

# Appendix 5: Responses from Colleges

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## Commitment to Action

Our Baptist Colleges were asked to complete a Commitment to Action with respect to the Requests for Change identified for Colleges in the Project Violet Findings. Colleges were also invited to offer a narrative on the decisions they had taken.

This Appendix contains the responses received by 30 September 2024.





# Project Violet – Commitment to Action Colleges

## Feedback from Bristol Baptist College

### Interim Report 26.09.24

It was very good for all full time academic staff to take part in the joint colleges staffs conference at Regent's Park College on 4-5 September.

There are a significant number of responses to Project Violet which will be handled at a College wide level, for example, the development of promotional videos to encourage women and also men to consider Ministerial Training at a Baptist College. This example is mentioned specifically as Bristol Baptist College has a key coordinating role in this initiative. Many other planned responses which will come from the Colleges jointly are not mentioned again here. We are committed to working on these joint commitments made alongside others.

The trustees of Bristol Baptist College are meeting on 7 October and Project Violet follow up is on the agenda. So this is an interim report.

On some of the specifics:

- Admissions. We will review our admissions procedures in the light of RO1, R29, R32. The 10 recommendations from the joint staffs conference will be considered carefully by us, with the recognition that different colleges will need to make tailored responses given admissions criteria differ between us. We have recently considered the questions asked of all candidates for training and have doubled down on our commitment to ask questions which seek to determine the attitudes of all prospective students to women in all forms of accredited ministry. Our aim is to make sure that the College is a welcoming and hospitable place for women to come and train.
- CMD. We are aiming to set up a Centre for CMD in the coming academic year and will be consider what courses to offer in the light of the Project Violet report. At the moment this is at an early stage for us.
- Tutors. One of the immediate tasks we are undertaking in conjunction with our partner College, Trinity College Bristol, is to review reading lists to ensure better diversity. This work is already underway and is ongoing.

Further commitments will follow. We note the commitment to at the joint staffs conference to review progress in 12 months' time and we will do the same as a college.

PM 30.09.24



# Project Violet – Commitment to Action Colleges

<b>Name of College</b>	<b>Cardiff Baptist College</b>
<b>How have you discussed the findings? For example, meetings and dates</b>	<p>18<sup>th</sup> July – A meeting of tutorial staff 4<sup>th</sup>-5<sup>th</sup> September – JCSC at RPC</p> <p>This document brings together information from both opportunities for meeting and has been circulated around tutorial staff for agreement before sending.</p> <p>We are yet to discuss PV with College Trustees but commit to doing so during 2024-25.</p>

<b>Request Number</b>	<b>Short Name</b>	<b>Accepted</b>	<b>Modified</b>	<b>Declined</b>
R34	Colleges develop a module in inter-cultural ministry and communication	x		
R26	Improve access to funds for ministerial training	X		
R08	What Colleges teach Ministers in Training	X		
R43	Moderation of the translocal space	X		
R01	Invitation to Colleges to review their Admissions processes	X		
R05	Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment	X		
R44	A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice	X		
R29	Access to debt and budgeting advice for MiTs	X		
R45	Ministry to the Deaf Community is Pioneer Ministry	X		
R41	Role Models	X		
R35	Review of the way in which NAMS are inducted into the habit of connection	X		

<b>Request Number</b>	<b>Short Name</b>	<b>Accepted</b>	<b>Modified</b>	<b>Declined</b>
R32	Ongoing use of 'I am because you are' resource	X		
R28	Monitoring data throughout the vocational pathway	X		
R02	Create 'Planning to train as a Baptist Minister Resource'	X		
R56	Use resources that reflect the diversity of Baptist life	X		

## Additional Feedback from Cardiff Baptist College

We wish to offer our thanks and appreciation for all the work that has done by those involved in PV, recognizing that it has been significant and costly for participants, and for Jane and Helen. We acknowledge that although we have sought to make CBC a good place for women to train and work, there is more that we can do and we commit ourselves to that work not just in this coming year, but by reviewing our progress each year as part of our annual Staff Planning Week.

The period between the publishing of the PV findings and the submission of this report has been a period of unusual stress and uncertainty for the college, including external pressures from Cardiff University, and internally as delivery mode and timing of teaching have changed this September and as we prepare for Staff and Trustee changes. This is not noted by means of an excuse, but rather to observe the sense of sadness we feel that our capacity to respond in the short term has been reduced and may yet continue to be disrupted. For example, with a small staff team, we would have liked to have found a way to include (at least) a representative of administrative staff and the wider Trustee body in discussions, and to have given more detail to our commitment to action in this first year. As Rosa finishes as Co-Principal at the end of 2024, we are keenly aware that this will leave the college with only one salaried (part time) female Tutor and how we engage this has been part of our formal and informal conversations.

We were most grateful for the time given to discussing PV with our colleagues in other colleges. We wish to continue this collaboration wherever it is possible. However, we note that because of our commitment to bi-lingual (Welsh) provision, and our partnerships with the BUW and other Welsh denominations, there will be times when there will be constraints on our collaboration, and occasions when we will need to provide additional resources for our specific context. We do not wish this to be a barrier to collaboration, and it should not be seen as a lack of desire to do so. Rather it is an observation that we may on occasion need to make different provisions because of our context. We are committed to finding ways in which existing resources may be made more accessible to those in our churches who are Welsh speakers.

### Commitments to Action on Individual Recommendations:

R34	<p><b>Colleges develop a module in inter-cultural ministry and communication</b></p> <p>We are willing to collaborate with other colleges on this but recognize that we do not have either expertise within the staff team, or a constituency (amongst our churches) that reflects inter-cultural contexts. This makes this both important and challenging in terms of capacity. We note that we have more diversity on our Pathways programme than amongst students registered with Cardiff University. Knowing that some of our students will go on to settle in more intercultural contexts, how we embed such teaching in our programme will require further consideration. It may be more realistic to embed resources in existing modules rather than trying to include a separate module when module diets are often dictated by external partners.</p> <p><i>Timing: 2025 onwards</i></p>
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R26	<p><b>Improve access to funds for ministerial training</b></p> <p>We will audit the provision of funds and the way in which this is communicated to students (e.g. the Pantyfedwen Fund for Welsh students).</p> <p><i>Timing: 2024-25</i></p>
Ro8	<p><b>What Colleges teach Ministers in Training</b></p> <p>We have begun the evaluation and changing of reading lists through the JCSC and as modules have been redesigned for Cardiff University in 2024.</p> <p>We will ask the College Librarian to use the PV Reading Room to improve library provision.</p> <p>As College Intensive Weeks are redesigned, we will review our provision beyond our current teaching on race and gender to consider age, ability, marital status and caring responsibilities.</p> <p><i>Timing: 2024-25</i></p>
R43	<p><b>Moderation of the translocal space</b></p> <p>We will seek further training in moderation for staff and students (also see Ro5). In the meantime, we will make a resources list to explore terminology.</p> <p><i>Timing: 2024-25</i></p>
Ro1	<p><b>Invitation to Colleges to review their Admissions processes</b></p> <p>We were not represented in the JCSC group on Admissions. Therefore, we will look for ways for a representative of our admissions processes to be part of ongoing discussions and collaboration.</p> <p>We will change the way conversations about finance are held during the admissions process and review the content of this distinct part of the interview day (e.g. using the reflection questions from the Admissions Group at JCSC).</p> <p>We will seek to understand better the denominational admissions processes of candidates from the Presbyterian Church of Wales and Union of Welsh Independents and consider any implications for this from PV.</p> <p><i>Timing: 2024-26</i></p>
Ro5	<p><b>Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment</b></p> <p>See notes on R43 above.</p> <p>The Student Handbook contains resources on how to engage in unmoderated spaces (and a session with students was included in the Sept Intensive Week); tutors are normally present in 'breakout groups' and external speakers are sent guidelines for conduct in advance of their visit.</p> <p>We will consider the next steps in embedding this more widely (especially with our Pathways group and with administrative staff) and how we can tie it more closely to our College Covenant.</p> <p>We will seek training opportunities for new staff.</p> <p>We will develop policy and procedures to improve on our informal practice of noting concerns about sexist, racist, or ableist language and look to collaborate with other colleges on this work.</p> <p><i>Timing: 2025 onwards</i></p>

R44	<p><b>A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice</b></p> <p>We will embed specific resources mentioned in this request in our training when they are available.</p> <p>We recognize that this is an area in which we do not have staff expertise beyond our regular sessions on disability on our formation programme and small segments of academic modules.</p> <p>We will audit our resources and skills in this area with a view to seeking further training if necessary, including concerning neurodiversity and hidden disabilities.</p> <p><i>Timing: 2025 onwards</i></p>
R29	<p><b>Access to debt and budgeting advice for MiTs</b></p> <p>We will signpost students to the independent provider of debt and budgeting advice identified by Ministries and Colleges together when that is available.</p> <p>We will audit what information is currently offered to students and if necessary, review processes so that students are comfortable asking for help early.</p> <p><i>Timing 2025 onwards.</i></p>
R45	<p><b>Ministry to the Deaf Community is Pioneer Ministry</b></p> <p>We are grateful for the work done in supporting Deaf ministers by NBC.</p> <p>We will ensure that all students receive some Deaf Awareness training and will signpost students to appropriate resources and people.</p> <p><i>Timing 2025 onwards.</i></p>
R41	<p><b>Role Models</b></p> <p>We note that our administrative staff are all female. We will ensure that our handbooks and language about this team highlight their professional skills beyond traditionally 'female' roles.</p> <p>From January our tutorial staff will only include one salaried (part time) woman. As discussions around future staffing continues this will be a consideration in terms of role models as well as ensuring that women on staff are not by default the lead on gender inclusion.</p> <p>We have begun an informal practice of being conscious of who is undertaking 'auxiliary' community tasks (such as washing up and minute taking). We will ensure that women feel comfortable identifying when they might choose not to do something for this reason.</p> <p>We note that the two members of staff leading our Pathways programme are both men. We will audit (for gender, race, ability, age etc.) external contributors across our preaching, academic and formation programmes and adjust where necessary (including electronic resources for finance and ecological concerns, although we commit to fair remuneration for this). We do not wish to place too much pressure on the 'usual' presenters within the Union, and so will seek to support the offer of the Centre for Baptist Studies to produce a database of women and their work.</p> <p><i>Timing: 2024-26</i></p>

R35	<p><b>Review of the way in which NAMS are inducted into the habit of connection</b></p> <p>We will audit our NAMS provision through the lens of PV</p> <p><i>Timing: 2025 onwards</i></p>
R32	<p><b>Ongoing use of 'I am because you are' resource</b></p> <p>We will look to arrange provision of this for students with the SWBA for prospective BUGB students and English language BUW students. We will consider how this might work for other (Welsh Language) denominations.</p> <p><i>Timing: 2024-25</i></p>
R28	<p><b>Monitoring data throughout the vocational pathway</b></p> <p>We will collaborate with Ministries Department and other colleges as resources are identified to enable data gathering nationally. We will audit what information we already hold for students at CBC.</p> <p><i>Timing: 2025 onwards</i></p>
R02	<p><b>Create 'Planning to train as a Baptist Minister Resource'</b></p> <p>We will collaborate with other colleges where possible on this but will also need to provide our own resources for Welsh language students. This is something we could contribute to the wider collaborative project or be a separate resource. We will follow up on conversations at JCSC regarding this.</p> <p><i>Timing 2024-25</i></p>
R56	<p><b>Use resources that reflect the diversity of Baptist life</b></p> <p>We will continue to audit our (visual) teaching materials for diversity and use e.g. Zoom when necessary to assist with this (see R41).</p> <p>We will produce guidelines for students when they lead college prayers/worship in relation to diversity (including language, economic and life cycle differences).</p> <p>We will develop a practice of 'noticing' any lack of diversity when reflecting with students on sessions they have led.</p> <p>We will use more photos from our Pathways course in our communication with churches (this course is more diverse in students than our ministerial stream).</p> <p><i>Timing: 2024-25</i></p>





# Project Violet – Commitment to Action Colleges

<b>Name of College</b>	<b>Northern Baptist College</b>
<b>How have you discussed the findings? For example, meetings and dates</b>	<ul style="list-style-type: none"> <li>• Governors' meeting - 8th July 24 - Working group set up - Clara, Rachel and Luke</li> <li>• Staff meeting 3rd September 24 in prep for Joint Staff's conference - completion of form</li> <li>• Joint staff's conference Wed 4th Sept - Thurs 5th Sept - identify any further actions</li> <li>• Commitment to Action shared with Gobs working group - 4th Sept 24</li> <li>• Action Plan presented to Governors for approval- 3rd October 24</li> </ul>

GREEN - work underway either prior to or in response to Project Violet requests for change

VIOLET - further work to do

RED - Not in our gift to deliver or requires response dependent on wider partners

BLUE - additional reflections

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
R34	<p><b>Colleges develop a module in inter-cultural ministry and communication</b></p> <ul style="list-style-type: none"> <li>• That the colleges collaborate to develop a shared module descriptor in intercultural ministry and communication which they can then adapt to their own validation requirements</li> <li>• The module is delivered to all Ministers-in-Training and offered as part of ongoing Continuing Ministerial Development (CMD)</li> <li>• Associations make CMD based upon this module descriptor an induction requirement for all new Regional Ministers. Existing</li> <li>• Regional Ministers are invited to undertake the course as part of their CMD.</li> </ul>	<ul style="list-style-type: none"> <li>• Best educational practice suggests this content is best integrated across all modules, so while we may wish to have a specialist module for those for whom it is of particular interest, we can't let people who are unaware escape in a state of complete ignorance</li> <li>• Through LKC we deliver at module "Christian Encounter with Other Faiths which engages with Hindu and Muslim perspectives</li> <li>• All LKC modules are contextual and embedded in questions around how culture impacts ministry and mission</li> <li>• Chaplaincy programme assumes a multi-faith chaplaincy context - first Muslim students admitted to this programme Sept 25</li> <li>• Weekly worship and community time has a deliberate focus on diversity and inclusion and justice issues</li> <li>• Conversations needed with other Baptist colleges about whether a module descriptor could be developed</li> <li>• Conversations needed with LKC as to where such a module would fit into the BA programme, what to take out of programme - <b>to be looked at as part of a wider curriculum review happening this autumn</b></li> <li>• Conversations needed with Durham Common Awards re adding the module</li> </ul>	Yes but see narrative		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
		<p><b>From Joint staff conference:</b></p> <ul style="list-style-type: none"> <li>• To identify what would be involved in creating a module descriptor and then a course that could be offered both to MiT and also as CMD' Recommended Aim of such a module is: 'To encourage and enable people recognise and respond to racism / white privilege and to change the environment of congregations, joining in with others. Focus on black and brown women flourishing in ministry</li> <li>ii. Recommended Content of such a module would include: <ul style="list-style-type: none"> <li>• Developing self-awareness,</li> <li>• Deep listening and empathetic response,</li> <li>• Cultural awareness</li> <li>• Developing competence and confidence to challenging adverse behaviours</li> <li>• Willingness to work with 'others'</li> <li>• Challenging white privilege</li> <li>• Experience of another context</li> <li>• Story-telling (but recognising that it is not the responsibility of those on thereceiving end of bad behaviour to teach others how to behave, they need to take responsibility for their behaviour and learning).</li> <li>• Zoom in world global heritage / black and minority ethnic speakers (ensuring proper remuneration).</li> <li>• Commission David Wise to develop a CMD module</li> </ul> </li> </ul>			

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
R26	<p><b>Improve access to funds for ministerial training</b></p> <ul style="list-style-type: none"> <li>• Find out the extent to which the current bursary system meets needs and the resources available in each college</li> <li>• Ensure that information about bursaries at each college is available in one place online</li> <li>• Find out the extent to which Ministers-in-Training are being supported by local churches and the role the Associations play in encouraging that</li> <li>• Monitor the effectiveness of recent changes working with Kingdom Bank and inviting donations</li> <li>• Commission a working group to look at the feasibility of fully funding training</li> <li>• Review the means by which those seeking training are matched to funds</li> </ul>	<ul style="list-style-type: none"> <li>• Current bursaries only cover MITs who have been through the MR process and not Open Track or Alternative Track students, pioneers, RLMs or interns some of whom will go on to become MITs. Ditto for Kingdom Bank loans.</li> <li>• If we're going to recruit more people from traditionally marginalised backgrounds, chances are they will also be on unconventional ministry tracks, but with even more need for funding. This would be best addressed at national level.</li> <li>• Bursary is retrospective - only start the application after they accept a place and start at college - would be better if this was known before accepting a place at college - this will have greatest impact on underrepresented demographics</li> <li>• A more flexible approach to bursaries would be helpful - needs conversation with Ministries Team and poss BU CLT/trustees</li> <li>• Allocating bursary for following year around May/June would be helpful</li> <li>• <b>Add information about bursaries to Finance section of the Student Handbook</b></li> <li>• Bursary application form and notes are sent to all MITs at the start of each year</li> <li>• Lady Hewley information is shared with all students at the start of each year</li> <li>• Conversations with churches as placements are set up include expectations of financial support</li> <li>• Support through LKC re student finance and DSA</li> </ul>	Yes - see actions.		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
		<ul style="list-style-type: none"> <li>• Dedicated member of staff to support students re access to bursaries etc.</li> <li>• Collate data from Bursary applications forms re levels of church support (but only covers some students)</li> <li>• Would need to ask students who don't apply for bursaries for financial information about church support - experience says students are unwilling to share this information because it feels intrusive</li> <li>• We promote Kingdom bank loans students very unwilling to take this up - some already have student loans, others not confident about future finances and ability to repay. Again, not available to all students and is likely to be a barrier to underrepresented groups</li> <li>• We promote the crowd funding on the BU Website - only one student has taken this up</li> <li>• Association support varies widely</li> <li>• We are currently exploring government Apprenticeship scheme with Ministries, the URC and with Durham Common Awards</li> </ul>			
Ro8	<p><b>What Colleges teach Ministers in Training</b></p> <ul style="list-style-type: none"> <li>• All course reading lists be evaluated to show evidence of authors who are women, Black and Brown, and Disabled. A list of Baptist women authors can be found on the PV website. Visit The Reading Room.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading lists and library resources are continually reviewed as part of our ongoing decolonizing the curriculum work with Durham Common Awards</li> <li>• Durham Common Awards survey of students and staff to monitor progress in this</li> <li>• Regular Staff development sessions on decolonizing the curriculum</li> </ul>	Yes - ongoing - see action		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>Pastoral training needs to address the different life experiences Ministers will encounter relating to gender, age, ability, race, marital status, and caring responsibilities</li> <li>All Ministers-in-Training need to see women role models with different experiences of ministry for example, in teaching, preaching, and placements</li> </ul>	<ul style="list-style-type: none"> <li>Check suggested PV reading lists against library catalogue and make tutors aware of these</li> <li>Ministerial training is very flexible e.g. full time, part time, midweek or weekend, using both in person and zoom for teaching and tutorials to consider differences in life experiences</li> <li>50% of academic staff at LKC and NBC are women. All NBC inclusion tutors are women</li> <li>Increasing diversity of staff through recruitment when vacancies arise and greater use of associate tutors</li> <li>Increasing use of zoom to enable a greater diversity of guest tutors to contribute to classes</li> <li>Whole approach to theology is contextual</li> </ul> <p>From Joint Staff's conference:</p> <ul style="list-style-type: none"> <li><a href="https://bestcommentaries.com/">https://bestcommentaries.com/</a> enables search by women, or people of colour,</li> <li>ii. Action – To create a google doc accessible to all colleges as a database populated with good material that is found relating to this issue. Tabs for different subject areas.</li> <li>iii. Encourage all to submit suggestions to Project Violet reading room so that becomes a useful resource to diversify reading lists.</li> </ul>			
R43	Moderation of the translocal space	<p>chaplain at residential weekends</p> <ul style="list-style-type: none"> <li>Named person to facilitate each session</li> <li>Tutors facilitate small groups</li> </ul>	Yes - ongoing -		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>• In any translocal gathering make it clear who is responsible for moderating the space</li> <li>• Moderators to work with someone who has completed the advocacy training (Ro5) who can help them deal with any challenges that arise from sexist racist and ableist language and behaviour</li> <li>• Those working with Moderators should also engage with the challenge or make the challenge themselves if appropriate. They can 'call in' an invitation to re-express what has been said or apologise for what has been done.</li> <li>• Training in this way of working is made available (see also Ro5)</li> <li>• In any translocal event with unmoderated spaces, appoint a Chaplain who is available to listen to those who have experienced unwanted language and behaviour and advocate for them</li> <li>• Neither of these measures guarantee a 'safe space' but they do intentionally offer to accompany women</li> </ul>	<ul style="list-style-type: none"> <li>• Academic classes - Winter school on Theologies of the Body has a chaplain - look to develop this for other summer and winter schools</li> <li>• LKC overall has a chaplain role</li> <li>• MiTs and undergrads all have personal tutors and tutor groups where these issues are raised and talked about</li> <li>• ongoing work with residential weekends and LKC around brave/accountable spaces</li> <li>• Co-creation of ground rules at beginning of the year and for all residential weekends</li> <li>• Ongoing reflection at staff meetings/away days</li> <li>• Look to develop CMD training in advocacy as part of curriculum review</li> <li>• To be further discussed at Join Staff's conference</li> <li>• Poss develop a day training event, or evening series or online CMD module on moderating translocal spaces</li> </ul>	see actions		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>The Baptist Colleges' conference (September 2024) is asked to develop appropriate and workable equivalents for the classroom</li> <li>Local churches are asked to engage with Ruth Moriarty's work on the church meeting (see R48)</li> </ul>				
R01	<b>Invitation to Colleges to review their Admissions processes</b> <ul style="list-style-type: none"> <li>That the Colleges agree a remit from which their admissions processes can be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>2023 - 24 of admissions and interviews paperwork and processes</li> <li>appointment of 4 tutors (1 day per week each) for inclusion (Black and Brown people, disabled people, LGBTQI+ people and young adults) who focus on explore your call events and accompanying those who express and interest in ministry</li> <li>New internship programme</li> <li>Working with Association RMs to prepare the ground for MRCs</li> <li>Recommendation 6 – An Inclusion 'Champion' in each college with a remit to advocate for women and who trainees can relate to prior to starting college. All 3 of our inclusion tutors are women.</li> <li>Spurgeons to share their Placement guide and terms of appointment</li> <li>Lack of consistency of MR process across 13 association and lack of awareness of neurodiversity etc.</li> </ul>	Yes ongoing		
R05	<b>Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment</b>	<ul style="list-style-type: none"> <li>Modelled in College Time, residential weekends and tutor groups etc.</li> </ul>	Yes - ongoing		



Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>A programme of training should be commissioned and offered to all relevant Ministers</li> <li>That Associations make this training an induction requirement for all new Regional Ministers, and that Colleges make this training an induction requirement for all new tutors</li> <li>That one or more Colleges develop a process for noticing patterns of behaviour and challenging students to reflect upon them so that good habits are established in ways of ministering. We hope that successful practice could then be shared with Associations.</li> </ul>	<ul style="list-style-type: none"> <li>Staff debrief and reflection at the end of each residential weekend/retreat</li> <li>To develop induction/CMD training on advocacy - in partnership with URC and LKC</li> <li>To write up and share reflections from our staff and chaplains after residential weekends etc. with other colleges and associations</li> </ul>	and see actions		
R44	<p><b>A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice</b></p> <ul style="list-style-type: none"> <li>CLT commission their Theological Reflection Group to develop a 'Theology of disability' which draws upon lived experience and a range of theological perspectives</li> <li>That from this Faith and Society team produce a resource that enables local churches and</li> </ul>	<ul style="list-style-type: none"> <li>Theologies of disability are taught within level 5 Theology and Discrimination (which can also be taken out of level for level 6 students) and Level 7 in Theologies of the Body</li> <li>Focus on intersectionality including disability through worship, community time, taught modules etc.</li> <li>Included in pastoral care modules</li> <li>BA, MA and PhD supervision on various theologies of disability</li> <li>Inclusion tutor for disabled people (1 day a week) is learning BSL</li> </ul>	Yes ongoing and see actions		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	Associations to reflect upon their practice in enabling the full participation of people with a disability	<ul style="list-style-type: none"> <li>Inclusion tutor has attempted to contact all Association justice groups to offer support</li> <li>Pilot of new Deaf Awareness training which we have helped to develop is due to run in Jan 25</li> <li>Look to develop a CMD module on Theologies of Disability - in partnership with URC and LKC as part of overall curriculum review</li> </ul>			
R29	<b>Access to debt and budgeting advice for MiTs</b> <ul style="list-style-type: none"> <li>Colleges and Ministries Team identify a provider of debt and budgeting advice that Ministers-in-Training can access independently and make that known during the application process.</li> <li>The ideal would be an England and Wales provider who could be briefed on the nature of Baptist ministerial training.</li> <li>Note the need for access in BSL and Welsh.</li> </ul>	<ul style="list-style-type: none"> <li>Did have a partnership with the local credit union for students to access loans but only one student took up this offer - for the reasons outlined above re Kingdom Bank loans</li> <li>Have reviewed finance form for bursary support,</li> <li>offer to speak to a named member of staff re financial issues</li> <li>Need to identify a provider of debt and budgeting advice in partnership with other colleges and ministries team</li> <li>Funding for ministerial formation needs to be included in the national Financial Review</li> <li>With other colleges develop financial advice for students in partnership with the Kingdom bank</li> <li>Develop national preparing for college meeting on zoom with other colleges</li> <li>information giving through reflective questions. e.g. how will you manage your finances?</li> <li>Single national finance resource pack to be developed nationally (differentiated by college)</li> </ul>		Needs work with other colleges and ministries team	

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
R45	<b>Ministry to the Deaf Community is Pioneer Ministry</b> <ul style="list-style-type: none"> <li>Intentional collaboration between Associations and Northern College to develop appropriate opportunities to pioneer and settle, with the need for financial support recognised.</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated tutor for inclusion working Deaf awareness training with Mike Lowe</li> <li>piloting this as part of our Baptist Leadership weekend in January 2025</li> <li>Ongoing conversations with Mike, Ministries team and with association team leaders around settlement of Deaf MiTs</li> </ul>	Yes - ongoing		
R41	<b>Role Models</b> <ul style="list-style-type: none"> <li>Under-represented groups/individuals be given a platform for leadership in local churches, Associations and college gatherings.</li> </ul>	<ul style="list-style-type: none"> <li>50% of academic staff at LKC and NBC are women. All NBC inclusion tutors are women and represent other diverse demographics.</li> <li>Increasing diversity of staff through recruitment when vacancies arise and greater use of associate tutors</li> <li>Increasing use of zoom to enable a greater diversity of guest tutors to contribute to classes</li> <li>Annual David Goodbourn lectures feature a diverse range of lecturers</li> <li>Centre for theology and Justice Roundtable discussions - next one is planned for Nov 24 Learning from Young Adults in partnership with SCM, CTBI, Christian Aid, LKC and Church Action on Poverty</li> </ul> <p>From Joint Staff's conference:</p> <ul style="list-style-type: none"> <li>Guests / visiting lecturers – ensuring they are properly paid</li> </ul>	Yes - ongoing and see actions		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
		<ul style="list-style-type: none"> <li>• Give women more or longer sabbaticals so as to increase writing and research</li> <li>• outputs from women</li> <li>• Review terms and conditions around staff recruitment and parental leave</li> <li>• Regent’s has EDI fellows involved in College governance, develop this more widely.</li> <li>• Develop a database of women and their work to be used when inviting speakers to events (subsequent to the meeting Tim clarified that the Centre for Baptist Studies is offering to produce / host this database resource).</li> <li>• Thinking imaginatively and creatively about where role models come from</li> </ul>			
R35	<p><b>Review of the way in which NAMS are inducted into the habit of connection</b></p> <ul style="list-style-type: none"> <li>• How NAMS are inducted into the habit of connection described in the Continuing Ministerial Development Handbook</li> <li>• The support available for NAMS in learning how to minister within a network of relationships as the more immediate support of the College decreases</li> <li>• Enabling NAMS to minister from who they are, with support in</li> </ul>	<ul style="list-style-type: none"> <li>• 2023 - 24 Review of NAMS provision with associations</li> <li>• College NAMS conference focus on building relationships</li> <li>• NAMS sharing their work with each other</li> <li>• Examen groups (facilitated by a tutor)</li> <li>• Association days that run alongside this</li> <li>• NAM Mentors</li> <li>• Clear guidance to churches when a MIT settles re expectations in terms of finance to attend NAMS conferences etc.</li> <li>• Meet with Learning Contact tutors at least 2 times per year</li> </ul>	Yes - ongoing		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<p>challenging stereotypes they encounter as women or because they are ministering at the intersection of more than one identity (PV Podcast Season 1 Episode 4 explains intersectionality)</p> <ul style="list-style-type: none"> <li>Acknowledging that many women NAMs minister in churches where resources are constrained or which are dependent upon Home Mission funding and so they may be tempted to save resources by not taking up opportunities for connection</li> </ul>				
R32	<p><b>Ongoing use of 'I am because you are' resource</b></p> <ul style="list-style-type: none"> <li>That Colleges ensure that all Ministers-in-Training engage with the resource before entering training, accepting that colleges will now want to put this in the context of more extensive learning on Equality, Diversity, and Inclusion during training</li> <li>That Ministries Team continue to monitor and publish the percentage of Ministers who have engaged</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding is a requirement for all MITs before they start at NBC for Sept 2025 - make "I am because you are" a requirement - Could be part of Explore your call programme run by inclusion tutors</li> <li>Needs line added on student record to say when they have completed this</li> <li>Could be referred to as part of induction, college times etc</li> <li>Caveat is that the "I am because you are resource" is at a very basic level which we hope our formation and academic programmes are building on</li> <li>2023 - 24 Made use of Rainbows of Colour Resource led by Inclusion tutor - 2 sessions over the year</li> </ul>	Yes - see actions		

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>That the consequences of failing to complete the training should be clear and followed through</li> </ul>	<ul style="list-style-type: none"> <li>We actively promote the use of the Creating Sanctuary resource which we were involved in putting together e.g. a tutor group has chosen to work through this resource, support students to use this resource with their churches</li> </ul>			
R28	<p><b>Monitoring data throughout the vocational pathway</b></p> <ul style="list-style-type: none"> <li>The data we ask to be collected and monitored is: Age, age on entry to ministry, gender, race, disability and chronic health conditions, and caring responsibilities that impact ministry; marital status; contracted hours; type of ministry</li> <li>It is for <b>Ministers</b> to decide which characteristics they declare given appropriate assurances about confidentiality and data disclosure</li> <li>A priority for the use of this data is monitoring the gender pay gap for <b>Ministers</b> with a confidential report annually to the Core Leadership Team</li> <li>Ministries Team, Colleges, and Associations to agree a series of points across the vocational pathway at which it would be important to gather data, look for patterns in the data that need</li> </ul>	<ul style="list-style-type: none"> <li>There would need to be a clear rationale as to why this data is needed and what it would be used for. Such data would need to be collected nationally as part of the Ministerial Recognition application process (we use this paperwork at college interviews so do not collect this data ourselves)</li> <li>This wouldn't cover students who are not MITs</li> <li>Some of this data is on dynamo</li> <li>Ask LKC whether they collect any of this data as part of the LKC application process</li> </ul>		Needs work with other colleges and ministries team	

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<p>investigating, and agree an annual point at which anonymised aggregated data will be shared, discussed, and potential inequalities identified for further investigation</p> <ul style="list-style-type: none"> <li>The use of a standard approach to data specification, a timetable for gathering data, and standard points at which it is considered</li> </ul>				
R02	<p><b>Create 'Planning to train as a Baptist Minister Resource'</b></p> <ul style="list-style-type: none"> <li>Colleges to commission a series of short videos along the theme of 'Planning to train as a Baptist Minister'</li> <li>A short video for local churches on supporting the training of Ministers financially</li> <li>Colleges use multiple and diverse voices in the production of the videos</li> <li>Colleges collaborate with National and Association comms teams in enabling these to be accessible as a resource</li> <li>Colleges collaborate with Ministries Department in the sharing of this resource</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion about creation of resource at Joint Staffs conference</b></li> <li><b>ministries team to update current document</b></li> <li><b>Isabella Senior is developing videos aimed at encouraging younger people into ministry</b></li> <li><b>iii. The principals committed to creating their own resources, both in a FAQ type document and as videos – Peter Morden agreed to lead on this.</b></li> <li><b>Conversation with LKC re: creating short video stories to demonstrate range of different students and patterns of training</b></li> <li><b>Explore your call online events throughout the year led by inclusion tutors' journeys with each potential MiT over the year up till application</b></li> </ul>		Needs work with other colleges and ministries team	

Request Number	Short Name	Actions/Narrative	Accepted	Modified	Declined
	<ul style="list-style-type: none"> <li>Note the need for accessibility in BSL and Welsh</li> </ul>				
R56	<p><b>Use resources that reflect the diversity of Baptist life</b></p> <ul style="list-style-type: none"> <li>That churches, Associations, and Colleges examine the resources and visual images they use and check that they reflect the diversity of the people who use them</li> <li>That Faith and Society Team set up a site where people can share resources and run a 'diverse by default' campaign which encourages Baptist to start by looking for resources that reflect diversity</li> <li>That Faith and Society Team use their usual communication channels to promote such resources</li> </ul>	<ul style="list-style-type: none"> <li>Part of our ongoing work as part of LKC in decolonizing the curriculum</li> <li>Consider an audit of images used in college/LKC throughout the year including website and social media</li> <li>Community Time and worship specifically focuses on issues of inclusion and justice</li> </ul>	Yes ongoing and actions		





## Project Violet – Commitment to Action

### Colleges

<b>Name of College</b>	<b>Regent's Park College</b>
<b>How have you discussed the findings? For example, meetings and dates</b>	<p>14 July: A wide ranging discussion of those with Baptist facing roles on their own and also with Jane and Helen. Draft documents in response were circulated and amended</p> <p>A report will taken to the Fellows meeting of College and then the Governing Body.</p>

Request Number	Short Name	Accepted	Modified	Declined
R34	Colleges develop a module in inter-cultural ministry and communication	x		
R26	Improve access to funds for ministerial training	X		
Ro8	What Colleges teach Ministers in Training	X		
R43	Moderation of the translocal space	X		
Ro1	Invitation to Colleges to review their Admissions processes	X		
Ro5	Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment	X		
R44	A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice	X		
R29	Access to debt and budgeting advice for MiTs	X		
R45	Ministry to the Deaf Community is Pioneer Ministry		X	
R41	Role Models	X		

<b>Request Number</b>	<b>Short Name</b>	<b>Accepted</b>	<b>Modified</b>	<b>Declined</b>
R35	Review of the way in which NAMS are inducted into the habit of connection	X		
R32	Ongoing use of 'I am because you are' resource	X		
R28	Monitoring data throughout the vocational pathway	X		
R02	Create 'Planning to train as a Baptist Minister Resource'	X		
R56	Use resources that reflect the diversity of Baptist life	X		

## Additional Feedback from Regent's Park College

We are deeply grateful for all the work undertaken through Project Violet by all those involved which has produced a significant challenge and resources for our churches. We generally accept all the requests for change with some slight caveats listed below. We recognise that together these represent a significant commitment that will also require some significant input of both time and money.

Some general caveats:

- A number of the requests for changes reference translations into Welsh and BSL. Translation into Welsh is of course entirely appropriate for Cardiff Baptist College but not for us. We recognise too that Northern Baptist College have developed a specialty in their provision for deaf students, and while we would want to support any student with disabilities who comes to us we would also want to encourage and support NBC in this work.
- A number of requests for change ask for Colleges to work together, for example to produce shared teaching resources. We are supportive of this way forward and will willingly cooperate in these areas. But we also recognise that because of the differences in the way course are organised and validated this presents some challenges, and if this is the case then we would seek to develop such material within College.

We commit ourselves to:

- Review our own admissions procedures (R01) which we think is a timely suggestion more generally, and to be involved in developing a wider remit for admissions (this could be part of the work of the Baptist Colleges' Partnership and considered in the peer review process). We will do this listening to the experience of women who have been through the admissions process recently. We will aim to make this review by the end of the 2024/5 academic year. We will also share in the making of any videos across the colleges to help those thinking about or preparing for ministerial formation to understand ore fully what is involved.
- Review our teaching in a number of areas:
  - We will review our reading lists (R08) for all modules that we teach to ensure as far as possible that the voices of women, those with a Global Majority Heritage and those with disabilities feature on them. Given that some of our teaching is organised on a two-year pattern this will be a rolling commitment over 2024-5 and 2025-6.
  - We will ask new students to look routinely at the 'I am because you are material' (R32) before they come to College, with the modification that they could do this on their own as part of their preparation for College. During the College course there is a block week which focusses on issues of Justice and will pick up these same issues in greater detail in participatory classes. We have already planned some adaptations to this Block week which will be taught during the 2024-25 year in the light of the Project Violet reports, especially to add material around advocacy and bystander training (R33).
  - We will look at building on the Justice block week to develop more material on intercultural ministry (R34) as well as bystander training with the expectation that this

material will be opened up to others as well as part of CMD. We are looking to running such a module within the 2024-25 academic year.

- We will draw attention to and use any resources produced on responding well to the menopause(R39) as part of our pastoral care teaching, when this resource is available.
- Review the wider environment within College with the aim that all members of the College can flourish:
  - We will arrange within 2024-25 some training for staff on advocacy alongside disability and bystander training (R05) as a further commitment to ensure that the classroom allows all to flourish (R12) and to better model leadership in the College (R33).
  - We have begun to review our teaching provision in terms of voices students hear and role models they observe (R08 and R41). We expect 56% of our teaching provision in 2024-25 to be delivered by men and 44% by women. We are more acutely aware that the vast majority will be delivered by men and women who are white. We will continue to look to increase the diversity of voices by inviting in visiting speakers.
  - We will develop more formally, for the 2024-25 academic year, a 'classroom charter' that sets out the culture we expect in the classroom including how differing and strong opinions can be shared (R12)
  - We will work with the Ministries Team and others on the issue of funding and bursaries (R26), but given that bursary money is now devolved to Colleges we will also review internally the way that we advertise and use bursary money together with a review of the relevant paperwork so that this is clear to all students and potential students. We will also consider how we can signpost students to other funding including use of the Baptist Union Stewardship scheme. We will work with the Development Office to seek fundraising support for ministerial students. We will carry out this review in 2024-25.
  - We will work with others to look for an external provider of debt and budget advice to avoid any conflict of interest (R29). It is important that this is offered as an option without any sense of paternalism and if there could be one source identified for all students that would be helpful.
  - We will reflect on how 'unmoderated spaces' in College work (R34), particularly student common rooms. We will strengthen the written paperwork which stresses that the way ministerial students interact with one another and others in College is part of the ministerial formation process and will be taken seriously in the review processes (R05). We will also emphasise this more in the induction week for new students, all of which will happen for the 2024-5 academic year.
  - We will be more intentional and explicit in making sure that women are aware of support networks when they leave College (R35) by adapting the session in year 3 that looks at ministry beyond college and ensuring that the paperwork for end of year interviews explicitly includes this in the year 3 interview. At the moment leaving students are only invited to return physically to College for NAMS for the first time in the September the year after they have left (so some 15 months after their course has finished). We will look at ways we can invite the leaving cohort back sooner to be able to offer ongoing support.
  - We will look at parental leave and pay across the College to ensure that we follow current best practice in this area. This will be done by HR.

- We will be attentive to the demands placed on female tutors in order that women on staff may contribute to their best effect. This will include ensuring that female tutors have the space to research, write and develop their academic profiles. We will celebrate the publications and academic work of all our tutors to help create a context of flourishing.
- Review our NAMs processes (R35) which we also think is a timely thing to do. Part of our NAMs provision happens together with the CBA and SCBA and so we will invite the Regional Minister Team Leaders to a meeting during 2024-25 to discuss how our collaborative approach to NAMs is taken forward.
- Be involved in developing a module outline on governance in a Baptist context (R15). We current teach material about governance, but we will explore whether there are ways that we can deliver the teaching in a way that could be open for others to take this as part of CMD.
- Be involved in any theological group to explore how we hold differences well (R21).
- Be involved in any theological group that explores a theology of ministry (R27).
- Be involved in any collection and monitoring of data for MiTs and NAMs (R28).
- Be involved in the developing of a new protocol for developing resources (R31).
- Be involved and contribute to a paper on the way that a theology of disability is reflected in pedagogy (R44). Reflecting on this request for change further, during 2024-25 we will audit our provision for those with a variety of disabilities which will contain its own request for change.
- Be involved where we can intentionally to develop scholars and teachers from marginalised groups (R56). In particular we will seek to do this as part of the work of the CBS and a developing focus on Black theology with Professor Anthony Reddie. This will require finance to support scholarships and will work best as a partnership between Colleges and the Baptist Union.
- Offer the Centre for Baptist Studies as a resource and possible home for some of the pieces of theological work



# Project Violet – Commitment to Action Colleges

<b>Name of College</b>	<b>Spurgeon’s College</b>
<b>How have you discussed the findings? For example, meetings and dates</b>	Senior Management Team meetings Meeting with the chair of the disability justice group Various staff meetings

<b>Request Number</b>	<b>Short Name</b>	<b>Accepted</b>	<b>Modified</b>	<b>Declined</b>
R34	Colleges develop a module in inter-cultural ministry and communication	Yes		
R26	Improve access to funds for ministerial training	Yes		
Ro8	What Colleges teach Ministers in Training	Yes		
R43	Moderation of the translocal space	Yes		
Ro1	Invitation to Colleges to review their Admissions processes	Yes		
Ro5	Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment	Yes		
R44	A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice	Yes		
R29	Access to debt and budgeting advice for MiTs	Yes		
R45	Ministry to the Deaf Community is Pioneer Ministry	Yes		
R41	Role Models	Yes		
R35	Review of the way in which NAMS are inducted into the habit of connection	Yes		
R32	Ongoing use of 'I am because you are' resource	Yes		

<b>Request Number</b>	<b>Short Name</b>	<b>Accepted</b>	<b>Modified</b>	<b>Declined</b>
R28	Monitoring data throughout the vocational pathway	Yes		
R02	Create 'Planning to train as a Baptist Minister Resource'	Yes		
R56	Use resources that reflect the diversity of Baptist life	Yes		

## Additional Feedback from Spurgeon’s College

The College accepts the recommendations in the sense that they agree with them, but as the narrative below will document, the College is not always in control of all the decisions or variables, so cannot autonomously action the recommendation.

Request Number	Short Name
R34	Colleges develop a module in inter-cultural ministry and communication
	Either the Ministries Team at Didcot or the Baptist Training Partnership needs to discuss and commission this intercultural ministry module for CMD across our union to ensure consistent implementation. Spurgeon’s will advertise and offer this module for CMD.
R26	Improve access to funds for ministerial training
	<p>The ministries department have already commissioned a review of the bursary scheme.</p> <p>Bursary information is already available in one place on the website at Spurgeon’s</p> <p>The remaining recommendations require the ministries department assistance, as funding and access to kingdom bank information is not released at a college level</p>
Ro8	What Colleges teach Ministers in Training
	<p>At Spurgeon’s, we regularly monitor all unit reading lists to ensure the diversity of authors. We continue to regularly monitor how many women tutors are teaching on our theology and ministry programmes.</p> <p>Our ministerial formation training programme provides adequate training on the various pastoral needs mentioned in the request.</p> <p>Spurgeon’s regularly invites preachers who are women to preach in the College chapel. Students get to listen to women preachers regularly. Many of our placement churches have women ministers who act as role models.</p>
R43	Moderation of the translocal space
	Spurgeon’s College will work constructively with other colleges to develop the appropriate moderation of classroom space.



Request Number	Short Name
R01	Invitation to Colleges to review their Admissions processes
	<p>The initial conversation regarding an agreed remit will take place at the 2024 College's conference, from which an agreed workstream will be commissioned.</p> <p>A bi-annual review will be suggested to the BCP group as part of their College's peer review process.</p>
R05	Training in advocacy on behalf of for Ministers and MiTs receiving unequal treatment
	<p>One request is that 'A programme of training should be commissioned and offered to all relevant Ministers'. For consistent implementation across our union, this is something that either the Ministries Team at Didcot or the Baptist Training Partnership need to discuss and commission.</p> <p>Another request was 'that one or more Colleges develop a process for noticing patterns of behaviour and challenging students to reflect upon them so that good habits are established in ways of ministering'. This is something that the BTP can work on collaboratively on it.</p>
R44	A theology of disability that enables local churches, colleges, and Associations to reflect upon their practice
	<p>In order to embed genuine cultural change, the College will firstly commit to ensure all staff receive disability awareness training. The rationale for this, is that disability awareness needs to be in every conversation, lecture and interaction within College, only then will it more naturally flow down into all lectures and interactions with students.</p> <p>The EDI group can also review their KPIs for disability measures to monitor this more thoroughly in College.</p>
R29	Access to debt and budgeting advice for MiTs
	Spurgeon's will seek out a way to sign post to independent advice, taking into account that financial advice is regulated.
R45	Ministry to the Deaf Community is Pioneer Ministry
	Spurgeon's College will work constructively with other members of the Baptist Family to assist everyone called by God into Christian ministry

Request Number	Short Name
R41	Role Models
	<p>Ethnic diversity and gender diversity is well represented on our governing bodies at Spurgeon's. We regularly invite preachers who are women and global majority heritage (GMH) men and women to preach in the College chapel.</p> <p>The Dean of Ministerial Formation, an SMT member, belongs to GMH. We also have a few other tutors who belong to GMH (i.e. Leone Allen, Winston Bygrave etc) as well as a number of professional staff who work in the College.</p> <p>We continue to regularly monitor to increase GMH tutors to teach on our theology and ministry programmes.</p>
R35	Review of the way in which NAMS are inducted into the habit of connection
	<p>The overall responsibility of NAMs primarily rests with the regional Baptist associations. Colleges are primarily responsible for the learning contracts. NAMs attend several regional NAM reflection days and are in contact with their fellow regional NAMs. Spurgeon's runs an annual two-day NAMs Conference where our NAMs gather from eight different Baptist Associations for teaching, networking and fellowship. This makes Spurgeon's NAMs conference the biggest NAMs networking event within BUGB.</p>
R32	Ongoing use of 'I am because you are' resource
	<p>Spurgeon's College will ensure that all Baptist Ministers in Training in the College are made aware of the resource 'I am because you are' during their training and of the requirement to engage with this resource.</p>
R28	Monitoring data throughout the vocational pathway
	<p>The questions asked, to need to enable conclusive, statistically robust measurement of a gender pay gap. It is imperative they are consistent both across Colleges and the points across the vocational pathway.</p> <p>MiT's may choose to participate or not in any additional request for information from colleges.</p> <p>This appears to be a request for information better addressed by Associations and Ministries Team.</p> <p>The appropriate point for a college to participate in this data collection process is after student registration and during their studies/ministerial formation but before graduation).</p> <p>The request for the use of a standard approach to data specification etc., suggests that a single entity would be best suited to ensure that data and information is handle appropriately and in a consistent manner.</p>

Request Number	Short Name
	<p>An area that would require careful attention is the size of the data set. This has both statistical and GDPR implications. The current Office for Students (OfS) approach is that data sets under 25 are not made public because of the potential risk of individual identification ('risk of disclosure'). Due to the sensitive nature of the information, GDPR considerations will need to be addressed throughout the process, from data collection, sharing, transfer, storage analysis and dissemination.</p> <p>To analyse any pay gap, we need to match our sample of men and women as closely as possible to control other pay influencing factors for both the minister and their church e.g. qualifications obtained and length of service, socioeconomic region, size of church. The nature of where graduates are placed may also provide useful insights when compared by gender, as to would the nature and length of contracts and any additional benefits other than pay. Design and analysis of the resulting data is best handled by industry experts. Their involvement would provide credibility to the project's overall findings and would ensure they can withstand outside scrutiny.</p>
R02	Create 'Planning to train as a Baptist Minister Resource'
	BCP can co-ordinate joint video series at the next meeting
R56	Use resources that reflect the diversity of Baptist life
	Spurgeon's College does examine and will continue to examine the resources and visual images used to reflect the diverse nature of the College.