible's writings based on the given text;
- understands the impact of context on the meaning of a particular text and takes this into account in exegesis;
- is familiar with the linguistic and literary characteristics of the Biblical text and with historical-critical methods of exegesis;
- conducts exegesis of the narrative texts of the Bible on the level necessary for preaching;
- correctly presents the results of exegesis and explains the results of exegetic work in a clear way and can relate them to hermeneutical conclusions.

3. Ethics and Discipleship 18 ECTS (VKTJ.03)

Learning outcomes. The student who completes the module

- recognizes and applies the main practices of Christian spirituality;
- orientates in contemporary ethical discussion and presents ethical standpoints in a well-grounded way;
- is able to plan and implement various forms of lifelong learning in the congregational environment, creatively applies learning skills;
- analyses oneself with the help of a mentor and in the light of Christian practices, is planning ones life-long development.

This module consists of the following subjects

1. Christian Spirituality and Practical Training in Spirituality 6 ECTS (VKTJ.03.01)
2. Ethics 6 ECTS (VKTJ.03.02)
3. Lifelong Learning in the Congregation 3 ECTS (VKTJ.03.03)
4. Mentoring 3 ECTS (VKTJ.03.04)

Christian Spirituality and Practical Training in Spirituality 6 ECTS (VKTJ.03.01)

Learning outcomes. The student who completes the course

- knows different traditions of Christian spirituality in both historical and modern terms;
- gives examples of the historical-confessional forms of appearance of Christian spirituality;
- knows the main methods of deepening spirituality both individually and collectively;
- is able to create environments that support Christian spirituality;
- makes suggestions to improve the environments that support spirituality.

Ethics 6 ECTS (VKTJ.03.02)

Learning outcomes. The student who completes the course

- knows the main philosophical and theological ethics schools, their most well-known representatives and perspectives;
- solves problems in situations using ethical categories;
- clarifies the free church beliefs about Christian faith and in issues of moral life;
- appreciates the diversity of attitudes and values in society;
- reflects on the personal and communal holistic development from moral perspective.

Lifelong Learning in the Church 3 ECTS (VKTJ.03.03)

Learning outcomes. The student who completes the course

- knows the main goals and forms of Christian learning and analyses how these are applied in his/her church;
- describes the characteristics of successful learning from the perspective of individual and faith traditions knows how to create successful learning environment;
- plans learner-centered educational process in its different aspects;
- analyses oneself as a life-long learning Christian and plans the future steps to answer the challenges with his/her mentor.

Mentoring 3 ECTS (VKTJ.03.04)

Learning outcomes. The student who completes the course

- understands the principles of mentoring and can apply them to support the development of others;
- is able to apply mentoring practices and counselling methods in a targeted way;
- applies religious practices in mentoring and counselling;
- has verbalised his religious preferences through a mentoring relationship, analysed his/her areas for development and discovered appropriate ways to develop his/her spirituality.

4. Mission and Commission 27 ECTS (VKTJ.04)

Learning outcomes. The student who completes the module

- analyses the impact factors of free church mission concept and practice and argues for the most appropriate approaches in today's Estonian context;

- interprets cultural events and provides a reasoned assessment of the most important phenomena based on a free church perspective;
- distinguishes between the main world religions, analyses the influence of religion on individuals and groups of people;
- analyses the opportunities for oneself and others to participate in civil society, based on a free church mindset;
- knows and observes the legal regulations in the ministry and missionary practice.

This module consists of the following subjects

1. The Theology and Practice of Missions 6 ECTS (VKTJ.04.01)
2. The History of Religion 3 ECTS (VKTJ.04.02)
3. Cultural Hermeneutics 3 ECTS (VKTJ.04.03)
4. Practical Training in Leadership in the Context of Mission Work 6 ECTS (VKTJ.04.04)
5. Free Churches, Freedom of Religion and Society 3 ECTS (VKTJ.04.05)
6. Social Proactivity in Christian Movements 3 ECTS (VKTJ.04.06)
7. Legal Issues in Christian Ministry 3 ECTS (VKTJ.04.07)

The Theology and Practice of Missions 6 ECTS (VKTJ.04.01)

Learning outcomes. The student who completes the course

- knows the general outline of the history of missions and the widespread missional practices;
- analyses and implements a comprehensive mission practices in private, congregational, and professional life;
- recognizes and analyses different world-views and cultural differences;
- knows the surrounding community and its spiritual and practical needs;
- is motivated to seek and implement today's mission-oriented strategies in their environment.

The History of Religion 3 ECTS (VKTJ.04.02)

Learning outcomes. The student who completes the course

- recognizes the forms of religion in the life of people and societies;
- has systematic overview of different scientific approaches to religion;
- recognizes the different manifestations of religion;
- has the knowledge on the history, central beliefs and practices of the major religious traditions;
- can estimate the practical use of the acquired knowledge.

Cultural Hermeneutics 3 ECTS (VKTJ.04.03)

Learning outcomes. The student who completes the course

- distinguishes the essence of Christianity from its cultural forms;
- analyses the causes and extent of the dynamics of the congregational culture;
- compares the church culture and the surrounding secular culture;
- describes the manifestations of church life in the light of cultural theoretical texts;
- offers practical opportunities for shaping the congregational culture.

Practical Training in Leadership in the Context of Mission Work 6 ECTS (VKTJ.04.04)

Learning outcomes. The student who completes the course

- uses creatively methods of management and development on oneself and team;
- plans and conducts a missionary or evangelism project;
- assesses its activities as a leader in the context of missionary work and sees opportunities for improvement.

Free Churches, Religious Freedom and Society 3 ECTS (VKTJ.04.05)

Learning outcomes. The student who completes the course

- can make a brief, meaningful summary of the historic contribution of Free Church to religious freedom;
- knows the main positions of free church theology, from which to be guided in relations with the state and society, and can analyse contemporary situations based on them;
- knows the paragraphs on religious freedom in the Constitution of the Republic of Estonia and can analyse their implementation and the related issues of tolerance in contemporary Estonian society;
- is able to analyse the role of free churches in society and make proposals for the inclusion of churches in the social arena.

Social Proactivity in Christian Movements 3 ECTS (VKTJ.04.06)

Learning outcomes. The student who completes the course

- analyses the points of contact and interaction between church and society;
- assesses the role of Christian movements in society both in historical and in modern terms;
- describes the main forms of social activity of churches and Christian movements in Estonia and abroad;
- analyses the possibilities of oneself and others to participate in civil society and to be socially proactive based on a free church mindset.

Legal Issues in Christian Ministry 3 ECTS (VKTJ.04.07)

Learning outcomes. The student who completes the course

- is aware of the main legal issues concerning Christian ministry;
- knows the bases of the legal system and orientates in them;
- knows the difference between legal disciplines;
- knows the different legal acts concerning ministry;
- has obtained the first experience in solving legal cases.

5. The gifts of the Holy Spirit in the church 33 ECTS (VKTJ.05)

Learning outcomes. The student who completes the module

- relates the interaction of gifts and forms of work of the Holy Spirit with the work of the church;
- knows the logic and specificity of the church as a functioning organization in comparison with secular organizations and is able to manage the basic processes;
- knows and implements effective communication techniques in preaching, leading worship and devotion, based on free church theology;

- implements learned knowledge in the context of leading community, church life and missionary work and analyses the process.

This module consists of the following subjects

1. The Theology and Practice of Worship 3 ECTS (VKTJ.05.01)
2. Homiletics 3 ECTS (VKTJ.05.02)
3. Pastoral Counselling 6 ECTS (VKTJ.05.03)
4. Gift-Based Teamwork and Leadership 3 ECTS (VKTJ.05.04)
5. Leading the Church 6 ECTS (VKTJ.05.05)
6. Practical Training in Church Ministry 12 ECTS (VKTJ.05.06)

The Theology and Practice of Worship 3 ECTS (VKTJ.05.01)

Learning outcomes. The student who completes the course

- has an overview of the main concepts related to Christian worship service;
- explains main stages of development of patterns and theology of worship, both in history and in different denominations;
- relates elements of worship with theological meaning;
- demonstrates an ability to plan and conduct different types of worship services alone and in a team in his/her Christian tradition;
- knows and demonstrates the ability to conduct Christian ordinances in a meaningful way.

Homiletics 3 ECTS (VKTJ.05.02)

Learning outcomes. The student who completes the course

- can explain the relationship between preaching and public speech motives and components;
- conducts a short exegetical and hermeneutical analysis of a selected text for the purpose of conducting a meaningful sermon;
- prepares and presents a 20-minute sermon that is meaningful emotionally, intellectually and spiritually for the listeners;
- gives feedback to the sermons of others by the acquired theory and experience.

Pastoral Counselling 6 ECTS (VKTJ.05.03)

Learning outcomes. The student who completes the course

- knows the main schools of thought and terminology in pastoral counselling;
- understands the essence of pastoral counselling contact and situation;
- can envision and conduct a pastoral counselling conversation applying intentionally basic counselling modes;
- uses the religious practices in pastoral counselling;
- develops intentionally in tolerance and empathy;
- evaluates his/her limits of competence and in case of need helps the counselee to find professional help.

Gift-Based Teamwork and Leadership 3 ECTS (VKTJ.05.04)

Learning outcomes. The student who completes the course

- knows the differences and relationships of character traits and spiritual gifts in the perspective of setting and achieving both personal and common goals in life and work;

- can sense and see meaning in the uniqueness of calling in one's own life and in others;
- values the Christian understanding and practice of stewardship attitude toward and investment to the talents;
- can create, motivate, communicate, lead and reflect the team and teamwork in the variety and unity of its members, reaching the goals set before them;
- knows the logic of empowering and delegating for a team and its members in order to shape a team spirit and attitude of work;
- describes and analyse their practical leadership experience in team work relying on their theological and leadership knowledge.

Leading the Church 6ECTS (VKTJ.05.05)

Learning outcomes. The student who completes the course

- is able to orientate in contemporary theories and practices of the organizational culture and leadership;
- understands the uniqueness and logic of development and leadership of the church as organically Christian organization, and can take it into account in their practical life and work;
- knows the logic both in self-leadership as well as in creating, envisioning, empowering, leading, motivating and mentoring a team, and is prepared to practically apply it;
- is ready to envision organizational goals and changes in order to realise them, communicate its importance, realize it together while leading others, and analyse its impact when realized;
- knows the theories of church planting and holistic development and associates them with theology and practical leadership;
- integrates the role of and actions by the church with spreading the Good News in the contemporary civil society;
- analyses and synthesizes personal and common experience of church life and work in theological terms and concepts.

Practical Training in Church Ministry 12 ECTS (VKTJ.05.06)

This will have four 3 ECTS parts – Observation, Homiletics, Pastoral Counselling, and Christian Media.

Learning outcomes. The student who completes the course

- plans and leads the worship services and church activities in a meaningful and purposeful way;
- applies the elementary skills of pastoral work, including preaching, teaching, and counselling under supervision;
- analyses and write various texts for secular and Christian media;
- analyses their professional activity, discusses it with the supervisor, and makes suggestions for improving it.

Specialisation: Practical Mission 20 ECTS (VKTJ.PM)

Learning outcomes. In the end of the specialisation student

- knows the developmental logic of people, distinguishes between people with special needs and uses appropriate methods to support development;

- implements pastoral counselling skills in support of families, knowing the limits of their competence;
- knows the nature of Christian social work and the possibilities for its implementation in both the congregation and the community.

This specialisation module consists of the following subjects

1. Developmental Psychology 3 ECTS (VKTJ.PM.01)
2. Counselling People With Special Needs 3 ECTS (VKTJ.PM.02)
3. Family Counselling 3 ECTS (VKTJ.PM.03)
4. Christian Social Work in the Community 3 ECTS (VKTJ.PM.04)
5. Practical Training in Gerontological Deacony 3 ECTS (VKTJ.PM.05)
6. Supervised Practice of Pastoral Counselling 3 ECTS (VKTJ.PM.05)
7. Specialisation Project 5 ECTS (VKTJ.PM.05)

Developmental Psychology 3 ECTS (VKTJ.PM.01)

Learning outcomes. After completion of the course, the student

- knows basic definitions of developmental psychology;
- knows the most important theories of developmental psychology;
- understands the nature of the development crises occurring at different stages of life and their religious significance;
- deals with the person as a whole in the integration of different aspects of development;
- can analyse the development of oneself and others based on the most important theories and concepts of developmental psychology.

Counselling People With Special Needs 3 ECTS (VKTJ.PM.02)

Learning outcomes. After completion of the course, the student

- understands differences of the people with special needs along with their thinking and religious understandings;
- interprets and values the place of people with special needs in the Christian fellowship;
- reflects his/her own communicative experience with the people of special needs and is ready to discuss argumentatively the questions related to such experience.

Family Counselling 3 ECTS (VKTJ.PM.03)

Learning outcomes. After completion of the course, the student

- understands the functioning of the family system and thus can better assist people with different family problems;
- knows why and how to involve the whole family in solving problems;
- can create and use a genogram for helping people;
- implements simpler working methods in support of people in family problems;
- can protect and take care of oneself as a helper.

Christian Social Work in the Community 3 ECTS (VKTJ.PM.04)

Learning outcomes. After completion of the course, the student

- knows the special features of Christian social work;
- has studied some of the working practices of Christian social work;
- knows the theological foundations of Christian social work;

- is able to see the opportunities and risks involved in cooperating with the local government in the social field;
- understands the importance of tolerance in day-to-day social work practice;
- analyses the possibilities of one's own and others for doing social work congregationally.

Practical Training in Gerontological Deacony 3 ECTS (VKTJ.PM.05)

Learning outcomes. After completion of the course, the student

- describes and analyses the specifics, work process, organizational culture and development potential of the internship;
- describes the forms of elderly diaconal work in a specific organization;
- relates one's life experience, early education and experience from the internship;
- analyses one's practical activity in the light of theoretical concepts;
- assesses the specialty of the internship in terms of its own professional competencies and shortcomings and sets individual developmental and learning tasks.

Supervised Practice of Pastoral Counselling 3 ECTS (VKTJ.PM.05)

Learning outcomes. After completion of the course, the student

- implements the basic principles of pastoral counselling in practice;
- associates the academic knowledge of different fields with practical work;
- analyses one's values, skills and knowledge on the experience of practice;
- evaluates the specialty of the practice of pastoral counselling in the light of its own professional competencies and shortcomings and sets individual developmental and learning tasks.

Specialisation Project 5 ECTS (VKTJ.PM.06)

Learning outcomes. After completion of the project, the student

- knows how to plan, lead and report projects and implements this knowledge in the area of their specialisation;
- sets clear and theologically sound aim to the project and aligns all activities according to that;
- analyses motivational factors of the target group and the team and executes the project according to these;
- uses effective communication skills with all people involved in the project, is tolerant toward different viewpoints and is open to support the initiative and skills of team members.

Specialisation: Youth Work 20 ECTS (VKTJ.NT)

Learning outcomes. After completion of the module, the student

- knows the developmental logic of people, distinguishes between people with special needs and uses appropriate methods to support development;
- analyses the impact of general youth culture on church youth ministry and can support the spiritual development of children and young people;
- knows the goals and methods of youth work specific to the free church identity and applies them to the specialisation project;
- binds church and youth work to the united and integrated development of the church and can create a family-friendly and youth-friendly environment;

- knows the curriculum, teaching methods and ways of motivating teachers and applies them in the congregational context.

This specialisation module consists of the following subjects

1. Development Psychology 3 ECTS (VKTJ.NT.01)
2. Counselling People With Special Needs 3 ECTS (VKTJ.NT.02)
3. Youth Culture and the Youth Work in the Church 3ECTS (VKTJ.NT.03)
4. Supporting the Spiritual Development of Children and Young People 3 ECTS (VKTJ.NT.04)
5. Family and Youth Friendly Study Environment (practical training in curriculum and teaching methods) 3 ECTS (VKTJ.NT.05)
6. Specialisation Project 5 ECTS (VKTJ.NT.06)

Development Psychology 3 ECTS (VKTJ.NT.01)

Learning outcomes. After completion of the course, the student

- knows basic definitions of developmental psychology;
- knows the most important theories of developmental psychology;
- understands the nature of the development crises occurring at different stages of life and their religious significance;
- deals with the person as a whole in the integration of different aspects of development;
- can analyse the development of oneself and others based on the most important theories and concepts of developmental psychology.

Counselling People With Special Needs 3 ECTS (VKTJ.NT.02)

Learning outcomes. After completion of the course, the student

- understands differences of people with special needs along with their thinking and religious understandings;
- interprets and values the place of people with special needs in the Christian fellowship;
- reflects his/her own communicative experience with the people of special needs and is ready to discuss argumentatively concerning the questions related to such experience.

Youth Culture and the Youth Work in the Church 3ECTS (VKTJ.NT.03)

Learning outcomes. After completion of the course, the student

- understands the nature of national and congregational youth work (0-26 years) and its general and specific goals;
- recognizes the general stages of development of young people, including religious ones, and their evolution and development over time;
- orientates to the principles, fields and outputs of the congregation's youth work;
- understands youth work in the context of education and community work;
- understands his role as a youth worker, can reflect, analyse and maintain his spiritual health;
- knows the main methods and forms of youth work.

Supporting the Spiritual Development of Children and Young People 3 ECTS (VKTJ.NT.04)

Learning outcomes. After completion of the course, the student

- knows the main theories of spiritual development and analyses children and young people of different ages;
- applies techniques that support the main spiritual development in a targeted purposeful and targeted way;
- can support children and young people during moments of religious crisis;
- analyses and creates environments that support spiritual development.

Family and Youth Friendly Study Environment (practical training in curriculum and teaching methods) 3 ECTS (VKTJ.NT.05)

Learning outcomes. After completion of the course, the student

- recognizes the main concepts of a learner-centered curriculum and analyses the quality of curricula with them;
- implements the main aspects of the didactics in the planning of learning;
- knows the main teaching methods and applies them in a learner-centered way.

Specialisation Project 5 ECTS (VKTJ.NT.06)

Learning outcomes. After completion of the course, the student

- knows how to plan, lead and report projects and implements this knowledge in the area of their specialisation;
- sets clear and theologically sound aim to the project and aligns all activities accordingly;
- analyses motivational factors of the target group and the team and executes the project according to these;
- uses effective communication skills with all people involved in the project, is tolerant toward different viewpoints and open to support the initiative and skills of team members.

Specialisation: Church Planting and Development 20 ECTS (VKTJ.KRA)

Learning outcomes. After completion of the module, the student

- recognizes and relates to the four key concepts for planting and developing of churches;
- uses cultural and biblical hermeneutics in the process of planting and developing churches;
- analyses oneself as the developer or founder of churches and one's role in the team;
- knows and applies communication and counselling skills in the context of the development of congregations and the management of change;
- can solve conflicts between people and in the organization.

Specialisation module consists of the following subjects

1. The Basic Course for Church Planting 9 ECTS (VKTJ.KRA.01)
2. Change Management and Conflict Resolution 3 ECTS (VKTJ.KRA.02)
3. Practice to Support Church Development 3 ECTS (VKTJ.KRA.03)
4. Specialisation Project 5 ECTS (VKTJ.KRJA.04)

The Basic Course for Church Planting 9 ECTS (VKTJ.KRA.01)

Learning outcomes. After completion of the course, the student

- can team up and develop a clear-vision team;
- understands the essence of discipleship and applies it practically;
- shares and expresses the gospel to a wide audience;
- contributes to new leaders who will have a holistic approach in developing leaders and communities.

Change Management and Conflict Resolution n 3 ECTS (VKTJ.KRA.02)

Learning outcomes. After completion of the course, the student

- understands the phases of the congregations development and associate them with their own experience;
- analyses the threats and opportunities of making changes taking to account the examples of the Church history;
- analyses the causes of conflicts and can prevent and resolve them;
- knows the root causes of the conflicts that arise during the changes and analyses some of them deeply;
- is able to prepare and implement the changes.

Practice to Support Church Development 3 ECTS (VKTJ.KRA.03)

Learning outcomes. After completion of the course, the student

- knows the main possibilities of self-assessment of the church and has implemented them in practice;
- plans focus group interviews and analyse the results obtained in the light of self-analysis;
- plans together with the church its development goals and ways to achieve them;
- knows the basic techniques of mentoring and can apply them in the context of the church.

Specialisation Project 5 ECTS (VKTJ.KRJA.04)

Learning outcomes. After completion of the project, the student

- knows how to plan, lead and report projects and is implementing this knowledge in the area of their specialisation;
- sets clear and theologically sound aims to the project and aligns all activities accordingly;
- analyse motivational factors of the target group and the team and executes the project according to these;
- uses effective communication skills with all people involved in the project, is tolerant toward different viewpoints and open to support the initiative and skills of team members.

Specialisation: Theology 20 ECTS (VKTJ.T)

Learning outcomes. After completion of the module, the student

- knows the Bible's original languages at the beginner's level and uses this knowledge to perform exegesis;
- analyses selected books of the Bible in depth and links the coherent knowledge of the Bible with the free church theological understanding;

- uses a deeper understanding of the Bible's chosen books to promote congregational teaching and promotion through a specialization project.

Specialisation module consists of the following subjects

1. The Greek Language 3ECTS (VKTJ.T.01)
2. The Hebrew Language 3 ECTS (VKTJ.T.02)
3. Exposition of an Old Testament Prophetic Book 3 ECTS (VKTJ.T.03)
4. Exposition of a New Testament Letter 3 ECTS (VKTJ.T.04)
5. Special Seminar on the Gospels 3 ECTS (VKTJ.T.05)
6. Specialisation Project 5 ECTS (VKTJ.T.06)

The Greek Language 3ECTS (VKTJ.T.01)

Learning outcomes. After completion of the course, the student

- knows the most common vocabulary of the New Testament;
- is generally familiar with the grammatical structure and morphology of the New Testament in Greek;
- is able to recognize the cases of nouns, adjectives and pronouns, gender and number, and the time of verbs, style and way of speech, knows the principles of using the prefaces;
- can use the tools of the Greek language;
- has obtained an overview of the most important manuscripts of the New Testament and their types;
- using dictionaries, translates the simpler text of the New Testament.

The Hebrew Language 3 ECTS (VKTJ.T.02)

Learning outcomes. After completion of the course, the student

- knows a selection of the most common vocabulary of the Old Testament;
- reads the Hebrew text of the Old Testament;
- analyses verbal and nominal sentences;
- knows the basic forms of a noun and a strong verb (in the root verb Kal);
- translates the simple prose texts of the Old Testament with the help of the dictionary and tools.

Exposition of an Old Testament Prophetic Book 3 ECTS (VKTJ.T.03)

Learning outcomes. After completion of the course, the student

- knows in detail the content and specificities of the Old Testament book of Amos;
- can see the place of this book on the whole of the Bible's canon;
- does the exegesis of the selected texts from the book to the level necessary to preaching;
- understands to transfer its relevant message to our contemporary time.

Exposition of a New Testament Letter 3 ECTS (VKTJ.T.04)

Learning outcomes. After completion of the course, the student

- understands the content and specifics of the message in question;
- is able to find general connections and individual meanings of a text and understands the meaning of the text;
- understands the impact of context on a particular text and takes that into account;

- does exegesis from the New Testament letters to the level necessary to preaching.

Special Seminar on the Gospels 3 ECTS (VKTJ.T.05)

Learning outcomes. After completion of the course, the student

- can analyse the texts of the gospels observed in the course and use the corresponding secondary literature;
- knows the common methods of interpreting the gospel texts;
- using argumentation, is able to explain the meaning of the texts of the Gospels covered in the course.

Specialisation Project 5 ECTS (VKTJ.T.06)

Learning outcomes. After completion of the project, the student

- knows how to plan, lead, and report projects and is implementing this knowledge in the area of their specialisation;
- sets clear and theologically sound aim to the project and aligns all activities according to that;
- analyses motivational factors of the target group and the team and executes the project according to these;
- uses effective communication skills with all people involved in the project, is tolerant toward different understandings and open to support the initiative and skills of team members.

Specialisation: Theology and Practice of Worship (VKTJ.ÜTP)

Learning outcomes. After completion of the module, the student

- orientates in the mind- and language-space of the theology and practice of worship services in the congregation;
- deals with and uses modern worship music as part of the development and heritage of church music;
- implements the experience of the worship service and personal talent in building the church as a whole through the creative cooperation of the various talents.

Specialisation module consists of the following subjects

1. Basic Course of Worship 2 ECTS (VKTJ.ÜTP.01)
2. The Biblical Basis of Worship 3 ECTS (VKTJ.ÜTP.02)
3. The Nature and Forms of Expression of Worship 3 ECTS (VKTJ.ÜTP.03)
4. The Role of Music in the Church Worship Service 3 ECTS (VKTJ.ÜTP.04)
5. Worship as Cooperation 3 ECTS (VKTJ.ÜTP.05)
6. Worship as Creative Event 1 ECTS (VKTJ.ÜTP.06)
7. Specialisation Project 5 ECTS (VKTJ.ÜTP.07)

Basic Course of Worship 2 ECTS (VKTJ.ÜTP.01)

Learning outcomes. After completion of the course, the student

- understands the essence and preconditions of Christian worship;
- describes the role of worship in the Christian congregation;
- analyses oneself as a practitioner of worship;
- implements the best worship practices, working in the team.

The Biblical Bases of Worship 3 ECTS (VKTJ.ÜTP.02)

Learning outcomes. After completion of the course, the student

- describes the concepts of the Old and the New Testament for worship and praise of God;
- compares the difference between the service of God and idolatry in biblical and religious history;
- understands the importance of breathing together as a prerequisite for making music;
- implements practices of creating a spiritually open atmosphere at community circles.

The Nature and Forms of Expression of Worship 3 ECTS (VKTJ.ÜTP.03)

Learning outcomes. After completion of the course, the student

- describes the concept, content, purpose and practice of worship in the biblical heritage and the history of church music;
- explains the means and forms of modern worship service and music;
- analyses the role of hearing and psychology in music and the role of intonation and melody in music;
- explains the prophetic role of the musicians and the spiritual influence in proclaiming a spiritual message.

The Role of Music in the Church Worship Service 3 ECTS (VKTJ.ÜTP.04)

Learning outcomes. After completion of the course, the student

- feels the pulse of life in church's music throughout the year and analyses its role in personal and congregational events;
- knows how to take care of one's voice and how to use, amplify and tune the voice of people and instruments;
- analyses the influence of the church's worship songs on the Christian message and the worship of the congregation;
- is able to plan and implement worship in the whole of the worship service.

Worship as Cooperation 3 ECTS (VKTJ.ÜTP.05)

Learning outcomes. After completion of the course, the student

- knows and, if possible, implements the New Testament assumptions and conclusions of the congregation as a whole and the organization of gift-based teamwork and management;
- analyses the role of leaders in the worship service – the formation, being and staying a leader;
- understands the role of discipleship and mentoring in the development of leaders in relationships and in cooperation with others;
- is able to create and follow the self-development plan of a leader.

Worship as Creative Event 1 ECTS (VKTJ.ÜTP.06)

Learning outcomes. After completion of the course, the student

- can plan a worship vision and visualize worship using religious symbols and liturgical elements;
- knows how to develop worship artistically and technologically, so that the result is a worship service using five senses, feeling the sixth;
- creates new worship songs in the Estonian language and new musical language.

Specialisation Project 5 ECTS (VKTJ.ÜTP.07)

Learning outcomes. After completion of the project, the student

- knows how to plan, lead and report projects and is implementing this knowledge in the area of their specialisation;
- sets clear and theologically sound aims to the project and aligns all activities according to that;
- analyses motivational factors of the target group and the team and executes the project according to these;
- uses effective communication skills with all people involved in the project, is tolerant toward different understandings and open to support the initiative and skills of team members.

Elective courses 15 ECTS (VKTJ.06)

Learning outcomes. After completion of the module, the student

- uses a foreign language for the understanding of the basic definitions and basic texts of religious theology and in practical work for self-expression at least B2 language-user level;
- understands the basic concepts of philosophy and argues logically in both written texts and oral speech;
- knows the key skills of communication and applies them in the area of their congregational work.

Elective module consists of the following subjects

1. Foreign Language (Theological English) 6 ECTS (VKTJ.06.01)
2. Introduction to Philosophy 3 ECTS (VKTJ.06.02)
3. Communication Psychology 3 ECTS (VKTJ.06.03)
4. Exposition of the Book of Revelation 3 ECTS (VKTJ.06.04)
5. Subjects from other specialisations

Foreign Language (theological English) 6 ECTS (VKTJ.06.01)

Learning outcomes. After completion of the course, the student

- understands the difference between general English, academic English, and theological English, using each appropriately;
- understands and is able to practice effective reading strategies of academic materials in English, including understanding, remembering, and applying what they read;
- has learned vocabulary strategies to help them read English material more effectively;
- builds on their knowledge of English grammar and sentence structure;
- has learned more about the Bible, theology, God, and Christology, and apply this knowledge to other theological studies;
- identifies the main idea and topic sentences in academic writing and readings, and use both tools in their own writing.

Introduction to Philosophy 3 ECTS (VKTJ.06.02)

Learning outcomes. After completion of the course, the student

- knows the main stages of philosophy development;
- can name the main representatives of philosophic schools;
- is able to formulate the problems occurring across the history of philosophy;
- is able to distinguish philosophical thinking from everyday and scientific thinking;
- is able to distinguish philosophical thinking from religious and theological thinking;
- is able to analyse simpler philosophical texts, can use elementary philosophical argumentation.

Communication Psychology 3 ECTS (VKTJ.06.03)

Learning outcomes. After completion of the course, the student

- is able to recognize, formulate and express appropriate expectations to one's communication partner;
- knows and can use the levels of adequate self-expression and active listening techniques;
- is able to name feelings and distinguishes between masking feelings and initial feelings;
- analyses the "love languages" of oneself and others;
- knows how to create open and healthy relationships in the team and community;
- knows different conflict resolution styles. Can use constructive conflict resolution techniques and distinguish them from the four main ineffective behaviours.

Exposition of the Book of Revelation 3 ECTS (VKTJ.06.04)

Learning outcomes. After completion of the course, the student

- understands the basic methods of interpretation of John's revelation;
- knows the structure of this book and its meaning for the interpretation of the book;
- understands the central issues, values and future expectations of this book;
- understands the meaning of the book for pastoral counselling

Open electives 6 ECTS

Students will choose their own optional subjects from any of the higher education curricula. The overarching goal of open electives is self-development, expanding the horizons and deepening professional competences.

Graduation Thesis module 12 ECTS (VKTJ.07)

The module consists of the following subjects

1. Practical Training in Research 3 ECTS (VKTJ.07.01)
2. Graduation Thesis 9 ECTS (VKTJ.07.02)

Practical Training in Research 3 ECTS (VKTJ.07.01)

Learning outcomes. After completion of the course, the student

- describes the key components and content of academic research in the field of theology;
- applies main methods of academic research within the framework of one selected topic;
- demonstrates different analytical skills, depending on the research goals;
- formulates results according to the criteria of academic writing.

Graduation Thesis 9 ECTS (VKTJ.07.02)

Learning outcomes. After completion of the graduation thesis, the student

- chooses an actual theological or managerial problem and uses research or practical project methodology to solve it;
- is able to analyse professional literature, collect empirical data or carry out a practical project, create links between theory and practice and formulate substantiated conclusions and recommendations;
- writes the thesis in accordance with the seminary's academic writing guidelines;
- in oral defence, expresses oneself in a clear and understandable way, and explains ones graduation theses using the knowledge achieved by completing the curriculum.

APPENDIX 10: Course Syllabuses

1. Biblical Theology

Name of the course – Biblical Theology (Part 1), 3 ECTS

Course code – VKTJ.02.04

Teacher of the course – Leho Paldre, M.A.

Learning outcomes. After completion of the course, the student

- has an overview of the big topics of the Bible. Part 1 includes topics: God, Man, Creation, Sin, Salvation, the authority of the Bible.
- knows and is able to analyse and explain the main theological principles on the basis of the Bible;
- has the ability and experience of finding answers from the Bible to questions that arise in personal faith or church ministry;
- is aware of the existence of different theological viewpoints;
- values the Bible as the authoritative revelation of God and the basis for Christian doctrine and life.

Assessment

Assessment methods

Due
date
Sept

Assessment criteria

1. Concept map and comparison. Reading of two books about the character of God – Osvald Tärk's *God* and parts of James Packer's *Knowing God*. Create 2 concept maps about the character of God – one for each book. Write a comparison (2 pages) of how the two authors view God's holiness and love.

- The course literature has been read.
- Concept maps bring out the individuality of both authors.
- Comparison brings out the main views of both authors on God's love and holiness, states main differences and similarities.

20% of final grade.

2. Topical Bible-based essay on a topic chosen by the student. The topic should be relevant for the student personally or for his/her church.

Oct

- The essay is based on sufficient number of relevant passages from the Bible.
- Biblical principles are generalized and presented in a systematic way.
- The essay is presented orally in class and the student is able to answer questions.

15% of the final grade.

3. Topical essay on a given subject based on one book of the Bible.

Nov

- The book of the Bible is read thoroughly
- The essay presents all relevant ideas from the book.
- The ideas are generalized and presented in a systematic way.

4. Studying a Bible passage by heart.	Nov	<p><i>15% of the final grade.</i></p> <ul style="list-style-type: none"> • The student is able to write the given passage by heart. • The student describes his/her experience – what makes this traditional way of meditation meaningful.
5. Active participation in lectures.	Aug – Nov	<p><i>5% of the final grade.</i></p> <ul style="list-style-type: none"> • The student is active in discussions and independent / team exercises during the lectures.
6. Written exam.	Dec	<p><i>5% of the final grade.</i></p> <ul style="list-style-type: none"> • The student knows the topics explored during the lectures and is able to substantiate them on the basis of the Bible. <p><i>40% of the final grade.</i></p>

Course summative assessment

The maximum number of points is 100. All assessment methods need to be completed.

- Concept map and comparison – up to 20 pts
- Topical essay on freely chosen subject – up to 15 pts
- Topical essay based on a book of the Bible – up to 15 pts
- Studying Bible passage by heart – up to 5 pts
- Active participation in lectures – up to 5 pts
- Written exam – up to 40 pts

The final grade is based on the total points.

Learning process

Contact hours	Independent work before the session	Study content and learning methods
August (6hrs)	- From the Bible: 1Ms 1-22:18, 1Kn 1-5:14	Introduction. What is theology? What does the Bible teach about the Bible? Main message of the Bible. Covenants in the Bible.
Sept (4hrs)	- Read the books, present a written report of the reading. - Create concept maps and write a comparison.	God's existence and character, incl. discussion based on concept maps, comparison of Tärk and Packer. Knowing God. Holiness. Trinity. How to use the Bible topically.
Oct (4hrs)	- Write Bible-based essay on a topic relevant for the student.	Oral presentation and discussion of essays. Creation. Man. Imago Dei. Gender roles.

Nov (4hrs)	- Write topical essay (3-4 pages) based on a Bible book – (a) Faith in Gospel of John, (b) Task of the church in Acts. - Study by heart one of the passages – (a) Eph. 1:3-14 or (b) Phil 2:5-11 and Kl 1:15-20.	Sin. Fall. Old and new nature. Saviour and Judge. Justification. Uniqueness of Christ. State of a Christian – views of different denominations.
Dec (2hrs)	- Acquire the material of the lectures.	Written exam.

Course literature

- Stott, John R.W. Sissejuhatus piibliteadusesse. Logos 2000.
 - a. Ch. 1 „Piibli eesmärk“ (pp. 9-23)
 - b. Chs. 5 and 6 „Piibli sõnum“ ja „Piibli autoriteet“ (pp. 124-157)
- Tärk, Osvald. Jumal. Logos 1995 or 2011
- Packer, J.I. Jumalat ei ole keegi näinud. Logos 2004 (available also in Moodle, pdf-format)
 - a. Part II “Vaata, sinu Jumal” (pp. 83-215)
 - b. Part III, ch. 18 “Evangeeliumi süda” (pp. 219-242)

2. Leading the Church

Name of the course – Leading the Church, 6 ECTS

Course code – VKTJ.05.05

Teachers of the course – Meego Remmel, PhD; Einike Pilli, DTh

Learning outcomes. After completion of the course, the student

- is able to orientate in contemporary theories and practices of the organizational culture and leadership;
- understands the uniqueness and logic of development and leadership of the church as an organically Christian organization, and can take it into account in their practical life and work;
- knows the logic both in self-leadership as well as in creating, envisioning, empowering, leading, motivating and mentoring a team, and is practically prepared to apply it;
- is ready to envision organizational goals and changes in order to realize them, communicate their importance, realize them together while leading others, and analyse their impact when realized;

- knows the theories of church planting and holistic development and associates them with theology and practical leadership;
- integrates the role of and actions by the church with spreading the Good News in the contemporary civil society;
- analyses and synthesizes personal and common experience of church life and work in theological terms and concepts.

Assessment

Assessment methods	Due date	Assessment criteria
<p>1. Mini-research on developing new leaders Interview and upload to Moodle two 5-7 min videos or its stenograms with Christian leaders on how they have become leaders and developed others to become leaders. Add a short comparative analysis on how you have or may become a leader.</p>	Sept	Presentation of the comparative analysis of leadership development in the class.
<p>2. Analyses of the church leadership Draw and describe (on 2-3 pages) your church leadership model along with its envisioning and communication strategy. Analyse in a written form (2-3 pages) how could it be developed to be more effective. Upload them to Moodle.</p>	Nov	Presentation in class about your church leadership model along with its envisioning and communication strategy, and analysis of how could it be developed to be more effective.
<p>3. Analyses of the strategic leadership with presentation Analyse (on 2-3 pages) your church life and ministry from the point of view of the church mission and vision and leadership logic. Evaluate it and map the best possible ways if, how and why the church could be re-visioned and re-structured. Upload it to Moodle.</p>	March	Presentation in class of the analysis of the dynamics between a chosen church as a whole organism and its small groups as its natural body parts (like different ministry groups, small or cell groups, missional communities and etc.) in the logic of 20/80.
<p>4. Strategic plan on change Strategic planning, practical execution and theological reflection of a change in your church life in order to activate the members' evangelistic and discipleship life and ministry in and outside of the church (on 5-7 pages). Upload it to Moodle.</p>	May	

Course summative assessment

Assessment is differentiated.

Shaping the final grade depends on the active participation in classroom discussions as well as on the quality of students' written works uploaded in Moodle in time (50%), and showing the learning outcomes in the presentation and discussion of the final project on strategic planning, practical execution and theological reflection of a change in the church life for activating the members' evangelistic and discipleship life and ministry in and outside of the church (50%).

Learning process

Class hours	Study content and learning methods	Independent work after the session
August	Leadership logic in the Biblical narrative of the history of the people of God. Christian church as the body of Christ in its unity of diversity and specifics of leadership in the New Testament and (church) historical retrospective. Leadership, growth, development and influence of the church life born out of and inspired from the Holy Spirit nowadays and in a future perspective. Evangelistic and discipleship orientation of the church life and its strategic leadership.	Mini-research on developing new leaders
November	Becoming leaders and developing as church leaders in the New Testament logic. Character, virtues, skills, role, influence and responsibility of Christian leaders. Leadership of the church in the dynamics of a teamwork. Communication and delegation in the church. Empowering leadership in and for the organic church.	Analyses of the church leadership
January	Logic of church life and development. Evaluation and re-visioning of the church life and its leadership. Motivating and leading for a change. Mentoring and coaching.	Analyses of the strategic leadership
March	Spirituality and confessional and strategic identity of church and how it may appear in the logic of church leadership and practices of the church life.	
May	Different approaches to the church planting and church development and strategic leadership. Hot issues in church leadership.	Strategic plan on change
May	Presentation of strategic planning, practical execution and theological reflection of a change in a church's life for activating its members' evangelistic and discipleship life and ministry in and outside of the church (5	

minutes presentation in class + 10 minutes discussion).

Course literature

Required readings and video materials

- Üllas Tankler. *Nagu Jumal juhatab. Teoreetilisi ja praktilisi õppetükke vaimulikust juhtimisest*. Tallinn, Allika, 2007
- Karita Kibuspuu, Meelis Kibuspuu, Kadri Kõiv, Karmen Maikal, Einike Pilli, Toivo Pilli, Meego Remmel. *Kristlik juht ja mentorlus*. Tallinn, EKN, 2016
<http://haridus.ekn.ee/category/juht-ja-mentorlus>
- Bill Hybels. *Aksioomid*. Tallinn, Allika, 2010.
- William R. Hoyt. *Numbritega efektiivseks*. Tallinn, Allika, 2008.
- Christian A. Schwarz. *Koguduse loomulik kasv*. Tallinn, Logos, 2000.
- John Stott. *Elav kirik. Eluaegse pastori tõekspidamised*. Tallinn, Allika, 2009.

Recommended video materials and materials in English:

7. Global Leadership Summit videomaterjal (DVD, online digitalteamedition.com)
8. Dietrich Gerhard Schindler. *The Jesus Model: Planting Churches the Jesus Way*. Carlisle, UK, Piquant Editions, 2013.
9. Henry Cloud. *Integrity. The Courage to Meet the Demands of Reality*. Harper Collins 2009.
10. Alan Hirsch, Darryn Altclass. *The Forgotten Ways Handbook: A Practical Guide for Developing Missional Churches*. Grand Rapids, Brazos Press, 2007.

3. Ethics

Name of the course – Ethics, 6 ECTS

Course Code – VKTJ.03.02

Teacher of the course – Meego Remmel, PhD

Learning outcomes. After completion of the course, the student

- knows the main philosophical and theological ethics schools, their most well-known representatives and perspectives;
- solves problems in situations using ethical categories;
- clarifies the free church beliefs about Christian faith and in issues of moral life;
- appreciates the diversity of attitudes and values in society;
- reflects on the personal and communal holistic development from moral perspective.

Assessment

Assessment methods

Due date

Assessment criteria

1. Learning Folder in Moodle

April

During the course student should record a **Moodle learning folder** showing his/her personal skills of ethical thinking and discussion when reflecting on the

required readings and video materials in Moodle as well as selectively searched and found **additional readings**, and **latest on 09.04.2018** presented **written reflection (3-5 pages)** on a freely chosen authors or school of thought in philosophical and/or theological ethics (answering to three questions: What did I learn from it? What I would have wanted to learn from it but was not able to? What would be my critique concerning it and how I would answer to such kind of critique myself?), and **participating in the ethical debate** on a chosen actual ethical problem **on 11.04.2018** in a discussion group of four students using ethical arguments and quotations (from consequentialist, principle, value and virtue ethics, deriving whether from Christian or non-Christian convictions). The course on ethics will be completed after giving **written feedback and exam on 11.04.2018**.

Course summative assessment

Assessment is differentiated.

All three assessment methods need to be passed according to the assessment criteria.

Marking criteria for the class.

The students' work will be graded according to outcomes of the course by active participation in seminars and lectures, and by independent written works and group work showing skills for both theoretical and practical ethical discussion. Summing up all four parts of the course one may collect max 30 (10+10+10+5) points.

In seminars the students will be evaluated by the teacher and fellow students, and the collected points (max 5) will be taken into account for summing up the final grade.

A personal folder of studies will be presented latest before the beginning of April session 2018. The folder will be evaluated according to the skills of students while making connections, analysing, reasoning and arguing by using the written literature, slides and video materials (max 10+10 points), presentation of solid arguments and quotations in the ethical debate as a group assignment (max 10 points) as well as the quality of learning outcomes demonstrated in written feedback and exam (max 10 points).

Criteria for exam: Participation in 50% lectures and 100% seminars.

The final grade of exam will be shaped by collected points summing up the student's active participation in seminars, personal study folder, written reflections, ethical debate as well as in written feedback and exam. Minimum sum of the points for a positive grade needs to be at least 20. The grade will be differentiated according to the following logic:

20 - 21 (E)

22-23 - 2 (D)

24-25 - 3 (C)

26-27 - 4 (B)

28-30 - 5 (A)

Learning process

Contact hours	Independent work before the session	Study content and learning methods
December (2 ECTS)	-	Actual problems in Christian ethics in the virtue-ethical and pastoral-ethical perspective
December – April (2 ECTS)	Written reflection, required reading and videos	Philosophical and theological theories of ethics in the social-ethical perspective
December – April (2 ECTS)	Preparing for a debate on a topic in ethics	Study and reflection of the literature and video materials on ethics: 9.12.2017 – 9.04.2017, and applying the skills of moral discernment in written and oral discussion
April		Exam

Course literature

Required literature:

- Louis P. Pojman. *Eetika. Õiget ja väärast avastamas*. Tallinn: Eesti Keele Sihtasutus & Tartu Ülikooli eetikakeskus, 2005
- Robert Vösu. *Evangeelne eetika*. Tallinn: Logos, 1996.

Required video materials:

- watching and reflecting on five video lectures on ethics in Moodle

Recommended literature for independent study:

1. Estonian original readings in philosophical, theological and practical ethics:

- Ants Nõmper & Jaan Sootak. *Meditatsioonid*. Tallinn: Juura, 2007.
- Eetika. Interdistsiplinaarsed lähenemised*. Koostanud Kadri Simm ja Margit Sutrop. Tallinn: Eesti Keele Sihtasutus & Tartu Ülikooli eetikakeskus, 2006.
- Eetikakoodeksite käsiraamat. Tartu: Tartu Ülikooli eetikakeskus, 2007.
- Elmar Salumaa. *Evangeelse eetika alused*. Tallinn: EELK UI, 2003.
- Elmar Salumaa. *Filosoofia ajalugu*. Tallinn: EELK UI, 1991, 1993, 1995, 1997, 1998 jt
- Maie Tuulik. *Eetika ja moraal*. Tallinn: Ilo, 2002.
- Meego Remmel. *Inimeste eluväärtused ja usu koht nende seas*. Aastaraamat 2001. Eesti Evangeelne Allianss.
- Meego Remmel. *Kas on ideoloogivaba eetikat?* Kristlik Kasvatus, 2001, nr 2-3.
- Meego Remmel. *Kogudus XXI sajandi Eestis. - Kristlik kogudus ja postmodernne maailm*. Aastaraamat 2000. Eesti Evangeelne Allianss.
- Meego Remmel. *Kõlbelistest ja usulistest otsingutest postmoderniseerivas Eestis*. - Usuteaduslik Ajakiri, 2002, nr 1-2.
- Meego Remmel. *Suhtlemiseetikast*. Akadeemia, 2000, nr 5-6.
- Piibe Jõgi. *Õigus ja eetika*. Tallinn: Õigusteabe AS Juura, 1997.
- Toomas Paul. *Vabalt vingerdav valik* (vt samas Benjamin Libet jt). Akadeemia, 2011, nr 5.
- www.eetika.ee
www.ekn.ee

2. Estonian translations:

Alasdair MacIntyre. Kas patriotism on vourus? Koostanud Eva Piirimäe. *Rahvuslus ja patriotism. Valik kaasaegseid filosoofilisi võtmetekste*. Tartu: Tartu Ülikooli eetikakeskus, 2009, lk 57-78.

Ambrosius Karl Ruf. *Teoloogiline eetika*. I/1 & I/2. Tartu, 1996.

Clive Staples Lewis. *Lihtsalt kristlus*. Tallinn: Logos, 1992.

Dietz Lange. *Ülevaade evangeelsest eetikast 20.sajandil. I & II*. Tartu, 1995.

James W. Sire. *Universumi ukse*. Tallinn: Logos, 1997.

J.K.Mason & R.A.McCall Smith. *Õigus ja meditsiinieetika*. Tallinn: Õigusteabe AS Juura, 1996.

Nancey Murphy. *Miks teadus vajab teoloogiat?* Usuteaduslik Ajakiri, 1/2008 (57).

Stanley J. Grenz & Roger E. Olson, *XX sajandi teoloogia*. Tallinn: Logos, 2002.

Stanley J. Grenz, *Postmodernismi aabits*. Tallinn: Logos, 2003.

3. English introductions to ethics:

Patrick Nullens; Ronald Michener, *The Matrix of Christian Ethics: Integrating Philosophy and Moral Theology in a Postmodern Context*, Carlisle: Paternoster Publishing, 2010.

Ethics. History, Theory, and Contemporary Issues, ed. Steven M. Cahn, Peter Markie. Oxford & New York, Oxford University Press, 1998.

4. History of ethics in English:

Alasdair MacIntyre. *A Short History of Ethics*. Second Edition. London & New York: Routledge Classics, 2002.

Alasdair MacIntyre. *After Virtue*. Notre Dame, Ind.: University Of Notre Dame Press, 1981.

5. English literature on Christian ethics:

Richard B. Hays. *The Moral Vision of the New Testament*. T & T Clark. Edinburgh, 1996.

James William McClendon, Jr. *Systematic Theology: Ethics*. Nashville:Abingdon Press, 1986.

New Dictionary of Christian Ethics and Pastoral Theology. IVP, 1995.

Meego Remmel. *The Role of Christian Ethics in Postmarxist and Postmodern Estonia*, Ethica Evangelica 11, Verlag für Kultur und Wissenschaft / Culture and Science Publ. Bonn, 2002.

Glen H. Stassen & David P- Gushee. *Kingdom Ethics*. Downers Grove, Illinois: InterVarsity Press, 2003.

4. Free Churches – Past and Present

Name of the course – Free Churches – Past and Present, 4 ECTS

Course code – VKTJ.01.02

Teacher of the course – Toivo Pilli, PhD

Learning outcomes. After completion of the course, the student

- Knows the events and key people that belong to the tradition of radical reformation and can place them in the course of church history and in the context of events;
- Can explain the origins of radical reformation and of the subsequent free churches, associates the material with other Christian denominations in the cultural-historical context;

- Analyses critically the original theological emphases of free churches, especially ecclesiology, keeping in mind the theological discussion in the present day free church;
- Can explain how the knowledge of radical reformation (and the identity of later free churches) helps to enrich the contemporary free church theological ideas.

Assessment

Assessment methods	Due date	Assessment criteria
1. Participating in discussions	May	<ul style="list-style-type: none"> • informed and well-grounded arguments, justified and logical use of reading materials, lecture notes, and short independent tasks, fulfilled individually or in groups, ability to see and create links between ideas and events – (20%)
2. Written essay	15 May	<ul style="list-style-type: none"> • an essay in the field of radical reformation (or more broadly, free church) ecclesiology, with length of approximately 1,500 words. Essay titles will be formulated at the beginning of the course with the help of the course tutor. • references (footnotes) according to the Seminary requirements. • the marking takes into account well-grounded and informed arguments and connections, clear and understandable language, footnoting style and written presentation.. (60%)
3. Lecture notes as a learning tool.	June	<ul style="list-style-type: none"> • includes evidence of the student's work and learning: schemes, pictures, summaries of lectures or discussions, notes from group work, questions, notes based on additional reading. • presented to the tutor with student's oral comments. (20%)

Course summative assessment

Assessment is differentiated

All three assessment methods need to be passed according to the assessment criteria

Marking criteria for essays

A – The student demonstrates comprehensive knowledge of radical reformation and free churches' context, emergence, key persons and events; shows initiative in learning process; shows ability to draw creatively and in a well-grounded way links between free church historical ecclesiological practices and present-day ecclesiology; offers original and well-argued ways how free church historical experience could be applied in present day churches.

B – Same as A, but less creativity, initiative and originality.

C – Same as B, but knowledge about secondary understanding and components are fragmentary; creates links and shows knowledge of relations between data, argues, but shows mistakes in some minor facts.

D – Same as C, but knowledge about primary understanding and components are fragmentary; creates some links between the elements but is not able to explain the conclusions with clear argumentation. Evidence of deficient knowledge of central factual data.

E – Minimal performance. The student gives evidence that he/she has achieved the learning outcomes, but knowledge is fragmentary, the student has difficulties in seeing connections and relations, arguments and analysis are trivial and superficial. Factual knowledge is seriously deficient.

F – One or more partial components not filled. Demonstrates knowledge, which shows that the learning outcomes have not been achieved even on the minimal level.

Learning process

Contact hours	Independent work before the session	Study content and learning methods
February (4h)	-	Introduction. Terminology. Radical reformation in historical context.
March (4h)	Essay outline	Characteristics of free churches. What can we learn from free church history, if at all? Mission and worship.
Conference or other event (4h)	-	Conference "Free church and free state" For spring semester 2018: 17 March, 2018. Lectures by N. G. Wright, M. Kiviorg, etc.
April (4h)	Short (300 words) "dictionary article" on a chosen biography	Understanding of the church (free church ecclesiology). Challenges in the 16 th and 21 st centuries: comparison.
May (4h)	Essay ready	Church and state relations. Free will and voluntary participation, in the history and theology of free churches.
June (4h)	Lecture notes ready and discussed	Discussion. Individual tutoring. Feedback to students.

Course literature

- Toivo Pilli, *Usu värvid ja varjundid* (Tallinn: Allika, 2007).
C. Arnold Snyder, *Following in the Footsteps of Christ. The Anabaptist Tradition* (London: Darton, Longman and Todd, 2004).
Stuart Murray, *Post-Christendom* (Carlisle: Paternoster, 2004).
Stuart Murray, *Church After Christendom* (Milton Keynes: Paternoster, 2004).
Craig A. Carter, *Rethinking Christ and Culture* (Grand Rapids, MI: Brazos Press, 2006).
Paul Fiddes, *Tracks and Traces* (Carlisle: Paternoster, 2003).
Nigel G. Wright, *New Baptists, New Agenda* (Carlisle: Paternoster, 2002).
Nigel G. Wright, *Free Church, Free State* (Milton Keynes, Paternoster, 2005).

5. Free churches, Freedom of Religion and Society

Name of the course – Free churches, Freedom of Religion and Society, 3 ECTS

Course code – VKTJ.04.05

Teachers – Helle Liht, MTh, Toivo Pilli, PhD

Learning outcomes. After completion of the course, the student

- can make a brief, meaningful summary of the historic contribution of the Free Church to religious freedom;
- knows the main positions of free church theology, from which to be guided in relation with the state and society, and can analyse contemporary situations based on them;
- knows the paragraphs on religious freedom in the Constitution of the Republic of Estonia and can analyse their implementation and the related issues of tolerance in contemporary Estonian society;
- is able to analyse the role of free churches in society and make proposals for the inclusion of churches in the social arena.

Assessment

Assessment methods	Due date	Assessment criteria
1. Reading control in a form of a test	Nov	60% of the questions are answered correctly
2. Essay and its presentation. Essay topics to be chosen from <i>The Cape Town Commitment</i> : <ul style="list-style-type: none">• Christians and the challenge of pluralism• Christians at the secular workplace• Christians and the globalized media• Christians and the arts in mission	Feb	<ul style="list-style-type: none">• Essay is titled according to the chosen topic• The length of the essay is 10 000 +/- 500 characters (with spaces)• Essay presents a summary of the chosen topic in the text of <i>The Cape Town Commitment</i>• Essay discusses the topic from the contemporary Estonian perspective

- Christians and emerging technologies
- Christians and the public arenas
- Christians and ethnic conflicts
- Christians and the poor and oppressed
- Christians and disabled people
- Christians and HIV-positive people
- Christians and the suffering creation
- Christians and religious freedom for all
- Christians and people of other faiths
- Christians and suffering for the gospel
- Argumentation includes reasoning based on the New Testament
- Essay structure is logical
- Essay presents author's vision and argument for the involvement of the free churches in the chosen area
- Essay refers to the course literature, the practice and/or understandings of the Estonian free churches, and to the positions presented in the Estonian media
- References to the used resources are according to the Seminary requirements

3. Feedback to the essays and presentations of other students

Feb

Student asks questions and contributes to the discussion of at least three other essays

Course summative assessment

Assessment is differentiated. All three assessment methods need to be done according to the assessment criteria.

Learning process

Contact hours	Independent work before the session	Theme and methods
Oct (6)	-	1. Introduction to the course, practical assignment with newspapers. 2. Interactive lecture: Free churches and freedom of religion: what to learn from history? 3. Interactive lecture: Biblical and theological bases of the church from the perspective of church and the society.
Nov (6)	Obligatory course literature	4. Reading control 5. Interactive lecture: Separation of church and the state. Freedom of religion and tolerance. 6. Interactive lecture: Social order and the state, social order and the church. 7. Interactive lecture: Different models of church – state relationship. A possible model for the free church – state relationship.
Feb (6)	Essay and its presentation	8. Presentation of essays and discussion

Course literature

Obligatory:

- Pili, Toivo. *Usu värvid ja varjundid: Eesti vabakoguduste ajaloost ja identiteedist*. Tallinn: Allika, 2007. (Eriti 2. ptk, lk 60-89, 4. ptk, lk 125-155)
- Riistan, Ain. "400 aastat Thomas Helwyse 'Ülekohtu saladusest', 1. Osa." – Kirik ja teoloogia. <http://kjt.ee/2012/11/400-aastat-thomas-helwyse-ulekohtu-saladusest-1-osa/>
- Riistan, Ain. "400 aastat Thomas Helwyse 'Ülekohtu saladusest', 2. Osa." – Kirik ja teoloogia. <http://kjt.ee/2012/12/400-aastat-thomas-helwyse-ulekohtu-saladusest-2-osa/>
- The Lausanne Movement. *The Cape Town Commitment: A Confession of Faith and a Call to Action*. The Third Lausanne Congress, 2011.
Võrguversioon: <https://www.lausanne.org/content/ctc/ctcommitment>
- Wright, Nigel G. *Free Church, Free State: The Positive Baptist Vision*. Milton Keynes: Paternoster, 2005. (Eriti 1. ptk, lk 1-18, 10. ptk, lk 204-227, 11. ptk, lk 228-250, 12. ptk, lk 251-283)
- Eesti Vabariigi põhiseaduse kommenteeritud väljaanne, §40, §41, §45.
<http://www.pohiseadus.ee>
- ÜRO inimõiguste ülddeklaratsioon, <http://www.vm.ee/et/uro-inimoiguste-ulddeklaratsioon>

Recommended:

- Saumets, Andres. "Riigi ja kiriku suhete ideed ning praktika ameerikaliku vabakiriku paradigma taustal." – KVÜÕA toimetised, nr 13/2010.
 - Saumets, Andres. Demokraatia koguduses? – Teekäija, nr 72-73, 2007.
- Weber, Max. Protestantlikud sektid ja kapitalismi vaim. – Kogumikus Max Weber "Protestantlik eetika ja kapitalismi vaim. Protestantlikud sektid ja kapitalismi vaim", Tallinn: Varrak, 2007.

6. God, the Creation and the Church

Name of the Course – God, the Creation and the Church (basic course on the Bible), 9 ECTS

Course code – VKTJ.02.01

Teacher of the Course – Helina Voogne, MA

Learning outcomes. After completion of the course, the student

- knows the content of the books and the background of the books in the Bible;
- knows and is able to apply different methods to study the Bible;
- explains the essential meaning of God's Kingdom and the principles of its growth;
- analyses the needs of his/her community and plans a holistic project to address these needs;
- based on his/her calling, assesses oneself in the relationships and sets goals for further development.

Assessment

Assessment Methods	Due date	Assessment Criteria
1. Six assignments on Bible reading.	By July	<ul style="list-style-type: none"> - The background materials have been read and understood. - God's Kingdom and principles are brought to attention and analysed. - Goals for application and development are set.
2. Four creative Bible study assignments	By July	<ul style="list-style-type: none"> - Student has worked with the text based on the method shown and is able to demonstrate insight from the text.
3. Community mapping	January	<ul style="list-style-type: none"> - The key aspects of the community are described based on the instructions. - Proposed steps of action are reasonable for the community.
4. Gifts and calling assessment	March	<ul style="list-style-type: none"> - Students have taken the assessments noting the steps for further development.
5. Preparing a Bible study	July	<ul style="list-style-type: none"> - The Scripture chosen is relevant to the group. - Background research is helpful for understanding the text. - Background materials from the course have been utilized. - The study methods chosen are appropriate for the type of literature. - There are at least 3 questions for application and further study.

Course Summative Assessment

Assessment is non-differentiated.

All assessment methods need to be completed according to the assessment criteria.

Learning Process

Contact, Online and Study Hours	Independent work during the session	Study content and learning methods
September (2h)		Introduction to the course.
September – October (36h)	<ul style="list-style-type: none"> - Reading the Pentateuch together with the background materials. - God and His Kingdom videos - Creative Bible study 	<ul style="list-style-type: none"> Understanding of the basic principles of the Kingdom of God. - Video learning. - Bible reading with background materials. - Studying a passage creatively.
November (33h)	<ul style="list-style-type: none"> - The Bible as a Map teaching video 	How the Bible has and can guide our lives.

	<ul style="list-style-type: none"> - Reading of the books of history together with the background materials. - Creative Bible study. 	<ul style="list-style-type: none"> - Video learning. - Bible reading with background materials. - Studying a passage creatively.
December – January (37h)	<ul style="list-style-type: none"> - Church and Community video materials. - Reading of the Psalms and the books of wisdom together with the background materials. - Community mapping. 	<ul style="list-style-type: none"> Our role in the church, the church and the society. - Video learning- - Bible reading with background materials. - Researching the community
January (4h)	<ul style="list-style-type: none"> - Team building exercises. 	Mid-course feedback, team building.
February (34h)	<ul style="list-style-type: none"> - Creation and Stewardship video materials. - Reading of the books of the prophets together with the background materials. - Creative Bible study. 	<ul style="list-style-type: none"> From Creation to Redemption. Biblical view on Stewardship. Social Justice. Role of the Church. - Video learning - Bible reading with background materials. - Studying a passage creatively.
March (37h)	<ul style="list-style-type: none"> - Gifts and Calling video materials. - Gifts tests - Reading the Gospels and the Acts together with the background materials. 	<ul style="list-style-type: none"> Our gifts and calling. - Video learning - Bible reading with background materials. - Gifts assessment tests. - Self reflection.
April – May (37h)	<ul style="list-style-type: none"> - Sowing and Growth video materials. - Reading of the Pastoral Letters and the Book of Revelation together with the background materials. - Creative Bible study. 	<ul style="list-style-type: none"> Growth and multiplication in the Kingdom of God. - Video learning, - Bible reading with background materials. - Studying a passage creatively.
June (4h)	Self reflection	Concluding the course
June (10h)	Preparing the Bible study	Research, planning, and preparation of a Bible Study Session

Course Literature:

The Bible.

Fee, G. D. & Stuart D. 2002. *How to Read the Bible Book by Book*. Zondervan.

Recommended:

Nummela, L. 2016. *Piibli punane niit*. EELK Misjonikeskus (recommended reading).

7. Graduation Thesis

Graduation Thesis 9 ECTS

Course Code – VKTJ.07.02

Teacher of the course – defence committee, led by the rector Einike Pilli

Learning outcomes. After completion of the graduation thesis, the student

- chooses an actual theological or managerial problem and uses research or practical project methodology to solve it;
- is able to analyse professional literature, collect empirical data or carry out a practical project, create links between theory and practice and formulate substantiated conclusions and recommendations;
- writes the thesis in accordance with the Seminary's academic writing guidelines;
- in oral defence, expresses oneself in a clear and understandable way, and explains one's final paper using the knowledge achieved by completing the curriculum.

Assessment method

Written research paper or project with the explanatory part, followed by the defence event in case of both options

Assessment criteria

Possibility 1 – research paper

- The title of the paper aligns with the chapters and aim of the research and fits to the field of the curriculum;
- Introduction is well structured and describes the problem, aim, research question, main concepts and sources, and structure of the research paper;
- Research paper is written on relevant and argumentable topic;
- Theoretical part derives from the most important sources of the research topic;
- The sources used are analysed and synthesised, not only referred;
- All sources used are properly quoted and referred;
- The empirical part of the work is based on the relevant theory;
- Research methodology aligns with research question and enables to reach to the aim of the research paper;
- Empirical research (if needed to reach the aim of the research paper) is executed and documented according to the good practice of the research, which means that the selection of methodology and the sample and the gathering and analysing of the data are all described;
- Research findings are presented systematically, clearly, and with illustrations;
- Research paper has a discussion, which ties together theoretical and empirical parts, and answers the research question;
- The conclusion of the research work repeats the most important findings of the theoretical and empirical parts, and presents the main results clearly;
- The research paper is written according to the guidelines of academic writing;
- Reference list consists of at least 15 sources, out of which at least one third is in foreign language and at least half are scientific sources by nature;
- References used are up-to-date;
- The length of the research paper stays between 40-50 pages, appendixes added.

Possibility 2 – project with explanation

- The title of the work expresses the nature of the project;
- Introduction to the explanation of the project is logical and explains the reason, aim, and the structure of the project;
- The relevance and importance of the project are well-argued;
- The project is connected to the curriculum area, and if possible, to the specialisation;
- Explanatory text refers to the main sources used in the project;
- The structure and methodology of the project are described and well-argued in the explanatory text;
- The sources used are logically connected to the project and presented in the synthesised way;
- Conclusion of the explanatory text describes the results of the project, which have been achieved or are expected in the future;
- The explanatory part is written according to the guidelines of academic writing;
- All sources used are properly quoted and referred;
- The explanatory part is 10-25 pages long;
- Reference list consists of at least 10 sources, out of which at least one third is in foreign language and at least half are scientific sources by nature;
- Project is coherent and holistic;
- Project is available for the time of defence of the graduation thesis.

Defence of the graduation thesis

- Student presents conclusion of the graduation thesis during the period of 10 minutes;
- The presentation includes the aim, method, main sources and results of the thesis;
- Graduation thesis (whether in the form of research paper or project) are illustrated, whenever appropriate;
- Student gives appropriate answers to the questions; explains, whenever needed the process of the work.

Assessment is differentiated. The mark is decided together by the committee formed by faculty members according to the quality of the work. The decision is based on the assessment criteria.

Learning method

Supervised written work

8. Lifelong Learning in the Church

Name of the course - Lifelong Learning in the Church, 3 ECTS

Course code – VKTJ.03.03

Teacher of the course – Einike Pilli, DTh

Learning outcomes. After completion of the course, the student

- Knows the main goals and forms of Christian learning and analyses how these are applied in his/her church
- Describes the characteristics of successful learning from the perspective of individual and faith traditions knows how to create successful learning environment
- Plans learner-centered educational process in its different aspects
- Analyses oneself as a life-long learning Christian and plans the future steps to answer the challenges with his/her mentor

Assessment

Assessment methods	Due date	Assessment criteria
1. Mini-research about the aims and forms of education in on local church	Nov	<ul style="list-style-type: none"> • Described goals are derived from the survey and analysed • All educational areas of the local church are described • Goal and forms of education have been compared and analysed • Current situation is evaluated through strengths and challenges
2. Children's' sermon (3-5 minutes, one main idea only, Scripture place or story.) Ideally the sermon is meaningful also for adults	Nov	<ul style="list-style-type: none"> • There is at least one visual image used to illustrate the sermon • There is at least on question asked from children during the sermon • Sermon is understandable for kinds in the phase of concrete thinking • Language is simple and understandable
3. Year-long curriculum	Feb	<ul style="list-style-type: none"> • Curriculum is holistic and learner-centered • Curriculum is planned to guide at least 9 months and is structured • Curriculum has learning outcomes, study topics, and main learning methods • Curriculum is suitable to the selected age group and their life
4. Self-analyses of one's learning with mentor's comment	Apr	<ul style="list-style-type: none"> • The life-long learning is analysed • Learning has been integrated with main theological developments • The main challenges of learning have been mentioned • The comments of mentor are added

Course summative assessment

Assessment is non-differentiated

All four assessment methods need to be done according to the assessment criteria

Learning process

Contact hours	Independent work before the session	Study content and learning methods
September (4h)	-	The essence of learning and what supports and hinders it. Discipleship as the form of Christian learning. The goals and forms of Christian learning.
November (4)	Children's sermon. Mini-research	Presentation of children's sermons. Mapping (in the form of world café) the main forms and goals of congregational learning. Mini-lecture "How to compile a curriculum?"
February (4)	One-year curriculum	"The medium is the message" – learning methods of the Christian learning process. Idea market of the curriculum.
June (6)	Self-analyses	How the tradition develops and how to support it? What can go wrong in the congregational learning and how to improve it? Group work

Course literature

- Pilli, E., Valk, D. 2005. Eesti EKB Liidu haridustöö evangeliseerimise ja eluaegse õppimise dünaamikas. Kogumikus Pilli, T. (Toim.) "Teekond teisenevas ajas.", lk 51-88
- Remmel, M., Adam, D. 2009. Seminari tekke-, arengu- ja nägemusloost. Kogumikus Linder, Ü., Pilli, T. (Toim.) "Osaduses kasvanud.", lk 67-76
- Liht, H., Havakats, P. 2009. Laste- ja noortetöö EKB kogudustes. Kogumikus Linder, Ü., Pilli, T. (Toim.) "Osaduses kasvanud.", lk 77-87.
- Pilli, E. <http://kjt.ee/2014/03/suhted-ja-teenimine-kui-opikeskkond-uhe-eesti-ekb-liidu-kusitluse-tulemustest/>
- Altnurme, L., 2006. Kristlusest oma usuni. Tartu Ülikooli Kirjastus.
- Jõks, E. (Toim.) 2012. Astu alla rahva sekka.
- Pilli, E. 2008. Educating for Wisdom. Kogumikus Pilli, T., Riistan, A. (Toim.) Church-based Theology for Ministerial Practice, lk 76-93.
- Käsiraamatud veebiaadressil www.haridus.ekn.ee ("Kristlik täiskasvanuharidus", "Jätkusuutlik lastetöö koguduses" - olemas ka raamatuna 2012 ning "Kodune kristlik kasvatus")
- Valk, P. (Toim.) Töid religioonipedagoogikast.
- Ajakiri "Kristlik Kasvatus"
- www.smallgroups.com

9. Practical Training in Leadership in the Context of Mission Work

Practical Training in Leadership in the Context of Mission Work 6 ECTS (156 hours of work),

Course code – VKTJ.04.04

Supervisor – Einike Pilli

Learning outcomes. After completion of the course, the student

- uses creatively methods of management and development on oneself and team;
- plans and conducts a missionary or evangelism project;
- assesses its activities as a leader in the context of missionary work and sees opportunities for improvement.
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Compulsory activities of the practical training (internship)

- **Analyses of the missional situation of the internship place** (local church). SWOT or other types of analyses can be used. (15-20h of work)
- **Analyses of the leadership structure of the internship place.** Might be in the form of image. Needs to be accompanied by the explanation, and with the description of the main leadership tools used. Analyses should be discussed with the internship-base mentor and some possible improvements offered if possible. (15-20h of work)
- **One big missional project.** This needs to be planned with internship-base mentor. Student needs to function as leader of the team of at least 5 people and execute the project together with a team. Mission project must be big enough to involve approximately 100 hours of work. Analyses of the project needs to be completed and discussed with the mentor. This needs to include self-analyses.
- **Report of the practical training** (15-20 h of work)

Assessment

Practical training will be assessed on the bases of report. All parts of the report need to be present and all compulsory activities done and presented in the report. Assessment is non-differentiated, with formative feedback from the mentor.

Compulsory parts of the report:

- Introduction – description of the internship place
- Description and analyses of the missional situation of the internship place
- Description and analyses of the leadership structure with the internship place, together with evaluation about its effectiveness and recommendations about development;
- Plan of the big missional project, which includes description of the team and the process.
- Analyses of the project process, functioning of the team and results of the project. The analysis has to be done according to the aim of the missional project and the indicators of the success. Is the project sustainable?
- Self-analyses, based on the practical training, which includes analyses of one's leadership skills – strengths and challenges. In addition to that and based on this analyses add the action plan for self-development as a leader.

- Conclusion. Evaluation about the practical training and cooperation with the internship-base mentor.
- Evaluation sheet of the internship-base mentor, according to the following form:

Part of practical training	Feedback to the student's work and his/her generic skills in the verbal form with recommendations to further development
Analyses of the missional situation of the internship place	
Analyses of the leadership structure of the internship place	
Plan of the mission project	
Process of the mission project	
Student's leadership skills	
Cooperation skills of the student	
Spiritual maturity of the student	
Self analysis of the student	
Any other important aspect mentor wants to mention	

10. Social Proactivity in Christian Movements

Name of the course: Social Proactivity in Christian Movements, 3 ECTS

Course code – VKTJ.04.06

Teacher of the course: Johanna Rosenvald, MSW

Learning outcomes. After completion of the course, the student

- analyses the points of contact and interaction of church and society;
- evaluates the role of Christian movements in society – in historical and present perspective;
- describes the main forms of the social action of congregations and Christian movements in Estonia and abroad;
- analyses the opportunities of oneself and of others to be proactive and participate in society on the basis of free church mentality

Assessment

Assessment methods	Due date	Assessment criteria
Debate on the topic “Christians should/ should not be in politics”	14.09	<ul style="list-style-type: none"> • By the deadline 3 arguments are sent for the lector. • In debate during seminar clear arguments must be pointed out and rules of the debate must be followed.
Oral discussion on the basis of compulsory literature. (1, 2. and 5. material from the compulsory literature list)	16.09	Student takes part of the discussion actively and expresses his/her opinion.
Research – every student chooses one Christian movement (e.g. World Without Orphans, Alcoholics Anonymous, 24/7 Prayer Movement etc.) or organization (World Vision, Caritas, etc.). After the research has been done, every student gives feedback on the research of other students.	05.10	<p>Research meets the following requirements: The research covers...</p> <ul style="list-style-type: none"> • how and where that movement started (background story) • Defining characteristics/main ideas etc. • Movement outcomes, current situation. <p>The research has analysed the effect that the movement has had in society.</p> <p>Student has read and given feedback to another student’s research.</p>
Presentation of the research – every student will give a presentation on the topic he or she has researched (see previous assessment method). All other students who are listening will be evaluating the presenter (they’ll give a rating to each of the student on a paper) and ask clarifying questions.	10.10	A clear and well-thought-out presentation.

<p>Essay on the topic of “Opportunities for my church to be proactive in society” - how my congregation/members of the church are influencing the society now and which needs and opportunities I see for the future. A different interpretation is also allowed.</p> <p>- Length 9000 +/- 500 characters.</p>	14.11	<p>Essay meets the criteria:</p> <ol style="list-style-type: none"> 1. The length of the essay is 9000 +/- 500 characters. 2. Essay gives author’s reasoned view of the proactivity of the congregation 3. Essay describes the environment of the analysed church where it is located (geographically, religiously, culturally and demographically) 4. Essay has a logical construction. 5. Essay has at least three citations to literature. Citations are formatted according to the rules.
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Course summative assessment

Assessment is differentiated. Essay makes 2/3 of the final course grade and research with its presentation makes 1/3 of the final grade. To pass the course all the non-differentiated assessment methods also need to be done according to the assessment criteria.

Description of the course process with dates

Date	Lectures and seminars	Date	Independent work
30.08	<p>Introduction to the subject. Group assignment: a problem solving task Theological foundation of the care and mercy ministry Different Christian movements and organisations Poverty and the poor in the Bible and in today’s society An overview of the Estonian social system. How to protect the ones who are being helped and yourself while helping Homework introduction</p>	31.08-14.09	<p>Read the following items from the compulsory literature list: 1st, 2nd (pp 60-70) and 5th (pp 23-28). Answer the following questions: How have the forms of Christian care ministry changed through times? What is <i>koinonia</i>, <i>diakonia</i> and <i>kerygma</i> and what do they have in common? What is community work and how does it affect congregations?</p> <p>Prepare 3 arguments for the debate. Send them to lecturer latest on 14.09. Get to know the debate format (see literature list under “other materials”)</p>

15.09	<ul style="list-style-type: none"> • The influence of Christian movements through history: discussion based on the read material • Debate on the topic of: "Christians should/should not be involved in politics" • Social movement impact theory • Different forms and outcomes of social activity. Interviews with guests. 	16.09.-10.10	<p>Write a research on one chosen Christian movement to analyse movements' influence in society. Send it to the lecturer latest on 05.10.</p> <p>Give notice of your chosen topic to the lecturer so there would not be overlapping subjects.</p> <p>Write an evaluation/feedback for another students' research. (it is recommended to send the feedback to the author before the lecture, but must definitely ready for commenting during the lecture)</p> <p>Prepare a presentation of the research</p>
11.10	Social proactivity on the example of one congregation: Study tour St. Paul's Church in Tartu		
12.10	<ul style="list-style-type: none"> • Presentations and discussion about the research projects • Poor and care ministry in the Old Testament (Ivo Käsk) 	13.10-14.11	Write essay
17.11	<ul style="list-style-type: none"> • Samaaria Eesti Misjon. Guest speakers Monika Lige and Saamuel Väer • Feedback on the essays • Conclusion of the course topics 		

Compulsory and recommended literature

Compulsory literature:

- Osokina, A. (2012). *Kiriku roll sotsiaalsete probleemide lahendamisel diakooniatöö kaudu: ajalooline uurimus*. Estonian Methodist Theological Seminary. http://www.eelk.ee/diakoonia/doc/teated/Alla_Osokina_KIRIKU_ROLL_SOTSIAALS_ETE_PROBLEEMIDE_LAHENDAMISEL_DIAKOONIATOO_KAUDU.pdf

- Kurg, I. (2012). **Kristlik hoolekandeprintsiip**. Kurg, I., Linnas, R., Üprus, A. (Koost.). *Kirik keset küla. Koguduse ja kohaliku omavalitsuse koostöö. Teatmik* (pp 60-70). EELK Diakoonia- ja ühiskonnatöö talitus. Web version: <http://www.eelk.ee/diakoonia/doc/teated/KirikKesetKula-neti.pdf>.
- Salveste, V. (2007). Diakoonia mõjutegurid – sotsiaalhoolekandesüsteemi ühiskondlik, kultuuriline ja poliitiline keskkond 21. sajandi Eestis. Saard, R. (Toim). *Diakoonia käsiraamat* (138-153). Tallinn: Eesti Evangeelse Luterliku Kiriku Usuteaduse Instituut: Vali Press.
- II part/chapter “**Kogudused ja kohalik omavalitsus koostöös**” (pp 77-121) from the book
Kirik keset küla. Koguduse ja kohaliku omavalitsuse koostöö. Teatmik. (2012). Kurg, I., Linnas, R., Üprus, A. (Koost.). EELK Diakoonia- ja ühiskonnatöö talitus. Web version: <http://www.eelk.ee/diakoonia/doc/teated/KirikKesetKula-neti.pdf>.
- **Toplaan, J.** (2016). *Koguduse tegevus sotsiaaltöö vaatepunktist lähtudes*. Magistritöö. Tartu Ülikool, ühiskonnateadsute instituut. https://dspace.ut.ee/bitstream/handle/10062/52009/toplaan_johanna_ma_2016.pdf?sequence=1&isAllowed=y
- Kask, K. (Koost.). (2010). *Kirik keset küla: Kogudus kogukonnas*. Tallinn: Tallinna Raamatutükikoda. Web version: http://domuspetri.weebly.com/uploads/7/3/0/4/7304049/kogudus_kogukonnas.pdf

Recommended literature:

- Das, R. (2016). *Compassion and the mission of God: revealing the invisible kingdom*. Carlisle: Langham Global Library.
- Volf, M. (2014). *Public faith: how followers of Christ should serve the common good*. Seoul: IVP.
- 10. Keller, T. (2015). *Ministries of mercy: the call of the Jericho road*. Phillipsburg, NJ: P&R Publishing.
- Bäckström, A., Davie, G., Edgardh, N., & Pettersson, P. (2010). *Welfare and religion in 21st century Europe: volume 1 configuring the connections*. Farnham: Ashgate.
- Corbett, Steve. & Fikkert, Brian (2014). *When Helping Hurts, how to alleviate poverty without hurting the poor and yourself*. Moody Publishers
- Stearns, R. (2014). *The hole in our Gospel: what does God expect of us? The answer that changed my life and might just change the world*. Nashville: W Publishing Group, an imprint of Thomas Nelson.

Other materials:

- Movie “Selma” (2014)
- Debate format: <http://media.voog.com/0000/0011/1908/files/juhised-vaitlusturniiriks-valmistumiseks.pdf>

11. The Teaching About the Church and the Teaching of the Church

The Teaching About the Church and the Teaching of the Church, 6 ECTS

Course code – VKTJ.01.05

Teachers of the course – Innar Kruglov, MA; Peeter Roosimaa, DTh; Toivo Pilli, DTh

Learning outcomes. After completion of the course, the student

- orientates themselves in the key approaches of systematic theology;
- knows the basic logic of the development and the modern trends in Christian church and different denominations, and compares this knowledge with the tradition of the Radical Reformation;
- knows the life and teaching of Jesus in its historical context and expounds its importance for the conception of Free churches;
- orientates themselves in the pursuits of the truth of the early Christians and in the main issues of Christology, and in the general concepts of New Testament theology;
- explains how the doctrine of the Triune God, man and salvation is realised in different denominations, and how it impacts their ecclesiology and spirituality.
- knows the chosen ecumenical texts;
- discusses emerging issues in ecumenical relations as follows
 - recognition of baptism
 - participating in communion
 - funerals
 - weddings
 - use of sacred space, church
 - other forms of cooperation

Assessment

Assessment methods

Due date

Assessment criteria

Written work 1 on Paul's pagan mission main characteristics, based on "Paul" by **J. Drane**
2. Present in written form main parts and the meanings of the legal side of regeneration, based on "Uussünd" by P. Roosimaa
3. Give a written overview of the home services of non-Jewish Christians.

Oct
ND

The presented works must reflect the student's understanding of the topics at hand.
The student has to show their capability to analyse and draw conclusions on the basis of the read materials.

1. Written work 2 on the main Christological statements in 1. Peter, based on "*Peetruse esimese kirja kristoloogia*" by P. Roosimaa.
2. Give a written overview of the meaning of baptism in connection with regeneration.

Nov
ND

The presented works must reflect the student's understanding of the topics at hand.
The student has to show their capability to analyse and draw conclusions on the basis of the read materials.
The assessment of the written assignments will be non-differentiating.

3. Give a written overview of the meaning of the legal side of the baptism with the Holy Spirit.
4. Give a written overview on how the early Christians understood the baptism of fire.

Written work 3

1. Present the arguments in writing on why did Jesus never became a citizen of Bethlehem.
2. Give a written assessment on Jesus public ministry.
3. Written assignment on why Jesus let himself get baptized.
4. Written assignment on what does it mean the in the Christ-event the picture language is used.

Dec
ND

The presented works must reflect the student's understanding of the topics at hand.
The student has to show their capability to analyse and draw conclusions on the basis of the read materials.

Written work 4

Describe in writing the practices of baptism and Lord's supper in the context of your local Church.

Mar
DN

The presented works must reflect the student's understanding of the topics at hand.
The student has to show their capability to analyse and draw conclusions on the basis of the materials read.

Written work 5

Describe in writing the theological understanding of eschatology in your local church. How has this shaped the practices and beliefs of your church?

May
ND

The presented works must reflect the student's understanding of the topics at hand.
The student has to show their capability to analyse and draw conclusions on the basis of the read materials.

Written exam

D

Learning outcomes serve as assessment criteria

Course summative assessment

The assessment of the five written assignments will be non-differentiating. All need to be done according to the assessment criteria.

The course will end with a written exam. The final grade of the course will be differentiating.

Learning process

Contact hours	Independent work before the session	Study content and learning methods
September (4h)	-	The Church. Inception, development and leadership of Church. Historic background of the identity of the Church.
October (4)	Written assignments	Inception and development of pagan Christianity. Paul and the ideology of pagan

		mission. Two covenants.
November (4)	Written assignments	Main events of the life of Jesus. Main points of the teachings of Jesus.
December (6)	Written assignments	Different models of Church. What is free church and free congregation? Radical reformation in dialogue.
January (4)	-	How Church carries on a doctrine? Tradition. Interpretation and practice of the Bible.
February (4)	-	Baptism, Lord's supper. Soteriology.
March (4)	-	Trinity. Sanctification.
April (2)	-	Approaches in eschatology.
June (4)	Written assignment	Q&A. Written exam.

Course literature

- Four Gospels; Acts; Paul's letter to Galatians ch. 1-2; I Peter.
- J. Drane, *Jesus*
- J. Drane, *Paul*
- Donald F Durnbaugh, *The Believers' Church*, ch. 1, *The Believers' Church Defined*, pp. 3-33
- George R. Knight "A search for identity: the development of Seventh-day Adventist beliefs"
- P. Roosimaa, *Peetruse esimese kirja kristoloogia*. Tallinn: Logos, 2002.
- P. Roosimaa, *Uussünd*. Tartu: KUS, 2003.
- P. Roosimaa, *Jeesuse elu kronoloogias*. UA 1/2008.
- P. Roosimaa, *Uue Testamendi aja jumalateenistus – Liturgika*. Tartu: Tartu Ülikooli Kirjastus, 2015.
- P. Roosimaa, *Raamat ristimisest*. Tallinn: KUS, 2016.
- P. Roosimaa, video lecture: *Jeesus sai vaeseks meie pärast*, 1-5, KUS 2012; www.youtube.com/watch?v=bTiKsAQ43xw.
- Nigel Wright, *Free Church, Free State*, ch. 3, *The Gathering Church*, pp. 49-67

APPENDIX 11: Agreement of cooperation

Agreement of cooperation between Tartu Theological Seminary (TTS) and Nigel G. Wright

VISITING FACULTY AGREEMENT

This agreement is made by and between Tartu Theological Seminary (hereinafter "TTS") and the visiting professor Nigel Wright this 25 day of June, 2018.

WHEREAS, TTS has need for the services of professor Nigel Wright, and He is willing and able to provide the services to TTS as a visiting professor for the time period from the 25th of June 2018 till 25th June of 2021.

NOW, therefore, in consideration of the mutual promises and consideration recited herein, the parties agree as follows:

For the period June 25, 2018 through June 25, 2021, Nigel Wright will provide to TTS the services. Professor Nigel Wright will do

1. one visit to Estonia every year teaching or speaking in the conference;
2. do some research work and publishing (something every year);
3. consulting our faculty and students about their research, when needed;
4. consulting the TTS leadership team about the development of the school, if needed.

In consideration for the services of Professor Nigel Wright, TTS will covers all direct costs connected to travel, accommodation, and etc. The work will not be compensated, but given as a gift to support the work of TTS and ECU.

Signed:

Einike Pilli
Rector
Tartu Theological Seminary
Annemõisa 2, Tartu, Estonia

Nigel Wright
Visiting Professor

APPENDIX 12: CV for Nigel G. Wright

Curriculum Vitae

Name		Nigel Goring Wright (b. 1949)
Appointment	2013-	Principal Emeritus and Senior Research Fellow, Spurgeon's College, London
Qualifications	1967-70	BA (Hons) Modern Languages, University of Leeds
	1970-73	BD (Hons), University of London
	1970-73	Ministerial formation, Spurgeon's College
	1986-87	MTh, University of Glasgow
	1989-94	PhD, King's College London
	2001-14	FRSA
	2011-	FHEA
	2012-	FRHISTS
	1973	Ordained and enrolled as newly accredited minister, BUGB
	1977-	Accredited minister, Baptist Union of Great Britain
Positions held	2013-	Principal Emeritus and Senior Research Fellow, Spurgeon's College London (Honorary)
	2000-13	Principal, Spurgeon's College, London
	2002-03	President, Baptist Union of Great Britain
	1995-00	Senior minister, Altrincham Baptist Church, Cheshire
	1987-95	Tutor in Systematic and Historical Theology, Spurgeon's College (Chaplain 1991-93) (MTh Christian Doctrine Course Leader 1994-95)
	1986-87	Dr Williams's Research Scholar, University of Glasgow
	1973-86	Minister and senior minister, Ansdell Baptist Church, Lytham St Annes, Lancashire
	1971-72	Assistant minister, Chatsworth Baptist Church, West Norwood, London
Other related activities		
Professional	1971	Chaplaincy course, St Bernard's Psychiatric Hospital, Southall
	1972	Interim pastor, Findon Valley Baptist Church, Sussex
	1974-75	Chair, Fylde Baptist Fellowship
	1975-76	Moderator, Northern District, Lancashire and Cheshire Association of Baptist Churches
	1975-82	Council Member, Lancashire and Cheshire Association
	1976-78	Pastoral Counselling Course, Clinical Theology Association
	1982-86	Governor, Ansdell County Primary School
	1982-86	Governor, Lytham St Annes High School
	1984	Founding of Blackpool Christian Fellowship
	1985	Founding of South Fylde Community Church
	1985-95	Member of Executive, <i>Mainstream: Baptists for Life and Growth</i>
	1986	Delegate, Evangelischer Kirchentag, Frankfurt am Main
	1987-92	Co-founder and member, Radical Reformation Study Group
	1987-89	Moderator, Herne Hill Baptist Church
	1988-91	Secretary, Spurgeon's College Conference
	1989-92	Member, Evangelical Coalition on Occult Issues

1989-92 Member, Committee on Ritual Abuse, CCOGB
 1989-92 Bereavement counsellor, *Cruse in Croydon*
 1989-97 Consulting Editor, *Renewal Magazine*
 1990-96 Co-opted Member, BUGB Council
 1990-93 Elder, Herne Hill Baptist Church
 1990-92 Member, Mission Main Committee, BUGB
 1991-95 Chair, Mainstream: Baptists for Life and Growth
 1991 BUGB Delegate, Evangelischer Kirchentag, Ruhr Valley
 1992-93 President, Spurgeon's College Conference
 1992-97 BUGB Doctrine and Worship Committee
 1992-96 Baptist Representative, Baptist-Anglican Conversations (informal)
 1992-97 Member and Co-Founder, *Anabaptist Network* (and Chair 1995-1997)
 1994 BUGB Delegate, Consultation on Religious Liberty, Dorfweil, Germany
 1994 BUGB Ecumenical Representative, York Synod of the Church of England
 1994-95 Moderator, Trinity Baptist Church, Bexleyheath
 1995-96 BUGB Ecumenical Observer, Methodist Conference, Bristol and Blackpool
 1995-00 Council Member, North Western Baptist Association
 1996-00 Member, BUGB Council (North Western Association elected)
 1996 Mediation skills training, London Mennonite Centre
 1996-99 Ecumenical Chaplain, South Trafford College of Further Education
 1996-98 Moderator, Coverdale Baptist Church, Ardwick, Manchester
 1997-98 Convenor, BUGB Task Group on Associating
 1998-99 Moderator, Brownley Green Baptist Church, Wythenshawe, Manchester
 1999-02 Moderator, BUGB Doctrine and Worship Committee
 1999-02 Member, Faith and Unity Executive, BUGB
 1999 Pastor-Congregational Relations training at London Mennonite Centre
 1999-00 BUGB representative, United Reformed Church General Assembly
 2000-05 Representative, Baptist World Alliance (BWA) Congress, Melbourne, Australia
 2000-10 BUGB representative, Baptist World Alliance Council
 2000-05 Chair, BWA Study Commission on Christian Ethics
 2000- Mentoring training and then mentor, BUGB
 2000- Academic Adviser and Member, Academic Board, International Baptist Theological Seminary, Prague
 2000- Member, Council of BUGB (ex-officio)
 2000-03 Member, Mission Executive, BUGB
 2002-06 Member of the Council, Evangelical Alliance
 Member, Evangelical Alliance Commission on Faith and Nation
 2003-09 Board Member, Moscow Theological Seminary
 2004-08 Secretary, Baptist Joint Colleges' Consultative Committee
 2005-10 Vice-chair, Study and Research Executive, Baptist World Alliance
 2005-10 Member, Officers' Search Committee, Baptist World Alliance
 2005-07 Moderator, Herne Hill Baptist Church
 2006-07 Moderator, Streatham Baptist Church
 2010 Keynote Speaker, Baptist Union of the Netherlands
 2011 Select Preacher, University of Oxford, Trinity Sunday
 2013- Member, Nominations Committee, The Bible Society

- 3013-16 Convener, BUGB Gen. Sec. Support Group
 2014-15 Moderator, Lymm Baptist Church
 2015 Speaker, European Baptist Federation Conference on Religious Liberty, Sofia, Bulgaria
 2016 Convention Speaker, Holy Spirit Conference, Baptist Union of Denmark
 2015-16 President, Spurgeon's College Conference
 2018 Keynote Speaker, Free Church Free State Conference (100 Years of the Estonian Republic), Baptist Union of Estonia, Tartu
 2018 Keynote Speaker, Baptist Identity in Motion Symposium, Union of Evangelical Baptist Churches in Italy, Rome.

Academic

- Member, Tyndale Fellowship for Biblical Research
 Member, Society for the Study of Theology
 Member, Institute of Mennonite Studies
- 1975-78 Part-time teacher of Religious Education, King Edward VII School, Lytham St Annes
 1977-95, and 2000-16 Council Member, Spurgeon's College
 1980 Sabbatical leave among the Mennonite churches of Pennsylvania
 1988-90 Lecturer, University of London Extra-Mural Department
 1989-91 Member, Theological Commission of *Christian Impact*
 1990-93 Visiting Lecturer, MA Course, London School of Theology
 1990 Visiting Lecturer, Orebromissionskola, Sweden
 1990 Visiting Lecturer, Betelsemenariet, Stockholm
 1990-00 Visiting Lecturer, Regent's Park College, Oxford
 1990-93 Visiting Lecturer, London Mennonite Centre
 1991 Visiting Lecturer, Theologische Woche, Bund Evangelisch-freikirchlicher Gemeinden, Germany
 1991-95 Member, Advisory Board, C. S. Lewis Centre
 1991 The Ongmann Lectures, Örebromissionskola, Sweden
 1991-95 Lecturer, C. S. Lewis Centre
 1992 Visiting Lecturer, Baptistsamfundets teologiske Seminarium, Tølløse, Denmark
 1992 Visiting Lecturer, Aberdeen School of Christian Studies
 1992 Visiting Lecturer, Chiltern Christian Training Programme
 1992-97 Member, Editorial Board, *Anabaptism Today*
 1993-97 Member, Alliance Commission on Unity and Truth among Evangelicals
 1995-00 Governor, Visiting Lecturer, Assessor, Student Advisor and Associate Lecturer, Northern Baptist College (and Partnership for Theological Education, Manchester)
 1996 The Wesley Gilpin Lecture, Regents Park College, Nantwich
 1996 Visiting Lecturer, Carey College, Auckland, New Zealand
 1996-99 External Examiner, MTh in Applied Theology, Regents Theological College, Nantwich (University of Manchester)
 1996-00 Visiting Lecturer, Nazarene Theological College, Manchester
 1996-97 Whitley Lecturer
 1997-04 Visiting Lecturer, Cliff College, Calver, Derbyshire
 1997-04 Team Member and Lecturer, Diploma/MA in Leadership, Renewal and Mission Studies (University of Sheffield)
 1998-00 Module Director and Lecturer, Certificate in Church Planting and

	Evangelism (University of Leeds)
2000-10	Academic Advisor, International Baptist Theological Seminary, Prague, The Czech Republic
1999	Visiting Lecturer, <i>Prepare for Service</i> , Bristol Baptist College
2001	The Burleigh Lectures, Burleigh College, Adelaide, Australia
2001	Visiting Lecturer, Morling College, Sydney Australia
2001	The C. R. Batten Lecture, London Baptist Preachers' Association
2003-08	Academic Visitor, Order of Mission
2003	Delegation member, Baptist World Alliance Bilateral Conversations with the Vatican
2003	The Liddon Lectures, St Mary-le-Strand
2005	The George White Lecture
2009	Visiting Lecturer, Carey College, Auckland, New Zealand
2009	Visiting Lecturer, Vose College, Perth, Western Australia
2010	Visiting Lecturer, Baptist 400 Conference, Baylor University, Waco Texas
2010	Visiting Lecturer, Baptist Union of Queensland, Australia
2010-	Approved Tutor, University of Chester (Doctorate of Ministry)
2010	Approved Director of Studies (Research), University of Trinity St David's
2014	The Dr Sydney Martin Memorial Lecture, Nazarene Theological College

Publications

Books and Study Guides:

- *You are my God: A Study Guide to the Passover Psalms* (London: Bible Society, 1982).
- *Moving On: The Church* (London: Scripture Union, 1983) (also published in Arabic and in Latvian as *Draudze* [Latvia: 1984]).
- *The Radical Kingdom: Restoration in Theory and Practice* (Eastbourne: Kingsway, 1986).
- *The Fair Face of Evil: Putting the Power of Darkness in its Place* (Basingstoke: Marshall-Pickering, 1988).
- *The Satan Syndrome: Putting the Power of Darkness in its Place* (Grand Rapids: Zondervan, 1990). Also published in Korean by Seoul Theological University Press, Seoul, 2012.
- *A Theology of Mission* (Didcot: Baptist Union, 1990).
- *Mission i Morgens-dagens Menighed* (Copenhagen: Baptist Union of Denmark, 1992).

- *Lord and Giver of Life: An Introduction to the Person and Work of the Holy Spirit* (Didcot: Baptist Union, 1990).
- *Challenge to Change: A Radical Agenda for Baptists* (Eastbourne: Kingsway, 1991).
- *Charismatic Renewal: The Search for a Theology* (London: SPCK, 1993) [first edition with T. A. Smail and Andrew Walker]
- *The Love of Power and the Power of Love* (Minneapolis: Bethany House, 1994) [with T. A. Smail and Andrew Walker]
- *Makt och Lärjungskap: En frikyrklig teologi om förhållandet församling-samhälle* (Orebro: Orebro Missionskolas Skriftserie Nr 8, 1993).
- *Charismatic Renewal: The Search for a Theology* (London: SPCK, 1995) [second, enlarged edition with T. A. Smail and Andrew Walker].
- *The Radical Evangelical: Seeking a Place to Stand* (London: SPCK, 1996).
- *Power and Discipleship: Towards a Baptist Theology of the State* (Oxford: Whitley Publications, 1996).
- *Disavowing Constantine: Mission, Church and the Social Order in the Theologies of John Howard Yoder and Jürgen Moltmann* Biblical and Theological Monograph Series (Carlisle: Paternoster Press, 2000).
- *New Baptists, New Agenda* (Carlisle: Paternoster, 2002).
- *A Theology of the Dark Side: Putting the Power of Evil in its Place* (Carlisle: Paternoster, 2003).
- *A Theology of the Dark Side: Putting the Power of Evil in its Place* (Downers Grove, Il.: IVP, 2003).
- *Free Church, Free State: The Positive Baptist Vision* (Carlisle: Paternoster, 2005).
- *God on the Inside: The Holy Spirit in Holy Scripture* (Oxford: Bible Reading Fellowship, 2006).
- *Disavowing Constantine: Mission, Church and the Social Order in the Theologies of John Howard Yoder and Jürgen Moltmann* Biblical and Theological Monograph Series (Reprint: Eugene, Oregon: Wipf and Stock, 2006).
- *Participating without Possessing: The Public and the Private in Christian Discipleship* (Horley: Industrial Christian Fellowship, 2007).
- *Baptist Basics* (Didcot: Baptist Union of Great Britain, 2009).

- *The Real Godsend: Preaching the Birth Narratives in Matthew and Luke* (Oxford: BRF, 2009).
- *Jesus Christ – the Alpha and the Omega* (Oxford: BRF, 2010).
- *A Theology of the Dark Side: Putting the Power of Evil in its Place* (Reprint: Eugene, Or.: Wipf and Stock, 2010).
- *Free Church, Free State: The Positive Baptist Vision* (Reprint: Eugene, Or.: Wipf and Stock, 2012.)
- Editor: *Truth that Never Dies: The Dr G. R. Beasley-Murray Memorial Lectures 2002-2012* (Eugene, Or.: Wipf and Stock, 2014).
- Editor: *Truth that Never Dies: The Dr G. R. Beasley-Murray Memorial Lectures 2002-2012* (Edinburgh: James Clarke, 2015).
- *Vital Truth: The Convictions of the Christian Community* (Eugene, Or.: Cascade, 2015).
- *Vital Truth: Convictions of the Christian Community* (Cambridge: Lutterworth Press, 2016)
- *The Radical Evangelical: Seeking a Place to Stand* (Reprint: Eugene, Or.: Wipf and Stock, 2016).
- *How to be a Church Minister* (Oxford: BRF, 2018)

Articles and Contributions to Books:

- 'Worship: The Baptist Experience', *Liturgy*, Vol 4 No 2 (1980).
- 'Ansdell Baptist Church: A Profile', *Mainstream Newsletter*, No 6 (January, 1981).
- 'Gleanings from the North West', *Mainstream Newsletter*, No 9 (January, 1982).
- 'Who's Radical Now? A Review Article', *Mainstream Newsletter*, No 9 (January, 1982).
- 'Doctrines, Principles and Values', *Mainstream Newsletter*, No 15 (January, 1984).
- 'Church Membership Re-evaluated', *Mainstream Newsletter*, No 20 (September, 1985).
- 'Church Planting - One Church's Experience', *Church Growth Digest* (Autumn 1986).
- 'The Baptist Way of Being the Church' in G. R. Beasley-Murray, ed., *A Perspective on Baptist Identity* (Mainstream, 1987).

- 'Weighing up Wimber', *Renewal* (January, 1989) .
- 'Asking the Forbidden Questions', *Renewal* (February, 1989).
- 'The Case for Wimber Revisionism', *Renewal* (March,1989) (The above three articles were also printed in Edward England, ed., *Living in the Light of Pentecost* (Crowborough: Highland, 1990).
- Monthly column in *Renewal* January-December 1990.
- 'An Agenda for Baptist Christians', *Mainstream Newsletter*, No 35 (January, 1990).
- 'Born Again for Labour Victory', *The Guardian* (May 21, 1990).
- 'Time to Disestablish', *The Guardian* (October 8, 1990).
- 'Restorationism and the "house church" movement', *Themelios* Vol 16 No 2 (January/February 1991).
- Monthly column *Baptist Times* 1991-1993.
- 'Mission, the Shape of the Church and Ecumenism', in Paul Beasley-Murray, ed., *Mission to the World: Essays to celebrate the 50th anniversary of the Ordination of George Raymond Beasley-Murray to the Christian Ministry* (London: Baptist Historical Society, 1991).
- 'The Kansas City Prophets: An Assessment', *Themelios* Vol 17 No 1 1992.
- 'Evangelism and Religious Liberty', *Planting Papers* (Summer/Autumn 1992).
- 'Catching the Bellrope', *Anabaptism Today*, Issue 1 (November, 1992).
- 'Radical Dissent' in D. J. Tidball, ed., *The Baptist Basics Series* (Didcot: Baptist Union of Great Britain 1993).
- "'Revelation Knowledge" and Knowledge of Revelation: The Faith Movement and the Question of Heresy', *Journal of Pentecostal Studies* Vol 5 (1994) [with T. A. Smail and Andrew Walker].
- "'Koinonia" and Baptist Ecclesiology: Self-Critical Reflections from Historical and Systematic Perspectives', *Baptist Quarterly* Vol 35 No 8 (October, 1994).
- 'The Church and "God's Servant" The State', *Anabaptism Today* (Issue 7, October, 1994).
- 'The Powers and God's Providential Rule', *Anabaptism Today* (Issue 8, February, 1995).

- 'Respectful and Subversive: Christians in the Political Realm', *Anabaptism Today* (Issue 9, June, 1995).
- 'The Theology of Religious Liberty', *Baptist Ministers' Journal* Vol 249 (January, 1995).
- 'The Influence of the Charismatic Movement on European Baptist Life and Mission', *Journal of the European Pentecostal Theological Association*, Vol 13 (1995).
- 'Disestablishment: A Contemporary View from the Free Churches', *Anvil*, Vol 12 No 2 (1995).
- "'The Sword": An Example of Anabaptist Diversity', *Baptist Quarterly* Vol 36 No. 6 (April, 1996).
- 'Baptist and Anabaptist Attitudes to the State', *Baptist Quarterly*, Vol 36 No. 7 (July, 1996).
- Chapter 4 in John Gunstone, ed., *Meeting John Wimber* (Crowborough: Monarch, 1996).
- 'The Charismatic Theology of Thomas A. Smail', *Journal of the European Pentecostal Theological Association*, Vol 16 (1996).
- 'Charismatic Interpretations of the Demonic', in A. N. S. Lane, ed., *The Unseen World: Christian Reflections on Angels, Demons and the Heavenly Realm* (Carlisle: Paternoster, 1996).
- 'On Disentangling Inderjit Bhogal: A Response Article', *Joppa Bulletin*, February 1997.
- 'Suffering', in Ernest Lucas, ed., *Christian Healing: What Can We Believe?* (London: Lynx, 1997) [with Sheila Smith].
- 'The State We're In', *Christianity* (May, 1997)
- 'Re-imagining Evangelicalism', in Graham Cray et al, *The Post-Evangelical Debate* (London: Triangle, 1997).
- 'The Nature and Variety of the "House Church Movement"', in Stephen Hunt, Malcolm Hamilton and Tony Walter, eds, *Charismatic Christianity: Sociological Perspectives* (London: Macmillan, 1997).
- 'A Baptist Perspective', in David Pytches, ed., *John Wimber: His Influence and Legacy* (Guildford: Eagle, 1998).
- 'Signs and Wonders', *Chrism: The St Raphael Quarterly* Vol. 36 No 2 (Summer, 1999).
- 'Public Truth or Private Option? Gospel and Religious Liberty in a Multi-faith Society in the Light of the Resurrection', *Joppa Occasional Paper* (September, 1999).

- 'Preaching on Holy War', *Preaching Today* Volume 43, No 2 (Summer, 2000).
- 'Inclusive Representation: Towards a Doctrine of Christian Ministry', *Baptist Quarterly*, Vol 39 No. 4 (October, 2001).
- 'Covenant and Covenanting', *The Baptist Quarterly*, Vol 39 No 6 (April, 2002).
- 'Still a Case for Baptist Bishops', in *Talk: The Mainstream Magazine* (Autumn, 2002)
- 'A point where the shoe might pinch?', in *Talk: The Mainstream Magazine* (Spring, 2003)
- "Does Revival Deadend or Quicken the Church?", in Andrew Walker and Kristin Aune, eds., *On Revival: Lessons for Today's Church* (Carlisle: Paternoster, 2003).
- 'Religious Abuse: The precarious potential of religious believing', in *Journal of European Baptist Studies*, Vol. 3 No. 2 (January, 2003).
- 'Re-inventing Christendom', *Anabaptism Today* 33 (June, 2003).
- 'Baptists and Academic Freedom', *Baptist History and Heritage*, Vol 39 No 1 (Winter, 2004).
- 'To tolerate is not to approve', *Talk: The Mainstream Magazine* (Spring, 2004)
- 'Disestablishment: Loss for the Church or for the Country?': The Liddon Lecture for 2003, *Journal of European Baptist Studies*, Vol 4 No 3 (May, 2004).
- 'The Case for Translocal Ministry', in Stuart Murray Williams, ed., *Translocal Ministry: Equipping the Churches for Mission* (Didcot: Baptist Union of Great Britain, 2004).
- 'Looking for a Right Wing', *Talk: The Mainstream Magazine* Vol 4 Issue 2 (Autumn, 2004).
- 'The Petrine Ministry: Baptist Reflections', *Pro Ecclesia: A Journal of Catholic and Evangelical Theology*, Vol XIII No 4 (Fall, 2004).
- 'On Returning to a Theme', *Talk: The Mainstream Magazine* Vol 4 Issue 2 (Spring, 2005)
- 'A Dissenting Perspective on Establishment', in *Crucible* (April/June, 2005)
- Review article, John Howard Yoder, *The Jewish-Christian Schism Revisited*, eds, Michael G. Cartwright and Peter Ochs (London: SCM Press, 2003) in *Ecclesiology* Vol 2 No 3 (2006).

- 'A View from One of the Free Churches', in R. M. Morris, ed., *Church and State: Some Reflections on Church Establishment in England* (London: University College, 2008).
- 'Two Versions of the Reality and Origin of Evil', in *The Bible in Transmission*, Summer, 2008.
- 'Spirituality as Discipleship: the Anabaptist Heritage', in Paul S. Fiddes, ed., *Under the Rule of Christ: Dimensions of Baptist Spirituality* (Macon, Ga.: Smyth and Helwys, 2008).
- 'Jumala riik ja kogudus' in Toivo Pilli, ed., *Jumala Riik Ja Gogudus* (Tartu: Kõrgem Usuteaduslik Seminar, 2008)
- 'Sind Baptistgemeinden autonom?', in *Theologisches Gespräch: Freikirchliche Beiträge zur Theologie*, 2009 Beiheft 10
- Articles on 'Apostles', 'Charismatics', 'Fruits/Gifts of the Spirit', 'Glossolalia', 'Pneumatology', 'National Churches', 'Pentecost', 'Prophecy', 'Prosperity Theology' in John H. Y. Briggs, ed., *A Dictionary of Baptist Life and Thought* (Carlisle: Paternoster, 2009)
- 'Government as an Ambiguous Power' in Nick Spencer and Jonathan Chaplin, eds, *God and Government* (London: SPCK/Theos, 2009).
- Review of Steven R. Harmon, *Towards Baptist Catholicity: Essays on Tradition and the Baptist Vision* (Carlisle: Paternoster, 2006) in *Ecclesiology* Vol 5 No 3 (2009).
- Review of Brian Haymes, Ruth Gouldbourne and Anthony R. Cross, *On Being the Church: Revisioning Baptist Identity: Studies in Baptist History and Thought* Volume 21 (Carlisle: Paternoster, 2008) in *Baptist Quarterly* Volume 43 October 2009.
- 'Baptist Christians: Repentant and Unrepentant', in David J. Cohen and Michael Parsons, eds, *Beyond 400: Exploring Baptist Futures* (Eugene, Oregon: Pickwick Publications, 2010).
- 'Humane Religion: Evangelical Faith, Baptist Identity and Secular Liberalism' in David J. Cohen and Michael Parsons, eds, *Beyond 400: Exploring Baptist Futures* (Eugene, Oregon: Pickwick Publications, 2010).
- With Brian Harris, 'Summary Reflections on Beyond 400', in David J. Cohen and Michael Parsons, eds., *Beyond 400: Exploring Baptist Futures* (Eugene, Oregon: Pickwick Publications, 2010).
- 'Bearer of our Sins: Atonement Theology after Steve Chalke', in Anthony R. Cross and Ruth Gouldbourne, eds., *Questions of Identity: Studies in Honour of Brian Haymes* (Oxford: Regent's Park College, 2011).
- 'The Goodness, Wisdom and Patience of the Living God', *Faith and Thought* (April, 2011) No 50.

- 'Deliverance and Exorcism in Theological Perspective 1: Is there any substance to evil?', in William K. Kay and Robin Parry, eds, *Exorcism and Deliverance: Multi-Disciplinary Studies* (Milton Keynes: Paternoster, 2011).
- 'Predestination and Perseverance in the early theology of Jürgen Moltmann', *Evangelical Quarterly*, Vol. LXXXIII No 4 (October 2011).
- 'Church and State in the UK from a Free Church perspective' in *Journal of the Royal Army Chaplains' Department*, Volume 50 (2011).
- 'Universalism in the theology of Jürgen Moltmann', *Evangelical Quarterly*, Vol. LXXXIV, No 1 (January 2012).
- 'Election and Predestination in Baptist Confessions of the Seventeenth Century' in Pieter J. Lalleman, Peter J. Morden and Anthony R. Cross (eds), *Grounded in Grace: Essays to Honour Ian M. Randall* (London: Spurgeon's College, 2013).
- *BRF Guidelines: Bible study for today's ministry and mission* (September-December 2013): Matthew 1-2.
- 'A Kinder, Gentler Damnation?' in Christopher M. Date, Gregory G. Stump, Joshua W. Anderson, (eds), *Rethinking Hell: Readings in Evangelical Conditionalism* (Eugene, Or.: Wipf and Stock, 2014).
- *BRF Guidelines: Bible study for today's ministry and mission* (January-April 2014): Matthew 3-6.
- *BRF Guidelines: Bible study for today's ministry and mission* (May-August 2014): Matthew 7-10.
- *BRF Guidelines: Bible study for today's ministry and mission* (September-December 2014): Matthew 11-14
- Foreword to Stephen Jonathan, *Grace Beyond the Grave: Is Salvation Possible in the Afterlife?* (Eugene, Or.: Wipf and Stock, 2014).
- 'Sustaining Evangelical Identity: Faithfulness and Freedom in Denominational Life', in Nigel G. Wright, ed., *Truth that Never Dies: The Dr G. R. Beasley-Murray Memorial Lectures 2002-2012* (Eugene, Or.: Wipf and Stock, 2014).
- 'The "Three-fold Order" in a Radical Protestant Perspective', in Anthony Clarke, ed., *For the Sake of the Church: Essays in Honour of Paul S. Fiddes* (Oxford: Regent's Park College, 2014).
- 'Encounters with the Son of Man: Luke 17:11-20:19', in *Encounter with God* (Bletchley: Scripture Union, 2015).

- 'Christianity and Secularism: Prospects and Possibilities', FORB Consultation European Baptist Federation, 27-28 September 2015, Sofia, Bulgaria.
www.ebf.org/.../Wright_Christianity%20and%20Secularism_FORBsep2015_Sofia.pdf.
- Articles 'Exorcism' and 'Devils and Demons', in Martin Davie et al, eds., *New Dictionary of Theology Historical and Systematic* (London: Inter-Varsity Press, 2016).
- 'Biblical Perspectives on Nationhood', *Mission Catalyst: Intelligent comment on faith and culture*, Issue 3 2016.
- Foreword to Michael J. Hooton, *The Extended Family: Why are there so many different Churches?* (Eugene, Or.: Resource Publications, 2016)
- *BRF Guidelines: Bible study for today's ministry and mission* (January-April 2017): Matthew 15-18.
- 'Baptists and Leadership', *Baptists Together* (Spring, 2017)
- "'The Ground on which we dare to build'": Putting Calvinism to work', in Myra Blyth and Andy Goodliff, eds, *Gathering Disciples: Essays in honor of Christopher J. Ellis* (Eugene, Or.: Pickwick Publications, 2017).
- 'Living the Transformed Life: Romans 12-16' in *Encounter with God* (Bletchley: Scripture Union, 2017).
- 'Preaching on Genocide: Reflections on some "alien" texts', in *Ministry Today UK*, Edition 70 (Summer 2017).
- *BRF Guidelines: Bible study for today's ministry and mission* (September-December 2017): Matthew 24-28.
- Foreword to Daniel Kirkpatrick, *Monergism or Synergism: Is salvation cooperative or the work of God alone* (Eugene, Or.: Pickwick Publications, 2018).
- Foreword to Ian M. Randall, *A Christian Peace Experiment: The Bruderhof Community in Britain 1933-1942* (Eugene, Or.: Cascade, 2018).
- 'Chiese Battiste in Europa: Identità in movimento: Relazione presentata sabato 7 aprile 2018 al convegno "Identità Battista in movimento"', Roma.
<https://www.ucebi.it/identita-battista-in-movimento.html>.

Reports:

As a member of the Baptist Union Doctrine and Worship Committee I collaborated in the following reports:

- *The Nature of the Assembly and the Council of the Baptist Union of Great*

Britain (1994).

- *Forms of Ministry among Baptists: Towards an Understanding of Spiritual Leadership* (1994).
- *Believing and Being Baptized: Baptism, so-called Re-baptism, and Children in the Church* (1996).
- As moderator of the BUGB Task Group on Associating I was responsible for drafting and presenting the final report *Relating and Resourcing* (1998).

MTh by thesis, MPhil, PhD, DMin Theses examined

Steven Latham, PhD thesis King's College London 2000, 'Contemporary Prophetic Ministry'.

Julian Craig Millward, PhD thesis University of Brunel 2003, 'Chalk and Cheese? An Account of the Impact of Restorationist Ecclesiology upon the Baptist Union - with Particular Reference to those Churches in Joint Membership with the Baptist Union of Great Britain and New Frontiers International'.

Stephen Peter Davie, PhD thesis University of Wales, 2003, 'The History of Evangelical Ecclesiology in England, 1945-1980'

Gordon D. Arthur, PhD thesis King's College London, 2004, 'Law and Liberty: Authority and Concepts of Justice in the Major Churches of England'.

Robert Ernest Warner PhD thesis King's College London, 2006, 'Fissured Resurgence: developments in English Pan-evangelicalism 1966-2001'.

Frederick B Cummings, PhD thesis University of Wales, 2008 re-submitted 2011, 'When God Repents: Old Testament Language of Divine Repentance as intimating God's Interaction with Creation'.

Tonny Jacobsen, DMin thesis University of Trinity St David's, 2011, 'The Process of Christian conversion and discipleship within a post-Christendom postmodern context with special reference to evangelical-charismatic Churches in Denmark'.

Philip Douglas Hill, MPhil thesis University of Wales, 2011, 'The Baptist Revival Fellowship (1939-1972): A study in Baptist conservative evangelicalism'.

Christine McConnell, MTh by thesis University of Middlesex, 2011, 'What can we deduce from the Synoptic Gospels about Jesus' worldview beliefs concerning the powers of evil?'

Stephen Jonathan, DMin thesis University of Bangor, 2011, 'Grace Beyond the Grave: A biblical, theological and practical evaluation of post-mortem evangelism'.

E. Janet Warren, PhD thesis University of Birmingham, 2011, 'Cleansing the Cosmos: A biblical model for conceptualizing and counteracting evil'.

Glyn Ackerley, PhD thesis King's College London, 2013, 'Importing "Faith": The Effect of American "Word of Faith" Culture on Contemporary English Evangelical Revivalism'.

Gordon L. Snider, PhD thesis University of Wales, 2013, 'The Use of the Old Testament in a Wesleyan Theology of Mission.'

Rafael Zaracho, PhD thesis University of St Andrews 2014, 'The Role of Preferences in the Context of Believing and Discerning Communities: A Maturanian Reading'.

David William Loder, PhD thesis Australian Catholic University 2014, 'The Spiritual Formation of Queensland Baptists Ministers'.

Justin Nalls, PhD thesis University of Wales, 2017, 'A Bombshell in the Baptistery: An examination of the influence of George Beasley-Murray on the baptismal writings of select Southern Baptist and Baptist Union of Great Britain scholars'.

Doctorates Supervised

David H. McIlroy, 'A Trinitarian Theology of Law: In conversation with Jürgen Moltmann, Oliver O'Donovan and Thomas Aquinas', PhD University of Wales, 2006.

Terry J. Wright, 'Providence Made Flesh: Divine Presence as a Framework for a Theology of Providence', PhD University of Wales, 2007.

Alastair McKay, 'Practising Oversight: A Case Study of Two Church Staff Meetings', DMin University of Trinity St David, 2013.

Clive Burnard, 'Transformational Servant Leadership as Exemplified in the Ministry of the Reverend Doctor David R. Coffey', DMin University of Trinity St David, 2013.

Uguibe, Sylvanus, 'Settling the Grandfather's Bill: A Biblical and Theological Investigation of the Concept of Generational Curses in Nigerian Pentecostalism with Particular Reference to Igboland, South Eastern Nigeria', PhD University of Wales, 2015.

Daniel L. Kirkpatrick, 'A comparative analysis of monergism and synergism through aspectual analysis of the efficient cause and instrumentality to consider the agents of salvatio[n] and the roles of grace and works', PhD University of Wales, 2015.

Anthony Clarke, 'Forming Ministers or Training Leaders? An Exploration of Practice and the Pastoral Imagination', DMin University of Chester, 2016.

Roland M. Sokolowski, 'Sin as Good News': Towards a Kerygmatic Doctrine of Sin in Conversation with Irenaeus of Lyons, PhD University of Wales, 2016.

M Level Theses supervised (University of Wales)

David Whitlock, "'Standing in the gap": discovering an intercessory prayer strategy

for a community-based church' (2002).

Bridget Jenkinson 'The validity and future of the Baptist itinerant preacher' (2005).

Timothy G. Butlin, 'Prophet in search of a prophecy: a theology and direction for the ministry of CMJ in the twenty-first century' (2005).

Tonny Jacobsen, 'Training for the Pentecostal Ministry in a Danish Setting: A critical appraisal and some constructive proposals' (2005)

Philip Webb, 'Covenants and Cash: A theological reflection upon the practical implications of 'covenant' in modern ecumenism' (2005).

Paul Campion, 'Apostolic Leadership in contemporary Baptist Ministry' (2006).

Michael Houston, 'A theological reflection on the nature of Christian leadership practised by Tower Hamlets Evangelical Fellowship (THEF) with particular reference to the example of Jesus' (2007).

Andrew Phillips, 'Raising a New Generation: The challenges of raising the next generation of leaders' (2007).

Richard Webb, 'Is Emerging Church really Church?' (2007).

Susan Stevenson, 'Street Pastors in Lambeth: a reflection on partnership in mission' (2009).

Richard Jones, 'A theological reflection upon the work of BibleLands in the light of current trends in Israel and the Occupied Territories' (2010).

Stefan Reckless, 'Unconditional election, reprobation and assurance of salvation in the theology of John Calvin: a critical evaluation' (2010).

Paul Hazelden, 'Street-level Theodicy: Developing guidelines for a practical apologetic suitable for working with vulnerable people' (2010).

David Stockwell, 'A critical analysis of Christian witness in Istanbul to Conservative Sunni Muslims' (2010).

Olive Drake, 'Ordained or Not? A critical and comparative evaluation of the practice of commissioning and ordination of officers in the Salvation Army in the light of the five-year review' (2011).

Andrew D. Sellers, 'Faith and work' (2012).

Francis Mutambi, 'Corporate Repentance: The Forgotten Practical Element in the Theology of Mission' (2012).

Daniel Hatfield, 'A Critique of the Apologetic of Dr William Lane Craig in his 2007 Reasonable Faith Tour', 2013.

Alison Callway, 'Lay Ministry Formation in the Church of England', 2013.

Lynn Dowding, 'God, Sacred Space and the Pursuit of Harmony: A Theological Reflection upon the Proposed Building of a Multi-Faith Centre at the University of Guildford', 2013.

Antony Wareham, 'Spirit Anointed Preaching: An investigation into Baptist preaching within the UK Charismatic Renewal Movement 1970s-1990s and the contemporary implications for preaching today', 2014.