



THE CHURCH
OF ENGLAND

Ministry Council

Inspection Report

**All Saints' Centre for
Mission and Ministry**

April – May 2012

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GLOSSARY

CMT	Course Management Team
FdA	Foundation Degree
IME	Initial Ministerial Education
LKH	Luther King House
LKHET	LKH Educational Trust
LMM	Learning for Mission and Ministry course
MOODLE	ON-line learning platform
OLM	Ordained Local Minister
RTP	Regional Training Partnership

LIST OF INSPECTORS

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THE INSPECTIONS FRAMEWORK

On behalf of the sponsoring churches, inspection teams are asked to assess the fitness for purpose of the training institution for preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of the life and work of the institution.

Within the structures of the Church of England, this report is prepared for the House of Bishops acting through the Ministry Council.

In coming to their judgements, inspectors are asked to use the following outcomes with regard to the overall outcome and individual criteria:

Confidence

Overall outcome: a number of recommendations, none of which question the generally high standards found in the inspection.

Criteria level: aspects of an institution's life which show good or best practice.

Confidence with qualifications

Overall outcome: A number of recommendations, including one or more of substance that questions the generally acceptable standards found in the inspection and which can be rectified or substantially addressed by the institution in the coming 12 months.

Criteria level: aspects of an institution's life which show either (a) at least satisfactory practice but with some parts which are not satisfactory or (b) some unsatisfactory practice but where the institution has the capacity to address the issues within 12 months.

No confidence

Overall outcome: A number of recommendations, including one or more of substance which raise significant questions about the standards found in the inspection and the capacity of the institution to rectify or substantially address these in the coming 12 months.

Criteria level: aspects of an institution's life which show either (a) generally not satisfactory practice or (b) some unsatisfactory practice where it is not evident that the institution can rectify the issues within the coming 12 months.

**THE REPORT OF THE INSPECTION OF
ALL SAINTS' CENTRE FOR MISSION AND MINISTRY
WITHIN
THE SOUTHERN NORTH WEST TRAINING PARTNERSHIP**

April – May 2012

SUMMARY

Introduction

The Southern North West Training Partnership (SNWTP) was established in 2006 as an outworking of the commitment of church leaders and trainers in the region, to collaborate more closely in the provision of quality local and ecumenical theological education and training. The founding members were the three dioceses of Chester, Liverpool and Manchester, together with the Free Churches in the region. The vision was for a unitary and fully ecumenical Regional Training Partnership.

Unfortunately for a variety of reasons the broad ecumenical vision, which initially also embraced a provision for Education for Discipleship and Initial Ministerial Education 1-3 (IME 1-3) & 4-7 (IME 4-7) did not come to fruition and by the end of 2010 the SNWTP Board decided that its primary objective had to be limited to providing IME 1-3 through a part-time course, "Learning for Mission and Ministry". This had come into being under the SNWTP umbrella in 2006 and had become almost entirely Anglican. The SNWTP Board currently remains the governing body of the part-time course, but the course has now been renamed All Saints' Centre for Mission and Ministry (referred to in the rest of this report as All Saints') to distinguish it from the SNWTP itself with which it was in danger of becoming synonymous.

All Saints' operates across the three founding dioceses, together with that of Sodor and Man, training ordinands and Readers. In the last year the Dioceses of Derby and Southwell and Nottingham have begun to use All Saints' for the training of their Readers. The Course, which leads to the award of a Foundation Degree in Mission and Ministry, is accredited by the University of Chester.

At the time of the inspection there were 62 Anglican ordinands and 1 Baptist ordinand and 166 Reader students. Students meet at a centres in Liverpool, Chester, Manchester, Wigan, Bury, Isle of Man and Mansfield for week-night teaching sessions. Ordinands attend 6 residential weekends plus a week-long residential school each year, whilst Readers have 6 study days.

Summary of outcomes

The inspection team regards the All Saints' Centre for mission and Ministry as fit for purpose in preparing candidates for both ordained and licensed ministry.

CRITERIA		OUTCOME : Ordinands and Readers
A.	Aims, Objectives and Evaluation of the Institution	Confidence
B.	Relationships with Other Institutions	Confidence with qualifications
C.	Curriculum for formation and education	Confidence
D.	Community and Corporate Life	Confidence with qualifications
E.	Worship and Training in public worship	Confidence
F.	Ministerial, personal and spiritual formation	Confidence
G.	Teaching and Learning: content, method and resources	Confidence
H.	Practical and Pastoral Theology	Confidence
I.	Teaching staff	Confidence
J.	Ancillary staff	Confidence
K.	Students	Confidence with qualifications
L.	Governance, management, constitution and organisation	Confidence with qualifications
M.	Business planning and risk management	Confidence with qualifications
N.	Financial policies and cost-effectiveness	Confidence with qualifications
O.	Reserves policy and statutory liabilities	Confidence
P.	Accommodation	Confidence

Overall Outcome	Confidence with qualifications
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General observations

The inspection took place in a period of transition for the Southern North West Training Partnership. It had become clear that the original vision was not going to be realised but the necessary adjustments were still in process. Nevertheless to have got off the ground a flourishing part-time course, now called the All Saints' Centre for Mission and Ministry, in that period of change must count as a considerable achievement.

The inspectors heard admiration from a variety of sources in the dioceses for the way in which the Principal and the core staff have got the quite complex operation of the All Saints' Course under way in a comparatively short period of time. Negotiations with the University of Chester and Liverpool Hope University over the course content, and the bringing together previously different modes of training for OLMs in two of the dioceses and Readers in all three plus training for stipendiary and self-supporting ordinands, have been demanding. But the result

is now a successful unitary course for both ordinands and Readers. It is innovative, both in terms of its content and approach, and in the commitment to develop the course so that it is responsive and accountable to the needs of the dioceses.

We have witnessed some excellent teaching in the week-night sessions, the study days and the residential weekends. It has almost universally demonstrated good content and a participative process enabling active learning of a high quality. We witnessed some very skilful work on the part of tutors in enabling this to happen. We believe that the commitment of the staff is a great strength. In particular we picked up a sense of them wanting to get it right for the students.

We did however have a major concern about governance and the level of support which it has provided to the Principal and staff. It is easy to see how in the circumstances which have developed the Anglican All Saints' Centre for Mission and Ministry being the only real outcome of the ecumenical SNWTP, that the two came to be seen as synonymous. But this situation does not do justice to either the needs for governance of the part-time course or the pursuance of wider regional and ecumenical strategies. This has led to confusions of role and conflicts of interest. The SNWTP Board is aware of the issues and we hope that our report will help them to move forward in a way which is clearer to all concerned and builds on some of the strengths and energies we witnessed in the present situation.

Strengths

The strengths of the All Saint's Centre for Mission and Ministry are:

- Excellent theological rationale in the Curriculum Validation document
- Commitment of staff – sense of wanting to get it right for the students
- Passionate and enthusiastic teaching
- Students are very positive, articulating a strong sense of calling with a relationship of mutual respect and trust with staff
- Constructive feedback leading to a sense that 'feedback' is part of the culture – students can make the course happen for them and are able to experiment.
- Structural link with the dioceses, through the Directors of Studies, whose knowledge of their students enables a joined up approach to placements and decisions about future ministry
- Excellent administrative support
- Appreciation by those on the periphery, Isle of Man, Derby, Southwell and Nottingham of the service they receive
- Responsiveness and flexibility – course can make individually tailored pathways
- Good access to resources - MOODLE – LKH Library
- Breadth of experience of students is evident within in the practice of the course

Areas for attention

- Governance needs reshaping to meet the changed situation
- Greater lay participation in governance structures
- Clearer business planning
- Better articulation of an educational rationale following through the theological one
- Clearer and more accessible documentation
 - Corporate life
 - Theory and Practice
 - Articulation of the course's vision and a map of how the elements fit together
 - Communication to dioceses and other organisations
- Monitoring and coordination of the worship experience
- Corporate refreshment for staff – modelling a less busy life
- Agreed framework for Continuing Professional Development of staff
- Single female tutor member of Course Management Team and proportionately few female tutors means that the Course barely fulfils the CofE requirements and leads to comments about the 'maleness' of the Course

FULL REPORT

INTRODUCTION

1. The Southern North West Training Partnership (SNWTP) was established in 2006 as an outworking of the commitment of church leaders and trainers in the region to collaborate more closely in the provision of quality local and ecumenical theological education and training. The vision was for a unitary and fully ecumenical Regional training Partnership. The SNWTP became a company limited by guarantee in January 2007 and a charity in February 2008. Signatories to the Memorandum and Articles were representatives of the three Anglican Dioceses of Chester, Liverpool and Manchester, the Baptist Union of Great Britain, the Northern Baptist College, the Methodist Church, the United Reformed Church and the Northern College of the URC.
2. The whole period of this inspection from its initial planning in Spring 2011 through the appointment of the team to its conclusion in May 2012 covered a time of considerable change in the Southern North West Training Partnership (SNWTP). The initial intention had been for an ecumenical inspection which embraced both the part-time Learning for Mission and Ministry (LMM) course and the courses delivered through Luther King House (LKH), reflecting SNWTP's ecumenical vision.
3. By the time that the inspection team was in process of being appointed it had become clear that for a variety of reasons, spelled out below, there would need to be two parallel inspections, one of the Learning for Mission and Ministry (LMM) part-time programme for ordinands and Readers, which despite initial hopes for Methodist Local Preacher involvement had become almost entirely Anglican, and another for the courses provided through Luther King House. At the same time it was acknowledged that there would be a need to comment on the SNWTP itself since this remained an umbrella body for the churches' involvement in theological education and training in the region which contained representation from LKH, and played a more direct role as the governing body of the LMM Course. It was agreed that the lead inspectors for LMM and LKH would confer to enable the two reports to reflect a consistent approach to the situation.
4. By the time of the initial visit of the Senior Inspector of the LMM Course in December 2011, it had become clear that in spite of a very considerable effort being put in by staff from both LKH and the dioceses in the design of a new foundation degree course of the University of Chester, and the development of shared teaching, a number of factors had emerged which were now beginning to sever the links which had been forged. LKH were considering reopening negotiations with the University of Manchester as

- their validating body, and the joint teaching was starting to come to an end.
5. In meetings with staff from LKH and from the dioceses, the Senior Inspector heard of great regret, and some frustration that the ecumenical hopes for the Partnership had not come to fruition. Numbers of students from across the churches had not materialised. Different denominational and diocesan expectations and identities, differing models of recruitment used by the different churches, different understandings of formation, very different geographical boundaries had all made collaboration hard. Nationally there have been changes in approach to the provision of ministerial training as a result of internal reviews by the churches of their future provision for ministerial training. Regret for the withering of the vision was increased by the recognition of the loss of ecumenical expertise and resource which had contributed much to the initial work on the course design and delivery.
 6. During the same period the SNWTP Board had responded to the changes to their original hopes. There had been recognition that the aspiration for the SNWTP to embrace Education for Discipleship and Initial Ministerial Education for Years 4 – 7 (IME 4-7) had not been realised and the decision taken to focus for the time being on “the development of excellence in providing Initial Ministerial Education (IME 1-3), through the Learning for Mission and Ministry Course (or family of courses)”. The Board had also realised the need to revise the governance structures to take account of the reality that this Course had become predominantly Anglican, and that a Board with equal representation from the Free Churches was no longer appropriate for that purpose. Following a review “Refocusing the SNWTP” in February 2011, the Board established a LMM Committee, accountable to the Board of Directors of SNWTP, and responsible for ensuring that SNWTP achieves its prime objective. Its members would be appointed for their expertise in the educational governance of the largely Anglican LMM course, not to represent different partners. This arrangement paralleled the already existing Finance and General Purpose Committee.
 7. In January 2012, as the inspection team was planning its programme for the core of the inspection in April and May, the SNWTP Board agreed a change of name for the Course to All Saints Centre for Mission and Ministry (All Saints’).
 8. Alongside these changes in the immediate context, in the wider environment proposals for the establishment of a full-time pathway have been made both from the base of the LMM (now All Saints’) Course and from two other external sources. This matter will be referred to in more detail later in the report, but it is sufficient to record here that the handling

of this issue has impacted on the Inspectors' understanding of the role of the SNWTP.

9. It is against this background that the core period of the inspection took place in April and May. By then it was clear that whilst the focus of our work would be on the All Saints Centre for Mission and Ministry, it would also be necessary to comment on the SNWTP because this provides the legal and financial governance of All Saints'.
10. The LMM (now All Saints') Course came into being on the inception of the SNWTP. As indicated above it has evolved into a part-time pathway for the training of Ordinands and Readers for its founding dioceses of Chester, Manchester and Liverpool, with for more recently candidates from the Diocese of Sodor and Man, and more recently still, for Reader candidates from the Dioceses of Derby and Southwell and Nottingham.
11. Whilst the door to other churches is not closed, the present membership is almost entirely Anglican. Whilst there is some variation in the length of the course for individual students, in response to requests from dioceses, the norm for ordinands is a three year course. There are currently 62 Anglican ordinands (14 Chester, 31 Manchester, 14 Liverpool, 1 Lichfield) and 1 Baptist ordinand. The arrangements for Readers training are in transition from a three year course to a two year one, with different arrangements in the dioceses for both pre-course and post-licensing training. There are currently 113 Reader candidates (40 Chester, 11 Derby, 31 Liverpool, 20 Manchester, 3 Sodor and Man, 8 Southwell and Nottingham) in the pre-licensing stage in Years 1 - 3, with a further 63 candidates in Years 4-5, bringing the total number of students, ordinands and Readers, associated with All Saints to 239.
12. Of the ordinands 53 are registered for the Foundation Degree in Mission and Ministry accredited by the University of Chester, and of the Readers in Years 1,2 and 3, 93 are registered for the Foundation Degree. Ordinands on the three year pathway normally undertake the programme of 12 modules required for the Foundation Degree, together with modules on Baptism, Marriage and Funerals. Two year ordinands follow a selection from the full 12 modules, whilst Readers study 6 which are core to the first two years of the Course. A previous arrangement for validation by Liverpool Hope University was coming to an end at the time of the inspection. Students have not been admitted to Liverpool hope University since 2010, but some existing students will not complete their awards until 2015.
13. Prior to the inspection the Senior Inspector met with the Principal of All Saints' Course, together with members of the Course Management Team on October 14th 2011. The core of the inspection took place during April and May 2012. In addition to various individual visits and interviews the

whole team was together on the Warrington Campus for the day on April 26th, and for two residential weekends held at Luther King House at the beginning and middle of May.

14. At various points during the inspection period individual inspectors attended: evening teaching sessions at the centres in Bury, Chester, the Isle of Man, Manchester, Mansfield, Liverpool: St James' House and St Columba's, Anfield, and Wigan; Reader Study Days at Chester, Manchester (2nd & 3rd years) and Warrington (All 1st years).
15. Between us we had individual meetings with: the Chairs of the SNWTP Board, the All Saints' and Finance and General Purposes Committees. The Senior Inspector attended the April meeting of the SNWTP Board; two of us were present at the meeting of the All Saints' Committee, and one at the Finance and General Purposes Committee. We had individual meetings with members of the Course Management Team, including the Principal and the Dean of Studies, and between us observed two Course Management Team meetings, one Directors of Studies meeting, and a student liaison group meeting. We held various meetings at the start of the residential weekends with a selection of module leaders and tutors, and placement supervisors. We had numerous conversations with individual students at weekends and study days and some more formal meetings to hear student opinion. Altogether we sampled a wide range of teaching across all the week -night centres, study days and weekends, formal and informal worship at both evenings and weekends, and saw a range of student assignments.
16. We heard the views of three of the Diocesan Bishops. Between us we met with all those responsible for ministry and training, including Reader training, with Diocesan Directors of Ordinands and Wardens of Readers, in the participating dioceses. We were able to gain their views about the All Saints' Course, about its fit with the needs for training and ministry policy in their diocese, and about issues under the wider SNWTP umbrella.
17. One inspector met with the link tutor at the University of Chester responsible for the oversight of partnership arrangements.
18. The degree of change which has occurred since the setting up of the SNWTP in 2006 can hardly be overestimated, the work with ecumenical partners and the University of Chester in establishing the Foundation Degree programme, the rapid growth in the initial years, complex negotiations with churches and dioceses in terms of their engagement with or ownership of the programme for their ministers, lay and ordained, the disappointment of not being able to realise the ecumenical vision and the withering of joint teaching, one change of Course Principal and two changes of SNWTP Chair, severing the connection with Liverpool Hope

University, the need to refocus SNWTP in the light of the reality of the LMM Course becoming the only real activity and almost totally Anglican, and the internal review of the Course leading to changed patterns of delivery. We heard admiration from a variety of sources in the dioceses for the way in which the Principal, with the support of the other members of the Course Management Team (Directors of Studies for ordinands from the three core dioceses, the Director of Studies for Readers from Chester Diocese and the Course Administrator), have got the complex operation of the All Saints' Centre Course under way in a comparatively short time, and in a period of constant change.

19. The inspection team need to record their appreciation of the welcome and cooperation they received from the Principal and other members of the Course Management Team, together with module tutors and students whose sessions we observed. We were extremely well served by the administration of the Course, in terms of the documentation we received at the outset, the physical arrangements for our visits and speedy and full responses to any requests for further information.
20. The Report is written in relation to the Criteria set out in the Inspection, Curriculum Approval, Moderation Handbook of August 2010. The paragraphs follow the Criteria which are printed in *italic* type. The Inspectors' comments are in normal type and the recommendations in **bold**. In places we also **encourage** or **urge** action to be taken.

SECTION ONE: AIMS AND KEY RELATIONS

A Aims, objectives and evaluation of the institution

Inspectors will consider to what extent the declared aims and objectives, strategies and policies of the institution correspond to the needs of the churches, to the institution's own curriculum proposals and to accepted public and legal criteria.

A.i The aims and objectives of the institution should be appropriate to the preparation of ordinands (ministerial students) and authorised lay ministers for public ministry within the breadth of traditions of the sponsoring church.

21. As indicated in the Introduction during the period of the inspection, the Southern North West Training Partnership (SNWTP) was in the process of change. It had come to be acknowledged that its wider aspirations were not for the time being likely to be realisable, but that its prime objective for the next five years must be on the development of excellence in providing Initial Ministerial Education (IME 1-3), through All Saints' Centre for Mission and Ministry (All Saints').
22. All Saints' therefore sits within the broad aims of the SNWTP which are set out in its constitution as:
 - The advancement of theological education in areas of Christian faith, mission, practice and dialogue and in particular without limitation:-
 - i. The provision of learning opportunities for members of churches and other interested persons;
 - ii. The sharing of theological resources with and among local churches, communities and other training providers;
 - iii. The preparation of persons for accredited forms of ministry; and
 - iv. The provision of opportunities for post-graduate study
 - To advance theological education generally.
23. All Saints' is concerned to work out those general principles in relation to the specific constituencies of ordinands and trainee Readers in the participating dioceses of Chester, Liverpool, Manchester and Sodor and Man, and for Readers in Derby and Southwell and Nottingham. Although the wider ecumenical aspiration has not come to fruition the door to members of other churches remains open, with currently one Baptist ordinand and one Methodist Local Preacher.
24. We heard from a number of sources how the need for a change in the previous provision of part-time courses, following the Hind proposals, was seen as a great opportunity to develop an approach which would be ecumenical, more locally rooted in, responsive to and accountable to the needs of the participating churches. Although the ecumenical dimension

has faded, the embracing of theological differences of approach and the enabling of dialogue and mutual learning remains a strong principle. We were impressed by the extent to which the responsiveness to the needs of the dioceses has been built in to the Course particularly through the Directors of Studies who are employed by the dioceses and seconded to the Course for 70% of their time. This provides an invaluable link, not only in terms of bringing diocesan needs into the Course's understanding of its task, but also in terms of ensuring that the needs of individual students in choosing appropriate placements and in the development of their vocations are shared with the diocese. We were made aware, as we observed meetings, of how discussions about the progress of some individual students had involved not just the Course staff, but through the shared Director of Studies, the DDO or Warden of Readers, the placement supervisor and incumbent.

25. The Curriculum Validation document (2012) expresses these same principles clearly. We were impressed by the way in which in response to the questions concerning the Course's understanding of the Mission of God and the Church of God, two different theological understandings are set out, not as the text says as "two competing definitions, but as two sides of our discernment of the Mission of God. We recognise that there are genuine differences among us as to how we should describe the Mission of God, and feel that it is important not to hide these by producing a common but minimal consensus which would reflect and inspire none of us. Our differences are not a source of conflict between us; rather we believe, our dialogue is creative leading to deeper understanding".
26. The second section of the Curriculum Validation document sets out in a similar fashion the dioceses' unedited statements of how they understand their approaches to ministry, training and development. The document then offers the Course's response to the diverse expectations. It picks up particularly on the emphasis on mission in each of the diocesan statements, in particular on evangelism and the overt sharing of the gospel, on an awareness of evangelism and community-focused development, and on the need to recognise and connect, in an age which is not ostensibly religious, with ordinary people's spirituality. The course aims to help students become "practitioners of ministry capable of operating in a 'mixed economy' of church, and of changing and adapting the role as need requires" through a "programme that develops people who can reflect creatively on practice and cope with change".
27. We heard from several people in the course of our interviews the view that a weakness of the Course is that it is not very good at selling itself. The Inspectors believe that the excellent material in the Curriculum Validation document which spells out clearly the vision of the Course in the context of the north-west, its churches and communities, its commitment to dialogue in diversity, and its approach to delivering that vision, needs to be more

widely communicated if the key aim of being responsive and accountable to the dioceses is to be realised. The publicity material we saw tends to concentrate on the practicalities of a course which “prepares men and women for a variety of ministries” the “What, When and Where”. There is little about the vision which drives the enterprise. The Course Handbook likewise is necessarily concerned to provide information about the content and processes of the Course. It does include a statement of the educational aims and expected learning outcomes. But these rather dry statements can easily miss some of the broader visions for the church of the future, referred to in brief in §§25-26 above, which are very much a part of the Curriculum Validation document. The Inspectors believe that the Principal and Course Management Team should have confidence in those visions and communicate them more vigorously.

28. Communicating the vision which drives the Course is not simply a matter of a glossy brochure. We **encourage** the Course Management Team to explore some of the suggestions which were put to us; asking students, tutors, placement supervisors incumbents and others involved in any way, to make brief statements about their experience, to create a booklet or DVD, audio and video clips, (We were pleased to hear that such a process has started); involving more people, lay and ordained, from the dioceses in the programme as tutors or supervisors, creating links through prayer, finding ways of celebrating the achievements of the course and its diversity, and being active in promoting vocations.
29. We heard of plans to hold an event later in the Autumn of 2012 to launch the Course under its new name of the All Saint’s Centre for Mission and Ministry. This will provide an important opportunity for the development of a new website, a mock-up of which was shown at the Valedictory Service, and other material which expresses its vision.

Recommendation 1

We recommend that the Principal and Course Management Team should continue to explore a variety of ways of communicating the Course’s vision, both to recruit students and to develop further its engagement with and accountability to the dioceses and other organisations.

30. In interviews with the Wardens of Readers from the dioceses there was a commitment to developing and enhancing Reader ministry within their dioceses, to encouraging a greater degree of ‘professionalism’ and the exploration of diversity in practice. The All Saints’ Course was widely seen as contributing to that process. Although there had been some anxieties about taking Reader students too far out of their local context for training, this had become outweighed by the appreciation of the advantages of taking part in a wider exercise under the aegis of a

university. All the dioceses are concerned to encourage a greater emphasis on formation in training. Chester already has an initial residential and other dioceses are moving in the same direction. The joint training with ordinands was encouraging people to see Reader ministry as a key element in the whole pattern of ministry in the dioceses, alongside that of the ordained. There was particular gratitude from those in Derby and Southwell and Nottingham dioceses for their being able to participate in the Course, as well as from Sodor and Man as the All Saints' Course allows the Reader candidates to train alongside others from the United Kingdom, giving them the opportunities of wider experience that this brings.

31. Some dioceses had considerable loyalty to their existing diocesan arrangements and joining in with All Saints' under the SNWTP banner meant leaving behind some tested approaches. As the Course has settled down adjustments have been made to the Course to respond to how the new arrangements were being experienced in the dioceses. Several of those we interviewed within the dioceses spoke highly of the Principal and staff for their willingness to be flexible in response to diocesan requests. This has resulted in the Reader's course being reduced to two year pre-licensing, with post-licensing options. It has also enabled Chester Diocese to reintroduce its Foundations for Ministry Course as a precursor to the Reader training as well as for other forms of lay ministry.

A.ii There should be evidence that the current, published statements on training policy produced by the various denominational bodies have been suitably integrated into the training programme.

32. As already indicated the SNWTP came into existence as a result of the implementation of the report "Formation for Ministry in a Learning Church" (2003). The principles of that report inform the approach of the SNWTP and its current sole manifestation in All Saints', not least in the training of ordinands and Readers together. A recent review of the All Saints' curriculum content in 2010 (§33), which led to a number of revisions to the Course being adopted for the current academic year (§34), refers to several publications which were taken into account. In addition to the report mentioned above, these are Shaping the Future: New Patterns of Training for Lay and Ordained (2004), Implementing the Learning Outcomes in worship and Liturgy from Shaping the Future (2008), Reader Upbeat: Revised Report (2009) and Learning Pathways: Equipping Ministry in Multi Religious Contexts (2009). Contributions from these documents are evident in the training programme.

A.iii There should be evidence of action taken in response to (a) the previous inspection and curriculum approval reports and any follow-up (b) the evaluation of other external bodies and (c) the institution's self-evaluation.

33. This is the first inspection since SNWTP/All Saints' Centre for Mission and Ministry came into existence. In the latter half of 2010 a review of the content of the Foundation Degree validated by the University of Chester was carried out. Concerns were expressed by the Principal, CMT and Course Committee in particular about coverage of some doctrinal issues, specifically Atonement, about an inadequacy in the amount of biblical material covered, and about material relating to individual denominational identity and practice. There was also some concern amongst both the CMT and partner dioceses about some Readers' experience of the Course. The External Examiner's Report for 2010/11 records that "there is a clear and consistent focus on the integration of learning with practice in line with Foundation Degree best practice. The team is to be commended for the rigour with which they have pursued this objective; if anything the balance may have swung too far in the direction of learning and assessment that focuses on issue based and situational responses, but which may not provide enough evidence of biblical and theological knowledge that informs such responses." He also drew attention to some modules which he felt needed scrutiny.
34. In response to the review, and satisfactorily picking up some of the external examiners comments, a number of modules have been substantially revised, specifically those concerning doctrinal and biblical coverage. It has been further agreed with the dioceses that the norm for the length of the Course for Readers would be two years rather than three, and changes have been made to the number, length and shape of the Reader Study Days to enable a greater focus on the group's corporate life together as a worshipping community .
35. The 'new' course began to be phased in with students entering their first year in September 2011.

<p>The inspection team has confidence with regard to Criterion A, Aims, Objectives and Achievements of the Institution.</p>
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B Relationships with other institutions

Inspectors will examine how the institution relates to other educational provision (including any partner university) and to the churches and secular organisations in its locality, with particular reference to regional groupings of providers of theological education.

B.i The terms of academic and validation/accreditation arrangements with universities should be fair and appropriate to an institution offering training and formation for candidates for ordained ministry.

36. Since 2007 LMM/All Saints' academic partner has been the University of Chester. The course is one of sixteen partners, five of whom offer theological education. The course offered is designed to lead to the award of a Foundation Degree for Mission and Ministry. The external examiner comments that the module aims and learning outcomes are well defined and well suited to the vocational/professional/ministerial outcomes. The link tutor of the University spoke warmly of the relationship with All Saints, and especially with the Principal.
37. The University insists, without compromise, that all academic partners use the same assessment criteria and follow the same, university chosen, assessment timetable. Occasional difficulties have arisen relating to the bringing forward of assignment deadlines by the university at the end of the academic year, in ways which have conflicted with other aspects of the Course's timetable, but these are being addressed. Overall the Course and University are content with these arrangements which are consistent, fair and appropriate.
- B.ii The institution should show signs of drawing as much benefit as may be possible from the demands and resources of universities in teaching quality assessment, staff development and the promotion of research.*
38. The University offers a number of postgraduate courses, lectures and the possibility of research through its Department of Theology and Religious Studies. The link tutor expressed a wish that All Saints' staff and associated tutors would take greater advantage of the opportunities available to them (See recommendation 13 at §106)
- B.iii There should be evidence of effective engagement with churches, other faith communities and secular organisations in the locality such as to enhance preparation for public ministry.*
39. It is a matter of regret that the wider ecumenical engagement, strong in the initial period at the level of course design and delivery, has withered (§5). But Luther King House remains as one of the week-night teaching centres, and as a venue for residential weekends and study days. Under the new governance arrangements being discussed (§132) it is likely that there will continue to be mutual representation between All Saints' and the Luther King House Educational Trust (LKHET). The LKH Library will continue to be a major resource for students. The provision of books by the postal service has been much appreciated by students living furthest from the centre of the region, for instance in the Isle of Man and Mansfield.
40. The matter of how the relationship between the All Saints Centre and the SNWTP has evolved is dealt with in greater detail under section L of this report.

41. Engagement with other faith communities is limited and we make a recommendation on this issue at Recommendation 11 (§99) .
42. Engagement with secular organisations largely happens through student placements on which a considerable emphasis is placed.
- B.iv The institution should demonstrate commitment to effective partnership with the other providers of theological education in the region.*
43. For reasons expressed above (§18) a great deal of time and energy has had to go in the last two years into establishing the All Saints' course in its own right, and disentangling it from the hoped for wider ecumenical provision. It was suggested to us in one interview that the disentanglement, which has now almost entirely occurred may make it easier for fresh relationships with other providers, both Anglican and those of other churches, in the region to develop. There is some evidence of this happening in for example, the partnership with Derby and Southwell Dioceses in Reader training., Discussions are also taking place with the Lancashire and Cumbria Theological Partnership about some of their students having access to week-night teaching, about drawing on their resources for training for rural mission and ministry, and the possibility of a teaching base in Lancaster. The proposed full-time pathway for the north west region may provide another opportunity for partnership working.

<p>The inspection team has confidence with qualifications with regard to Criterion B, Relationships with other institutions</p>
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SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION

C Curriculum for formation and education

- C.i The institution should offer a theological rationale for its approach to mission and ministry consistent with the principles of the churches for which it trains ministers and for the education it offers other groups of learners.*
44. The Curriculum Validation document sets out a clear theological rationale. We have expressed in §§25ff our appreciation of two particular aspects of the rationale, first its acknowledgement of difference and the commitment to work with that through creative dialogue, and second, its setting out of the approaches and visions of the dioceses and their perceptions of need as the context in which the training must take place.
- C.ii The institution should offer a formational and educational rationale for its approach to ministerial training and for the education it intends to offer to other groups of learners.*
45. The Curriculum Validation document sets out twelve educational principles which should inform its practice. These are all very important and commendable but do not provide a very clear bridge from the theological rationale into the set of programmes offered by the course. It would be useful to have an overall statement of the educational philosophy which follows through from the priorities within the theological rationale of mission, dialogue, context, collaboration. It would undoubtedly embrace the educational formational principles but would provide an overall framework which indicates how the various parts of the programme fit together and why they have been chosen.
46. Such a statement would inform a development, which we understood is under consideration, to produce for students an overview or map of the whole Course experience. Accordingly:

Recommendation 2

We recommend that the Course Management Team develop a diagrammatic representation of the roles and relationships of the various parts of the course, to place on MOODLE, to give students a broad map of how the parts fit together and contribute to the vision.

- C.iii The institution should offer a set of programmes which will enable candidates to be prepared for their envisaged ministries, in line with the*

developing policies of the sponsoring churches, and appropriate programmes to educate other groups of learners.

47. The set of programmes are very clearly set out in the Curriculum Validation document, together with learning outcomes, the different pathways for Readers and ordinands, details of the Foundation Degree and of the modules, the study requirements and the practical arrangements regarding week night teaching, study days, residential weekends and summer schools. The learning outcomes are explicitly related to formation and ministerial practice. The different routes for Readers and ordinands are designed to ensure the best preparation for a particular ministry. This will be further supported in the future by the development of individual learning programmes. At the same time there remains the commitment to learning together and group formation and experience in support of the principle of a collaborative approach to future ministry.

C.iv The proposals concerning assessment should enable the institution to advise church leaders on the suitability of candidates for the envisaged ministry, in line with the guidelines of the sponsoring churches. Assessment proposals for other groups of learners should be consistent with the aims and objectives of the programmes being offered.

48. The Principles of Assessment are set out clearly in the Curriculum Validation document. The statement includes details concerning the three areas of formational, summative and formative assessment, and an account of the process for gathering the information together and reporting to the relevant diocesan bishop.

The inspection team has confidence with regard to Criterion C, Curriculum for formation and education for ordinands and Readers

SECTION THREE: MINISTERIAL DEVELOPMENT

D Community and Corporate Life

Inspectors will consider how the institution understands and structures community life, and interprets the role of corporate life in training for ordained ministry; also how far corporate life is evident in the relationships between members of the institution.

D.i The institution should offer a clear statement of how it understands its corporate life, including issues of gender, ethnic grouping and disability and other matters of natural justice, in a way, which harmonises with its aims and objectives in preparing candidates for public ministry.

49. The inspectors were satisfied that All Saints' does have statements of how it understands its corporate life which can be drawn from the documentation of the course. However, there does not appear to be a single, clear statement which would assist staff and students in understanding how it harmonises with the aims and objectives in preparing candidates for public ministry. Once located in the paperwork, the Inspection Team was confident that the policies are particularly appropriate for the preparation of ordinands for their ordained ministry, but appeared less strong with the preparation of Reader candidates for their ministry. The Team was aware that these issues were being addressed, and observation evidence showed that this was improving.

Recommendation 3

We recommend that the Course Management Team, in consultation with students, produce a clear statement in the Student Handbook of the Course's understanding of its corporate life, drawing on material present in the documentation.

D.ii The institution should show evidence that the structures, requirements and practice of the institution reflect the stated policy.

50. Through observation, it was shown that, though lacking a single statement of policy, All Saints' practices with regard to ordinands reveal that there is good attention to the role of corporate life in the ministerial development of the candidates. The residential weekends in particular showed evidence of fostering a community identity for the course, and in conversation and observation, the inspection team were made aware of the strong bonds that clearly exist between staff and students.

51. However, this was not quite as clear in the case of Reader candidates, where the inspection team was concerned that an over-emphasis on teaching on the study days ran the risk of undermining any sense of

corporate life. The inspection team was encouraged by the new style of course, which resulted from the Course review of 2010 (§33), and in particular in the move from four to six Study Days provides more time for worship and reflection on it and more time for social interaction. This offers more opportunities for community and corporate life to develop for Reader candidates. It is hoped that, through recommendations, these opportunities might be built upon as the course moves forward.

Recommendation 4

We recommend that the Course Management Team continue to review the provision for the development of the corporate life of its Reader cohorts, building on the new pattern for study days in order that corporate life may be furthered strengthened

52. The inspectors believe that there is more potential for developing corporate life in the week-night sessions than is always realised at the moment. We understand the pressure on time during those sessions. But enabling two or three groups in one venue to worship together rather than separately, and sharing their coffee break would increase the sense of membership of a learning and worshipping community.

Recommendation 5

We recommend that the Course Management Team review the opportunities within the week night sessions for the further development of the corporate life of the ordinand and Reader cohorts.

53. The inspectors observed a number of efforts to include students with disabilities, and these were appropriate to the students' needs, for instance in the provision of signing. In balancing the needs of all students forms of technology such as voice-recognition software might be explored in order to allow tutors to provide some accompanying text while teaching is delivered. The CMT should develop a policy for how they handle disability in the classroom so that everyone has a common approach which is much better for the students.

Recommendation 6

We recommend that the Course Management Team building on the good work already done, review the provision for students with disability, exploring options to use technology in an appropriate way to enhance their formation experience.

<p>The inspection team has confidence with qualifications with regard to Criterion D, Community and Corporate Life for ordinands and Readers in training</p>

E Worship and training in public worship

Inspectors will consider the arrangements for common worship and the policy underlying them, noting the use of the authorized and other forms of worship, and how worship is conducted. Inspectors will note the ways in which ministerial candidates are trained to plan, prepare and conduct public worship.

E.i The spaces designated for prayer and worship should be appropriate for their purpose.

54. We observed worship during the residential weekends in Luther King House and Hinsley Hall, and during Readers' Study Days in the University of Chester's campuses in Chester and Warrington, where the worship spaces were appropriate for their purpose. In addition a number of short acts of student led worship were observed in the various week -night teaching centres used across the region. Although these were mainly in classrooms, the teaching spaces were easily adapted. There were some instances where such adaptations were not made, the seating arrangements hindering rather than enhancing worship. Students will be confronted with enabling worship in all kinds of settings in future ministry and they need to be helped to appreciate how to make the best possible use of the spaces available.

E.ii There should be a publicly stated policy on, and arrangements for, corporate worship. The policy and arrangements should take account of, and equip candidates to work within, the variety of practice within the sponsoring church.

55. There is a statement on the principles of corporate worship in the Course Handbook (c.f. Worship – at the heart of our life and learning) which is clear and comprehensive. Student led worship is encouraged in all week-night sessions and at weekends.

E.iii There should be a policy concerning balance of worship, including authorized and innovative forms, and of denominational worship in ecumenical situations.

56. The Course Handbook clearly states that "The worship on residential and study days is designed to give you an experience of a range of authorised services (including Anglican services from both Common Worship and the Book of Common Prayer) and wider approaches to worship from a variety of traditions and settings. Students are encouraged to use the course as a time to explore worship that includes both a range of authorised sources and also a range of alternative approaches."

57. The primary worship experienced during the inspection was based on Common Worship and in particular Daily Prayer. There was some

variation in the worship at evening sessions. There was good evidence of a wider use on a number of occasions of alternative styles of worship (liturgical or non-liturgical). We observed some innovative examples with good use of music, both participatory and recorded, visual images and artefacts, and which demonstrated a considerable amount of thoughtful planning on the part of the student.

E.iv There should be a policy about expected attendance at public worship and evidence of its outworking.

58. The Course Handbook makes clear that worship is not an optional extra but at the heart of life on the course. Evidence for students' appreciation of this principle was to be found in their obviously committed attendance at all worship and in the thoughtful work and approach put in by many of those students responsible for leading the worship. We observed in a Course Management Team meeting a discussion of how this dimension, could be enhanced. The Course Handbook clearly encourages students to grow as worshippers as well as developing their skills as worship leaders.

E.v In the light of preparation for public ministry, there should be provision to address the tension between worship as an activity of the Church and as a vehicle of professional training.

59. In a few of the worship sessions we observed it seemed that the structure and style of the worship had been too focused on the needs of the individual worship leader. In these cases the need for the student to experience something outside their comfort zone for the sake of their training took precedence over the needs of the worshippers and the circumstances at the time. Whilst it is appreciated that this might have been of benefit to the leaders, there also needs to be a reminder that the aim and focus of any worship leader is to enable others to worship. During the weekends a member of staff is designated to offer feedback on worship sessions to students, a practice that was appreciated by the students. We were assured that the monitoring of the tensions between the training needs of the individual and the provision of worship for the community is part of that feedback agenda.

60. An inspector observed a session at a Reader Study day as part of the Discipleship and Practice of Ministry module, where students were encouraged to discuss the tension between their own worship needs and their responsibility as public ministers in enabling others to worship.

61. The inspectors were pleased to note a very real progression in the way the student-led worship was conducted from the first weekend we attended, which was for first year students, and the second weekend, the final one

for the third year group. We observed growth in confidence and competence.

E.vi The institution should have a policy, available to candidates, on training in public worship. It should ensure that candidates plan, prepare and effectively conduct public worship, including preaching.

62. There is a clear policy available in the Course Handbook on training in public worship, but there is no staff member designated to monitor the overall worship experience of students throughout their time on the course.

E.vii The institution should ensure that the policy is adhered to and that proper oversight is exercised over this part of the programme of formation.

63. See above and Recommendation 7.

E.viii There should be an appropriate policy and practice for reviewing and assessing the leading of worship.

64. Review and assessment of the taking of individual acts of worship is given both orally and in writing, primarily at residential weekend sessions and study days, but also at week-night sessions. Review of the week-night worship sessions is inconsistent. Week-night review is the responsibility of the module tutor – some recognised this, others did not.

E.ix The student should receive critical and constructive comment, attending to performance, content and process from staff and peers.

65. As indicated above this does happen from staff, and – although we did not see this – we understand that the Sunday morning ‘Worship Preparation’ slot is regularly used for peer to peer discussion of and feedback on worship. Nonetheless, because of our previous comments we **encourage** the Course Management Team to ensure that module tutors are fully informed about their responsibility for feedback at week-night sessions and are assisted in fulfilling it.

Recommendation 7

We recommend that a member of the Course Management Team is given specific responsibility for overseeing the worship experience on the course, ensuring, in particular:

- **that students are helped to make the best possible use of the variety of spaces in which the course operates,**
- **are aware in planning worship of the potential tensions between training needs and the provision of worship for the community and**

- that appropriate feedback is provided at weekends, study days and on week nights.

The inspection team has confidence with regard to Criterion E, Worship and Training in Public Worship for ordinands and Readers in training

F Ministerial, personal and spiritual formation

Inspectors will consider how the institution helps candidates in their ministerial, personal and spiritual formation, and how candidates are encouraged or enabled to deepen their spiritual life and their self-awareness

F.i The policy regarding ministerial formation should be easily available and communicated to candidates.

66. The inspectors were satisfied that All Saints clearly have a policy regarding ministerial formation readily available to students via Moodle and through the Student Handbook.

F.ii The institution through its common life and through the way it guides and supervises candidates should enable them to grow in Christian discipleship with a view to exercising a public role in ordained ministry.

67. Through observation, the inspectors were given clear evidence that there were opportunities for candidates to grow in their discipleship, and develop their public role in ordained ministry. It was noted, however, that these opportunities could be further developed. Of particular note was a session at a weekend residential entitled 'Diocesan Time'. We understand that the title of this session refers to the opportunity for students in groups or individually to meet with their own diocesan Director of Studies, for formational catch-up interviews with students and wider matters relating to ordained ministry. This clearly performs an important function in rooting the students' course experience in the context of their diocese. However on this occasion, with one Director of Studies on sabbatical, the session took a different form allowing all the students together to reflect on the formation experience. The inspectors were impressed by the fruitfulness of this session and feel it is important to ensure such corporate opportunities occur at all residential. In this respect the inspectors **encourage** the Course Management Team to consider using the opportunity of the final residential for the third year students for some in-depth reflection on the formation journey, and also possibly involving some of those responsible for IME 4-7 in the dioceses.

68. With regard to Reader candidates, the inspectors noted that the opportunities in this field were more limited. However the team was encouraged that the new-style course appeared to give a greater

emphasis on growing in discipleship and in their public role. It was particularly noted that the practice of the Isle of Man, of setting aside a significant amount of time for reflection on the Saturday Study Days was particularly useful in this regard.

- F.iii The institution should enable candidates to be immersed in the traditions of their own churches, together with an empathetic understanding of strands other than their own. It should also increase candidates' understanding of the traditions of other churches and deepen their sense of their ecclesial identity.*
69. Through observation and in conversation both with staff and students, the inspectors were satisfied that the course allowed students to bring their own traditions to the course, while encouraging them to understand those of their fellow students. We were assured by students on a number of occasions that the nature of the course meant that very quickly 'labels dropped away'.
- F.iv The institution should provide corporate and individual guidance and supervision for candidates. There should also be encouragement to seek confidential spiritual counsel.*
70. The inspectors were satisfied that supervision was in place for candidates, both for ordained and Reader ministry. Through conversation we were assured that all students were encouraged to seek spiritual direction, though it may be that in order to improve the provision, the course ought to be more pro-active in ensuring that this is followed through. We commend the practice of Directors of Studies recording this information confidentially, in order to maintain an overview.
- F.v The institution should enable candidates to reflect on the breadth of Christian spiritual tradition and its engagement with the world, and to work with the personal issues arising out of the whole process of training.*
71. The inspectors were shown evidence, through interviews with placement supervisors and students, that there was sufficient opportunity to reflect on a wide range of traditions. Evidence suggested that the course ensures that students gain experience of a tradition differing from their own on placement, and that adequate opportunities are made for them to reflect on the experience, and how it impacts on their training.
72. In terms of working with personal issues, as mentioned above (§70) students are encouraged to have a spiritual director. The course also has a chaplaincy provision through people, with no connection with the teaching or assessment work of the course, who can be called upon for confidential conversation. In part-time courses, all students will have a continuing relationship with their home incumbent and their placement

- supervisor. In the case of the latter placement experience may well throw up personal issues which can be dealt with as part of the reflection on the placement or through a chaplain.
- F.vi The institution should enable candidates to develop as people, as future public ministers and as life-long learners, able to look forward to working effectively in the context of traditions other than their own, both within and beyond their own church.*
73. In conversation with students, the inspectors were convinced that there was a genuine engagement with the concept of life-long learning, and that the course had instilled in them an enthusiasm for this. In order to build on this, it was felt that it would have been useful had IME 4-7 tutors been available at the final weekend. We observed a session in the Discipleship and the Practice of Ministry module where students were being enabled to reflect on their future roles as public ministers.
74. Opportunities for working effectively in different traditions are primarily offered during placements. From conversations with students this is appreciated both by students and their supervisors.
- F.vii Candidates should be encouraged to make time for private prayer and to explore the expectations on the ordained in the areas of corporate and individual prayer, of general conduct and of lifestyle.*
75. On residential weekends, it was clear to the inspection team through observation and conversations that ordination candidates are given opportunities to develop their prayer life, both corporately and privately. There was some minor concern about this on evening teaching sessions and on the Reader Study Days, in that it did, at times, appear that little preparation was taken for this, but we were encouraged that the course appears to be addressing this issue, and evidence from observation of a later Study Day did show that improvements were being made.

The inspection team has confidence with regard to Criterion F, Ministerial, Personal and Spiritual Formation for ordinands and Readers in training

SECTION FOUR: EDUCATION AND TRAINING

G Teaching and Learning: content, method and resources

Inspectors will attend a representative sample of different teaching and learning activities, noting their quality and effectiveness and the methods used. They will examine the adequacy of educational resources and libraries, and will look at samples of students' written work.

G.i Principles concerning what is included in pre-ordination/authorisation training and left to post-ordination/authorisation training should be available and consonant with any denominational requirements.

76. The educational and formational principles upon which the All Saints' Course is built are set out clearly in the Course Handbook, together with expected learning outcomes. The responsibility for post-ordination/licensing training lies with the dioceses. Since there is a close relationship for each individual student through their Director of Studies with their diocese, the transition from pre to post licensing is facilitated. The All Saints' Course provides a number of modules, for example "Death and Grief" which are available for students in their fourth and fifth years of study. However there is no clear statement of how the two periods of training should fit together.

Recommendation 8

We recommend that a clear statement on the principles governing the content of pre- and post- ordination/licensing training should be included in the Course Handbook.

G.ii Teaching and learning programmes should serve the aims and objectives of the institution and of the educational programmes of which they form a part. They should demonstrate a proper balance between the academic, formational and practical aspects of training.

77. The Curriculum Validation document, the Course Handbook and module descriptors provide documentary evidence of how the teaching and learning programmes serve the aims and objectives of the institution. This is backed up by observation of teaching at all the centres.

78. A proper balance between academic, formational and practical aspects of training is evident in the course documentation, schedules for weekend residential and summer schools (ordinands only), observation of Reader Study Days, and week-night teaching sessions at all centres for both Readers and ordinands. Conversations with students revealed that the module "Encountering and Responding to Christ" was highly valued as a formational activity. Following the course revision, and the adoption of a

- new pattern, this module has been discontinued with the intention that many of its elements will be integrated into other revised modules. In this respect. It will be important to monitor the success of the recommended 'formational threads' described in the curriculum validation document and their contribution to opportunities for spiritual formation.
79. 'Hands on' practical aspects of training were observed during weekend training sessions, with good, highly practical and relevant input from experienced clergy sharing their experience and providing practical advice. Modules on Practical and Pastoral Studies are designed to ensure that students become 'competent in basic ministerial skills and disciplines'.
- G.iii Units of teaching and learning should have clear and appropriate aims, be well structured and enable students to achieve appropriate learning goals.*
80. The aims, structure and learning goals of units of teaching are well documented in the Course Handbook, module descriptors, curriculum validation document, on MOODLE and in the handouts produced for teaching sessions and residential material.
81. Observation of a wide range of teaching sessions at each centre during week-nights and weekends showed that the aims of the session are usually made clear in handouts, some of which are issued in advance via MOODLE. This is usually backed up by an oral introduction by the tutor. Structure is clear and balanced, ensuring a good mixture of input from the tutor and interaction with and between students. Teaching is appropriate for the learning goals. We observed some excellent sessions which combined essential academic components, preparation for assignment writing and the reflective elements that contribute to learning practical aspects of ministry.
- G.iv Teaching programmes should introduce students to the appropriate knowledge and learning processes, while drawing on student experience.*
82. Good practice was observed throughout the inspection. We understood that there had been a recent change in the practice over helping students with study skills. The intention is to do less in a block at the start of the course, and more in an integrated fashion during the course itself. We observed an excellent session at a Readers Study Day which revealed the effectiveness of the more integrated approach. Students were helped to draw on their recent experience of an assignment and the results obtained in order to hone their study skills, but also see the relevance of them for future ministry in preaching and leading groups.
83. Nevertheless we believe that whilst there is some useful information concerning study skills in the Course Handbook and on MOODLE, a number of students said that they would have valued more specific

- sessions at the start of the course. It would be helpful if new students were thoroughly evaluated for their skills for learning with optional sessions made available for those whose academic experience is historic or requires a more accelerated programme of development. We saw evidence that this can happen in one-to-one contexts but feel a group approach may provide the best way to develop the skills required. We **urge** the Course Management Team to consider this option in addition to the on-going advice.
84. We observed a discussion at a Course Management Team meeting following a paper from one member on how to encourage students to read. A pilot project is being developed on a “workbook” style approach to the Introduction to the New Testament module, which will refer to both written texts and video resources. This material will appear on MOODLE. The outcome of the discussion was a recommendation for a well publicised policy on how many books students are expected to buy for themselves, and a cost analysis of having fewer books in the library and more chapters, bearing in mind copyright law, on MOODLE.
85. Students on this course come with a wealth of experience, and observation of teaching sessions showed that they have many opportunities to share their experience for the benefit of other students. Adequate time is usually given for sharing this rich experience in discussion related to the topic being taught. This is further enhanced in student presentations which form a regular part in weekend teaching.
- G.v The educational methods employed, and the balance of methods within the educational programme, should underpin the stated aims of the programme.*
86. We observed some very good teaching and engaging presentation of material. A range of methods is employed, as observed widely on our visits in a variety of settings; lectures, discussion, group work, some student led without tutor input with appropriate feedback, music, poetry, presentations, self-directed study, and practical work including developing and delivering worship. We witnessed some very skilful work on the part of tutors in enabling this to happen. We believe that the commitment of the staff is a great strength. In particular we picked up a sense of them wanting to get it right for the students.
- G.vi Teaching programmes should be complemented by structured opportunities for students to learn, as individuals and as groups.*
87. There are plenty of opportunities for students to learn as individuals – assignment work, pre-reading for week night study sessions and additional suggested reading. Group work is built into weekend study days and residentials, sometimes as preparation for group presentations.

- Ordinands may have more structured opportunities than Readers for learning in groups because of residential weekends, Summer and Easter schools. Chester Diocese has a residential meeting for its Reader candidates at the outset of the course, and Liverpool Diocese are now considering doing the same. This will provide Readers with more opportunity for group work, and support their formation.
88. MOODLE is a very helpful in supporting the teaching programmes, and the Course is to be congratulated on its development as a learning and information tool. At the same time, as we comment elsewhere, it is important that it is kept under review both in terms of its content and improving navigation and access. (§95)
- G.vii Staff should provide formal and informal feedback to students and assessment of work and of candidates' progress, both in terms of academic progress and in terms of preparation for beginning public ministry. There should be both affirmation and constructive criticism, as appropriate, of students and of work.*
89. The inspectors observed from the marked assignments they were able to view from MOODLE, that tutors offered very constructive, encouraging and helpful feedback to students both in respect of written assignments, worship and placements. The structure for giving formal feedback to students on assessed work is excellent via standard feedback forms. This includes affirmation of good points and comment on areas for improvement. Ample opportunity is given for students to meet informally with tutors to discuss aspects of assignments.
90. In terms of preparation for public ministry, there is a clear process for reporting and feedback by the supervisor and reflection by the student in the context of the work-based placement.
91. Our observations of different aspects of the course and our conversations with students helped us to the view that one of the strengths of the course is the emphasis on feedback – there is a sense in which ‘feedback’ is part of the culture – that students can make the course happen for them.
- G.viii Published assessment criteria should be used by the teaching staff and be available to students.*
92. Assessment criteria are clearly stated in the Course Handbook and are available to all, as is the generic marking scheme of the University of Chester.
- G.ix The educational programmes offered should be supported by an appropriate learning environment. This should include adequate provision*

of resources, library and information and communications technology, placements and practical opportunities to learn.

93. The learning environment in the week-night teaching centres, though inevitably varied across the different locations, is almost universally good, light airy rooms well equipped technologically. Good use is made of PowerPoint presentations, and where available, on-line resources for teaching and worship. Electronic whiteboards are available at some study centres and good use made of them.
94. Each module has a reading list with 'key texts' and 'wider reading'. Students are expected to gain access to the key texts either through a library, by borrowing from other sources, or by purchasing. In some cases texts are carried by tutors in book boxes. All students have access to the excellent library at Luther King House and at the University of Chester (both Chester and Warrington campuses). The LKH library provides a postal service for all students, much appreciated by many especially those at a distance from the urban centres and those on the Isle of Man.
95. The basis for communication within the Course is the on-line (ie Internet/web-based) system called MOODLE. It is a remarkable resource and one of the main strengths of the Course. Students can access the system using the internet browser of any computer. It is used easily and quickly to distribute study materials and to communicate in various ways. Students are able to use 'forums' to talk to one another and share information. MOODLE also contains all the course documentation, including the Course Handbook, details of programmes and timetables. We recognised however that such has been the pace of change that it is not only a considerable task to keep the material on MOODLE up to date, but also to ensure that printed literature is consistent with the on-line information.

Recommendation 9

We recommend that the Course Management Team continues to improve this excellent resource of MOODLE, both with a view to making it even more accessible and beneficial to the running of the course, and ensuring consistency of information.

96. Students will be on placement – either in their home church or an alternative church or community setting – for the whole of their course. Context-based placement learning constitutes approximately 25% of the learning hours on the Mission and Ministry programme. Details of this part of the programme and the practical arrangements are set out clearly in the Course Handbook.

<p>The inspection team has confidence with regard to Criterion G, Teaching and Learning for ordinands and Readers in training</p>
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H Practical and pastoral theology

Inspectors will consider the way in which the institution understands the relation between theory and practice, how it enables students to develop skills in their integration, and how the overall programme of training is effective in preparing candidates for ordained ministry or other vocational pathways.

H.i The training institution should have a policy on how the curriculum integrates theory and practice and should communicate it to students.

97. There is no specific document articulating how the curriculum integrates theory and practice. References to integration and the development of ministerial practice are made in the University of Chester FdA programme specification, in material relating to placements and their supervision and in the Curriculum Validation document. Students were able to offer examples of how theory and practice were related during the course. However, there were also occasions in teaching when a more considered and explicit policy about the relationship of hermeneutics and the practice of ministry would have been advantageous.

Recommendation 10

We recommend that the Course Management Team, in consultation with academic partners and student representatives, devise and agree a policy document describing how the course relates theory and practice.

H.ii The structures for learning - courses, seminars, tutorials, groups, placements, private study, marking, feedback - should be configured so as to facilitate this integration.

98. Inspectors observed many instances where the course facilitated the integration of theory and practice. This was achieved through essay feedback; a 'pub quiz' on Canon Law; small group work; teaching and the planning of worship. Placement supervisors were content with the guidance they received regarding this and felt that the course engendered an effective culture of integration.

H.iii The institution should demonstrate how it is enabling ministerial candidates to develop an appreciation of the pluralist and multifaith/cultural society in which we live. There should be evidence in the work of students that they are becoming theologically reflective practitioners within it.

99. There is a module entitled "Mission and the World of Faiths" as well as opportunity for reflection and appreciation of multi-faith and pluralist society during placements. The new course offers further opportunities to study several faiths present in the United Kingdom. In placement reports

we saw evidence that students do show some awareness of these issues and can reflect theologically upon them. There is also reference in the Curriculum Validation document to the place of multi-faith concerns in the formation of candidates. However it was notable that during the “Discipleship and Practice of Ministry” weekend for the first year students, and in other teaching sessions we observed, there was little or no reference to the multi-faith context of ministry. It is important that the course not only equips students with a knowledge of various faiths but also enables them to recognise the day-to-day implications of ministering in a multi-faith society.

Recommendation 11

We recommend that an understanding of ministry in the multi-faith context of England should become a more integrated part of the course delivery.

<p>The inspection team has confidence with regard to Criterion H, Practical and Pastoral Theology for ordinands and Readers in training</p>
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SECTION FIVE: STAFF AND STUDENTS

I Teaching Staff

Inspectors will consider the provision of teaching staff and the policy underlying it, the procedures for appointment of teaching and other staff, and provision for staff development.

- I.i Appointments should involve appropriate consultation with the relevant sponsoring churches and partner institutions, and the method for making appointments should be clear and fair to all concerned.*
100. There is a small number of core staff, which make up the Course Management Team, the Principal, Dean of Studies and Course Administrator, employed by SNWTP, three Directors of Studies for Ordinands (one is also responsible for Readers), employed by their three dioceses and seconded to work with All Saints', and one Directors of Studies for Readers, employed by Chester Diocese. There are four associate staff who are considered to be 'core' but are not employed by All Saints', one with responsibilities within the Diocese of Sodor and Man, and others for Readers in Manchester, Derby, and Southwell and Nottingham Dioceses, and a large number of essentially 'volunteer' tutors. The close link with the dioceses, which is part of the structure of All Saints', ensures appropriate consultation. This has recently been strengthened by an agreement with dioceses about the process of regular appraisal. Generally 'volunteer' tutors are appointed following a recommendation from the diocese and after a successful interview by the Course Principal. The process is clearly outlined in the Agreement document of All Saints and its partners.
101. The Inspectors became aware however that the mixed pattern of employment and secondment could have implications for the day-to-day management of the course. Whilst we have pointed to the potential strengths of this system in rooting the life of the course into the life of the dioceses there is an inherent fragility within it.
- a. A situation where a Principal leads a Course Management Team of six others, four of whom are employed by other agencies is fine whilst relationships are as good among them as they obviously are at the present time, but there could be difficulties were this not the case.
 - b. Further, we observed a consultation with the dioceses concerning future financial contributions. Again, whilst the present situation is fine, should there be considerable change in the number of candidates, this could have an effect on the ability of dioceses to second staff on the present basis.

Recommendation 12

We recommend that the Governing body monitors carefully the implications of the way staff are recruited and employed for the day to day management of the course.

I.ii Recruitment and selection should be in line with current good practice. Job descriptions and conditions of service should be clear at the time of appointment and should be revised at regular intervals.

102. The appointment processes appear to meet the requirements of current good practice including the provision and revision of job descriptions and conditions of service. For example, new tutors are expected to attend an induction session and all tutors to attend their module team meetings, staff development days and participate in a peer observation scheme.

103. We became aware of an ambiguity in the Principal's role. He was appointed as the Director of the LMM Course. His job description on appointment makes clear that he is responsible for the delivery and development of the course in consultation with all partner churches and as part of that responsible for managing and monitoring the course budget. On the other hand, the most recent Annual Report states that the day-to-day overview of the operation of the company SNWTP is in the hands of the Principal. This includes a number of financial responsibilities including not just the managing but the preparation of an annual budget. This lack of clarity is another reflection of that concerning the distinction between SNWTP and All Saints'. The Principal seems to be expected to be the chief officer of the SNWTP Board as well as Principal of the Course (§106). His job description will need some attention following any reshaping of SNWTP.

I.iii The number, field of expertise, scholarly and teaching competence of the staff should enable the educational programmes of the institution to be offered at the appropriate levels, both in terms of academic achievement and of preparation for public ministry.

104. One of All Saints' strengths is that the levels of experience and expertise of the teaching staff is broad, extensive and entirely in line with the aims and objectives of the course.

I.iv The gender, lay/ordained and denominational balance among staff members should enable the institution to offer appropriate models of learning and of ministry, and should comply with denominational guidelines.

105. There are two lay members of the Course Management Team, and an appropriate number of lay people involved in the tutor and supervisor

roles. There is a high proportion of males (70% overall) among the teaching staff, especially at senior level. The gender balance in the Course Management Team is in line with the Church of England guidelines of 1993. Nevertheless we heard some comments from students about the 'maleness' overall of the staff and tutors. The Course Management Team are aware of this and are working at correcting the balance, though they reported that it has not proved easy to recruit and retain female tutors. We **urge** those responsible in the dioceses to bear in mind the needs of the Course for a balanced tutor-team when they make recommendations. .

I.v The institution should have in place an effective framework and programme for the continuing professional development of its staff. All staff are to have annual appraisals.

106. We had a concern about overload on the staff, especially the Principal, a concern which was shared by a number of those to whom we spoke (See also §103). We were aware of one of the Directors of Studies undertaking a DProf and the Dean of Studies an MA, and of other members of staff who expressed their need to have time for more writing and research, time to stand back from the busyness of delivery, particularly important in a course where innovation and development is occurring all the time. Annual appraisals will need to consider these issues and the Governing Body decide how best to draw on that information in supporting staff. We hope that the Governing Body will ensure that a framework is put in place which provides for continuing professional development.
107. We also hope that such a framework will also draw attention to the need for times of for corporate spiritual refreshment for the staff. We observed several discussions where staff were concerned to improve ways in which the course can assist students in their own spiritual development. It is also important that the students are aware of how the staff are modelling attention to spiritual development in their own work and personal lives.

Recommendation 13

We recommend that the Governing Body put in place a policy setting out and detailing adequate provision for Continuing Professional Development, and for research.

108. The process of annual appraisal for the Course Management Team is clear and appropriate. The process for review is set out in Staff Handbook. For the Directors of Studies the process is carried out by each diocese as the employer, but with a prior contribution from the Principal. This contribution will no doubt be informed by the regular one-to-one meetings the Principal has with members of the CMT (§154). The Principal carries out the appraisal of the Dean of Studies, and is himself

appraised by the Chair of the All Saints'/LMM Committee who acts as his line manager.

109. However to date, module tutors do not receive an annual appraisal, although a new process is scheduled for discussion in the summer when it is likely that Module Leaders, all of whom are currently members of the Course Management Team , will take a lead role in the planned new appraisal process. This will ensure that all part-time staff will have their performance and development supported within the structures of the course.

I.vi Staff should model an appropriate pattern of spirituality, continuing learning and reflection on practice.

110. Our observation is that staff fully participated in all acts of worship and appeared fully engaged with and committed to the values and objectives of the course. From individual staff interviews and observation of teaching it is clear that they encourage theological reflection and model good practice themselves.

The inspection team has confidence with regard to Criterion I, Teaching Staff for ordinands and Readers in training
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J Ancillary staff

Inspectors will consider the provision of administrative, support and domestic staff, the policy underlying it, and procedures for their appointment.

J.i There should be an adequate number of ancillary staff for the type of institution and its way of working.

111. There is one full-time course administrator/company secretary who works closely with the Principal and is a full member of the CMT. Her role covers all of the administrative aspects of arranging teaching, financial administration, overseeing admissions, recording of student results on the University system, and she is fully involved in organising weekend study days and residential. There are two part time (0.5 FTE) course secretaries who job share and cover different parts of the week but usually overlap on Wednesdays. One of the part time staff has worked there for 5 years the other for two years. The nature of some of the work has changed since the introduction of MOODLE. Electronic submission of assignments means that they have less face to face contact with students. Interviews with the administrative staff revealed that although the pace of work can vary, with busy spells, there was no evidence that the number of administrative staff is inadequate for the institution and its way of working.

- J.ii The institution should establish and make known clear lines of responsibility and accountability for its administrative staff.*
112. Areas of responsibility for all the course administration staff are clearly documented. The full-time Course Administrator/Company Secretary is responsible to the Principal in the role of Administrator and to the board of Trustees as the Company Secretary. The part-time staff are responsible to the Administrator.
- J.iii Recruitment and selection should be in line with current good practice. Job descriptions and conditions of service should be clear at the time of appointment, be revised at regular intervals, and include opportunities for professional development. Staff contracts should be provided. Appropriate professional development and appraisal should be provided in line with I.v above.*
113. Documentation on job descriptions, conditions of service and staff contracts was available. Ongoing training is encouraged, including in relation to MOODLE as it evolves and changes. Formal annual appraisals for the Administrator and part-time administrative staff happen with the Principal, although it was noted that the latest one due in November 2011 is overdue. The Administrator oversees the day-to-day work of the part-time administrative staff.
- .i.iv The institution should ensure that ancillary staff know how they can contribute to the decision-making processes of the institution.*
114. The Course Administrator and part-time Course Secretaries have regular contact with the Principal and so have informal opportunities to contribute to decision-making. We observed the Course Administrator playing an active and accepted role in both the Course Management Team meetings and SNWTP Board and the All Saints' Committee.

<p>The inspection team has confidence with regard to Criterion J, Ancillary Staff</p>
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K Students

Inspectors will examine procedures for admission and suspension or dismissal, for assessing progress during training, and for ministerial candidates, for reporting to the sponsoring church and for supporting candidates in finding their first appointments.

- K.i Written information for students about admission, welfare, complaints, discipline, assessment, reporting to sponsoring churches and arrangements for first appointments should be publicly available.*

115. The information publicly available for enquirers visiting the SNWTP website covers a concise description of the way the course runs and what it covers. It is attractive and gives a good summary of the ethos and flexibility of the course. More information is available once students are enrolled on the course and can log on to the full website.
116. For potential students who want to enquire about admission, there is no information currently publicly available on the SNWTP website. However, enquirers about Reader ministry are invited to contact their Diocesan Director of Studies for Reader Training, or the Course office. There is no similar instruction for enquirers about ordination training. We **encourage** the Course Management Team to make explicit on the new website, which is being launched in the autumn, what enquirers should do to find out about admissions.
117. As documented in the Course Handbook, and on the website the Director of Studies has a key role in looking after the welfare of students. Chaplains are also provided to give pastoral support as needed.
118. All students interviewed seemed comfortable with approaching their Director Studies if they have any problems or complaints. However there is no documentation available on the website or in the handbook that details what should be done if a student has a complaint or grievance. The Dean of Studies holds a copy of the grievance procedure but this is not publicly available. It would be helpful if this information were included in the Course Handbook and made available on the website.

Recommendation 14

We recommend that details of student complaint and grievance procedures are made available on MOODLE.

119. Full details about assessment processes are available in the Course Handbook. The Handbook also includes information on the reporting procedures.
- K.ii The institution should show evidence of compliance with its own policies, and denominational policies where they exist.*
120. The ethos of the course is described in the Course Handbook and it is clear that effort is made to adhere to the policies on student evaluations and student liaison. There is good evidence that students have opportunities to give feedback and to be listened to.
121. The information available to the general public on the website gives brief information on the policies and ethos of the course. Once enrolled in the Course, this is expanded in the Course Handbook and Curriculum

Validation document. Brief acknowledgement is made in the Course Handbook to the range of worship styles and traditions in different denominations.

K.iii The decision-making structure of the institution should enable students to take an appropriate part in the institution. Students should take responsibility for their own participation in the institution.

122. The student liaison group provides a formal channel for regular discussion of issues. The inspector present at the meeting observed an excellent feature of the use of Skype to enable participation by a student from the Isle of Man. The inspector was however disappointed that the format of the meeting did not allow sufficiently for student issues to be prioritised. These appeared too near the end of the agenda.

123. The inspectors appreciate some of the difficulties in encouraging student participation in decision making, shortage of time for students with full-time jobs in addition to study, meetings at inconvenient times etc., but we feel that more could be done in this area of the course and refer to it elsewhere in this report (§144).

Recommendation 15

We recommend that the staff and students review the arrangements for the student representation in course affairs, including the Student Liaison Group and the Board and Committees, with a view to enhancing the students' part in the decision-making processes of the institution.

The inspection team has confidence with qualifications with regard to Criterion K, Students
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SECTION SIX: GOVERNANCE, MANAGEMENT AND FINANCE

L Governance, management, constitution and organisation

Inspectors will examine the role of the governing body and other bodies in the oversight and administration of the institution, taking particular note of the way decisions are made and implemented at different levels of the institution.

L.i There should be evidence of effective financial, administrative and management structures that facilitate the stated aims and objectives of the institution.

124. As set out in the Introduction to this report the SNWTP was constituted as a company limited by guarantee in 2007 attaining charitable status in 2008. The Annual Report for the year ended 31st August 2011 states that the SNWTP provides ecumenical training for accredited forms of Ministry and Christian Discipleship. The Board of Directors currently has representatives from each of the eight founding members – the Anglican Dioceses of Chester, Liverpool and Manchester (in two cases a Suffragan Bishop with the third as an observer), the Baptist Union of Great Britain, The Northern Baptist College, the Methodist Church, the United Reformed Church and the Northern College (URC). The three ordinary members, Luther King House Open College, the Unitarian College in Manchester and the Anglican Diocese of Sodor and Man are not represented on the Board.
125. The Board of Directors is responsible for the vision, strategy and policy of SNWTP. It delegates the day-to-day overview of the operation of the company - whose current focus is the Learning for Mission and Ministry (LMM) (now known as All Saints) Course – to the Course Principal.
126. There is a Finance and General Purposes Group with responsibility to oversee on behalf of the Board a range of matters which include; finance and budget setting for the Board, LMM Committee and for other activities of the partnership, accounts, employment and human resources, risk analysis and management.
127. When it became clear in 2010 that, as mentioned above in §6, the LMM Course had become the SNWTP's only real activity, and was predominantly Anglican, a review was established to recommend changes in the governance structures to match this new reality. As a consequence the Board decided in February 2011 to set up a LMM Committee, appointed by and accountable to the Board, with a purpose of the "education oversight (governance) of the Learning for Mission and Ministry Course". It was to focus "on ensuring that the SNWTP achieves its prime

- objective for 2011-2015 of the development of excellence in providing Initial Ministerial Education (IME 1-3)", through the LMM Course. The Board noted that this change may be a provisional one.
128. This review also made a recommendation, which was accepted, for the setting up of a Course Management Team which would work in collaboration with the Principal.
 129. The review further expressed the hope that these structural changes did not "mark the death-knell of Anglican/Free Church collaboration in ministerial formation."
 130. In his meetings with the Chairs of the Board and the LMM Committee, the Senior Inspector was alerted to the problems in governance arising from the common conception that had arisen that SNWTP was synonymous with the LMM Course. The setting up of the LMM Committee had been designed to address this issue. The changing of the name of the course to All Saints' Centre for Mission and Ministry was a further attempt to distinguish more clearly between them. However both Chairs were aware that more steps needed to be taken.
 131. When the Senior Inspector attended the meeting of the Board, the fundamental problem was very evident to any external observer. Here was the Board meeting of an ecumenical training partnership, with full representation from all the Free Church partners with the exception of the Methodist member who sent his apologies owing to ill health, but with an agenda, which had predominantly to do with the running of an almost totally Anglican Course.
 132. That the Board was committed to the necessity for more steps to be taken was evident in the fact that the one exception on the agenda to the Course business, had to do with the "Future Governance of SNWTP" and that this was clearly intended to be a major discussion. The Chair had met with the President of LKH and a member of the Board with legal expertise to do some preliminary thinking and consider any legal implications of change. The Senior Inspector was impressed by the very full and thoughtful discussion, not least by the graciousness of the Free Church representatives in acknowledging that it was not appropriate for "them to sit round the table deciding the details of the running of an Anglican course". Governance of the All Saints' course needed to be done by those best able to do it. The way forward which emerged was to acknowledge two tasks; first, to establish a proper governance structure for the Anglican Course of the All Saints' Centre for Mission and Ministry, second to find a way of establishing some genuinely ecumenical forum through which the churches in the region can work together on education and training. It was suggested that the first could be achieved using the existing constitution but changing the name and Board membership. Whilst some reluctance

- was expressed about moving too quickly in the light of the proposals for a full-time pathway, this two-pronged course of action seemed to gain general consent and would be brought back to the next meeting of the Board in July. We understand that there has subsequently been a meeting of the key partners in order to move things forward.
133. However the depth of the strains in the governance structures was subsequently highlighted by the handling of proposals for a full-time pathway referred to above. Proposals for a full-time pathway in the north-west have been on the Board's agenda at each meeting since February 2011, and on the agenda of the LMM committee in September 2011. Some of the discussion on these occasions had been in response to two proposals from other bodies in the region, some about whether LMM/All Saints'/SNWTP should put in its own proposal. At the meeting of the SNWTP Board in February 2011, the Principal presented a paper in which he asked for agreement to explore a full-time training route for the LMM course. The minutes of the meeting record an acceptance that this was a major item and since the paper had only been received the previous evening, discussion was deferred to the next meeting.
134. In May 2011 the Board held what the minutes record as "a very full and healthy discussion" around various suggestions for a full-time pathway being put forward, The discussion concluded by noting "the investment made by the three Anglican dioceses in the LMM, and suggesting that if there is a gap in the market perhaps we should be trying to fill it from within and help the NW Bishops to come to a solution that is beneficial for all." The Trustees went on to approve exploration by the Principal for a full time training route for the LMM for commencement in September 2012.
135. The November 2011 the Board minutes record again the commitment "that SNWTP make an application in 2012 for a full-time route to commence in 2013, a detailed proposal to be brought to the March meeting for endorsement". The minutes of the following meeting of the Board in January 2012 record that the two other proposals from other bodies had both not been given approval, and that it is anticipated that SNWTP will be putting in an application for 2012 for a full-time route.
136. Observation of these meetings and the processes surrounding them led the Inspectors to have a serious concern about the governance and management structures. In particular:
- a) There is a lack of clarity about the nature and purpose of the institution called the SNWTP. The basic question is what do the dioceses and the other churches want it to be, how do they interpret the charity's objects in the present context which is very different from that in which it began. Is it, as the Annual Report 2011 puts it, "the outworking of the commitment of church leaders and trainers in

the region, to collaborate more closely in the provision of quality local and ecumenical theological education and training'? Is that understood, on the broad canvas as set out in the charity's objects, as carrying some responsibility to form overall strategy, or is it to promote particular projects? Is it the governing body of the All Saints' Centre, as implied in the suggestions for reform made at the April Board?

- b) There are confusions of role, of both individuals and parts of the organisation. In the rationale for the recommendation concerning a full-time pathway, the Chair states 'our responsibilities as SNWTP Trustees are not just for All Saints; we are an RTP, and not simply the governing body of a theological institution'. The statement expresses well the difficulty of how to combine some kind of overview with responsibility for one particular exercise. These confusions do not serve the provision of effective governance of the part-time course or the pursuance of wider regional and ecumenical strategies.
 - c) There are undeclared conflicts of interest. In this kind of partnership arrangement conflicts of interest inevitably arise. Difficult though it often is, it is important that these are recognised and declared if progress is to be made in a direction agreed by all. We observed one serious omission of declaration of a conflict of interest.
 - d) There is a lack of transparency in how decisions are made and followed through. The issue of the possible LMM/SNWTP submission for a full-time pathway was on the agenda of successive meetings of the Board, with agreement to pursue it, yet a full discussion was almost always deferred. When the All Saints' response to the set of questions came to the April Board it was tabled without discussion. Meanwhile discussions were going on in another arena and decisions made elsewhere. That may be absolutely right but it needs to be clear why it is so to all concerned.
137. We were encouraged that in interviews both the Chairs of the Board and of the All Saints' Committee have recognised some of the difficulties. We very much appreciate that some steps have already been taken to address them and that further action is planned following the April Board meeting. However the Inspectors feel our responsibility is to report on the situation observed at the time of the inspection. We feel that this is an urgent matter with wide implications for the future shape of the work which demands a more thoroughgoing reassessment of the whole approach, rather than tinkering with the membership of existing bodies. We appreciate the desire to use and amend the existing legal arrangements,

but in our view this may not be sufficient to meet the need for much greater clarity.

138. The direction the April Board meeting was taking was that of reshaping the SNWTP in its present form. The inspectors would support this direction and suggest that the starting point for developing something different might be building on the strengths which we have identified in the present situation, in the light of what the churches vision now is for this aspect of their mission and ministry. These strengths are:
- a. The commitment of the dioceses to developing local theological education and training which is responsive to and accountable to their ministerial needs.
 - b. The commitment to work in partnership across the dioceses to support that development.
 - c. The commitment to supporting the existence of a flourishing part-time course.
 - d. The commitment to not lose sight of the opportunity for ecumenical dialogue and potential sharing of resources.
 - e. The energy in the north west region to develop a full-time pathway, with distinctive features:
 - i. has missional priority
 - ii. follows a 'full-time church based apprenticeship' model
 - iii. develops distinctive models of missional leadership
 - iv. is attractive to younger vocations
139. Assuming the dioceses/churches in the region wish to build on these commitments, the starting point therefore has to be what arrangements are needed to deliver them. In particular:
- a. what governance arrangements are needed for the All Saints' course which maintain the principles of rootedness in the needs of the dioceses,
 - b. likewise, what governance arrangements are needed for any full-time pathway if the churches wish to maintain similar principles,
 - c. what wider arrangements need to exist in order to enable the dioceses to continue to work in partnership at a more strategic level to support their ministerial needs in a way which allows diversity and competition, encourages interaction and mutual learning, but prevents fragmentation and enables the best possible use of scarce resources, and
 - d. what needs to be put in place to ensure that the churches in the wider region share ideas, approaches and resources.

In this way the form of the arrangements can more nearly follow the function rather than the other way round.

140. Some of the confusion we have observed in the purpose of the SNWTP Board may have to do with a lack of clarity about different approaches to governance. Partnership governance is different from traditional governance. By definition the SNWTP is a partnership. Its members are not simply representatives on an external organisation of the organisations from which they come, but active stakeholders in making the partnership work for the greater enrichment of all the partners. In partnership governance there is always the potential for conflicts of interest to arise and therefore the need for greater transparency. If the principle of working in partnership is maintained in any new bodies which emerge from the review, we **urge** that there should be a formal procedure of declaration of conflicts of interest at the outset of each meeting. All Saints' models partnership working in practice through the direct investment made by the dioceses through secondments, and it expresses it in its vision in the Curriculum Validation document – "We value our diversity; it is not regretted but celebrated; we learn through creative interaction with one another"; "It is to be a rich conversation between traditions and theologies, between practice and reflection . . . it is in a profound conversation engaging our reality and divine reality that the mission of God is to be discerned."

Recommendation 16

We recommend that the Governing body use external consultancy to review the governance and management structures:

- a. To clarify the aims and objectives of the different aspects of the institution, currently referred to as SNWTP, during the next phase of its life.**
 - b. To identify what form the necessary bodies should take to deliver the agreed objectives and achieve clarity about their several remits**
 - c. To determine appropriate membership of the different elements within the structure**
 - d. To determine the necessary management structures and role definitions to deliver the task(s)**
 - e. To review the task, membership and operation of the Course Management Team of All Saints' with a view to streamlining the number of meetings.**
141. In spite of the difficulties identified in the previous paragraphs in the governance processes, at the operational level in the delivery of the All Saints' Course, there is evidence of effective financial, administrative and management structures. The move from operating on deficit budgets in years 1,2 and 3 to a healthy reserve at the end of year 4 is a tribute to very effective work by the Principal in conjunction with the Finance and General Purposes Committee. Excellent administrative support for the Course is

- recorded as one of the strengths at the outset of this report, and our assessment of confidence in Section J, Ancillary Staff, reinforces that judgement. We have commended elsewhere the work of the Principal and the Course Management Team in getting the course under way in a comparatively short time (§18). We also have commented positively throughout the report on various aspects of the course delivery which could not have been achieved without good management.
142. However our concerns about the weakness in the governance structure have led us to a concern about its effect on the management of the All Saints' Course, and the degree of support which the Principal and staff have been receiving. Whilst wide consultation is to be commended we have been concerned in several meetings of the Course Management Team to observe the difficulty there seemed to be on occasions in coming to decisions, with items being referred on to other meetings at which many of the same people would be present wearing different hats. This may be a reflection of the difficulty we have observed in making decisions and following them through at Board level. But it has the result of increasing the load on the Principal and staff and the time they and others spend in meetings.
143. The Principal has the Chair of the LMM/All Saints' Committee as his line manager. We were made aware that this relationship has not proved easy in the last year not least because of the Chair's conflict of interest relating to the proposals for the full-time pathway. Nevertheless the present situation is very unsatisfactory and needs to be addressed whether or not reshaping takes place.
- L.ii There should be evidence of a structured contribution made by the student body so that it plays an effective role in decision-making processes.*
144. There is a Student Liaison Group which meets with the Principal and Staff (§122) There is no direct student involvement at Board level. Whilst this may not be appropriate in the present circumstances where the Board is playing two roles, what is important is that there should be student representation on the body which governs the course. Provision is made at the moment for direct representation on the All Saints' Committee but this is not the governing body. Whilst staff strongly encourages participation by student representatives, and travel expenses are paid, we were aware that some difficulties had been encountered over attendance especially with regard to the timing of meetings. We were disappointed to observe at the All Saints' Committee we attended that no student was present and that the minutes of the Student Liaison Group had not been circulated prior to meeting (Recommendation 15).

- L.iii There should be evidence that tutorial and ancillary staff are able to fulfil their job descriptions both individually and corporately and are resourced to do so.*
145. From our interviews with individual staff, whilst we acknowledge elsewhere the pressure they are often under, we were confident that tutorial and ancillary staff are well resourced to fulfil their job descriptions.
- L.iv There should be a well-designed and operative appraisal system for all staff.*
146. The processes for staff review and appraisal are set out clearly in the Staff Handbook. We believe that this works well in the majority of cases, but we have drawn attention elsewhere to some isolated difficulties in relation to the Principal (§150), and the Administrator (§113).
147. We also observed two of the regular one to one meetings which the Principal has with the CMT portfolio-holders . We were impressed by the style and ethos of these, gentle but probing, affirming of the Director of Studies concerned, and yet with a clear sense of direction. We commend them as examples of good practice, both in terms of the usefulness of that kind of face to face meeting in developing the CMT, and in terms of the style.
- L.v The training institution should meet the current legal requirements, including fire prevention, health and safety, safeguarding, charity registration, immigration and any other current legislation.*
148. The policies on these issues are set out clearly in the appendices to the Staff Handbook. In our observations of course practice, and in interviews, we were aware that these policies and legal requirements were being met. Staff are aware when booking venues of the issues such as fire prevention and health and safety and the responsibility of the host institution to fulfil them.
149. Finally, in retrospect it is not difficult to see how the present situation observed by the inspectors has arisen. The scale of the very commendable ambition for a “unitary and fully ecumenical Regional Training Partnership” would have been difficult to achieve at any time. The changes in the external scene have made it impossible. The structure which was created in 2006 has not been flexible enough to cope with the rapidly changing context. It is clear that huge efforts have been made to adapt to the changes and to develop the SNWTP as a body, and in spite of the difficulties, to bring to birth in All Saints’ a flourishing course with innovative and unique features. But given the strains in the governance structure to which we draw attention in §133 the inspectors considered whether they should make an assessment of no confidence with regard to

Criterion L, because of a concern that the issues identified appeared unlikely to be resolved within 12 months. However, during the inspection we were assured by the Chair of the Board that the reform of governance was a matter for urgent action. In the light of that assurance, and to provide some balance with the positive remarks in §141 about the operational management, we make an overall assessment with regard to Criterion L of confidence with qualifications, but ask that on this issue the SNWTP's action plan, to be produced within three months, shows how the recommendations are to be addressed within a maximum of twelve months, and that quarterly reports on progress are sent to the Senior Inspector and Ministry Division.

<p>The inspection team has confidence with qualifications with regard to Criterion L Governance, Management, Constitution and Organisation of SNWTP (see note of conditions above)</p>

M Business planning and risk management

M.i The inspectors should be satisfied that the governing body has clearly identified its role in policy formation and delegation of authority in the areas of business planning, risk management and financial policies.

150. We have expressed our concerns about the role of the governing body in policy formation in Section L. There is in place a Finance and General Purposes Committee with responsibility for budget setting, risk analysis and management. We noted however that the budget, and the narrative which accompanied it, relating only to All Saints', set before the April meeting of the Board, was largely the work of the Principal. We question whether this should be part of his role (§29). The Chair of the Finance and General Purposes Committee shared this concern in interview and also expressed the hope, as the sole lay member, that the Committee and the Board might contain more lay people, especially those with expertise in the area of business planning and financial policies, to take on some of this responsibility. We **urge** the governing body to take this matter into account in the recommended review of the governance structures.

M. ii The inspectors should satisfy themselves that the trustees/directors have carried out a proper risk assessment process to ensure that the institution is not at risk from loss, or claims that have not been identified or for which provision has not been made in the accounts.

151. We were assured by the Chair of the Finance and General Purposes Committee that in relation to the operation of All Saints', a risk assessment had been carried out and taken into account, whilst acknowledging that the major risk faced by part-time courses is the uncertainty until late in

each year as to the number of students and therefore the level of income. There is no separate risk register for SNWTP.

M.iii The inspectors should be satisfied that the institution has in place a business plan which identifies the aims and objectives of the institution over the short and medium term and identifies how the organisation intends to meet the opportunities and needs identified therein.

152. There is in existence a paper which is entitled 'All Saints' Centre for Mission and Ministry – Business Plan – Budget 2011/12 to 2014/15 which was presented to the SNWTP Board in April. It could be more accurately described as a budget with a commentary. It does not identify the aims and objectives of the institution and in any case suffers from the lack of clarity in the governance structures referred to in Section L. If the recommendations in Section L are acted upon there should be greater clarity on which to construct business plan(s) against clear objectives over the short and medium term and identify how various aspects of the work, including All Saints' and whatever form the SNWTP takes, can meet the opportunities and needs.

Recommendation 17

We recommend that following the Review, the Governing Body produce a Business Plan taking into account a full risk assessment.

153. This section is very closely linked with the previous one. There is a lack of clarity about the nature of the institution and its governance. There is a budget for one aspect of the institution's work, but no business plan. The governing body is in the midst of reassessing its role. As with Criterion L, the inspectors considered whether they should make an assessment of no confidence with regard to Criterion M. However, taking into account the assurances given in §149, and again to recognise the satisfactory financial management of All Saints', we make an assessment of confidence with qualifications. But as in the previous section we ask the action plan which forms part of the follow-up to this inspection should show how the recommendation is being addressed within a maximum of 12 months, and that quarterly reports on progress are sent to the Senior Inspector and the Ministry Division.

<p>The inspection team has confidence with qualifications with regard to Criterion M, Business Planning and risk management (see note of conditions)</p>

N Financial policies and cost-effectiveness

N.i The inspectors should satisfy themselves that proper books of account are kept enabling the trustees/directors to determine on a day-to-day basis the assets and liabilities of the institution.

154. Through interviews the inspectors were satisfied that books of account are being kept, and were informed that the Course has just engaged new examiners at a reduced cost, releasing spare funds to allow them to move to quarterly accounting. Notwithstanding the confusion regarding the governance of the course, these figures are available to the trustees.

N.ii The inspectors should be satisfied that the annual budget planning process correlates to the business plan and is reviewed regularly by the governing body that the financial position of the institution is reported on a regular basis to the governing body and that appropriate and timely action in respect of such reports is taken.

155. It was clear to the inspectors that, as there appears to be no discernible business plan, any budgeting process would necessarily be without reference to one. Though we were assured in interview that the Course is beginning to engage in a five-year plan, concentrating on the immediate three years. The move to quarterly accounting will enable up to date statements with regard to the financial position's being reported to the governing body, and times and appropriate action being taken.

N.iii The inspectors should satisfy themselves that proper budgets are prepared and that expenditure against these budgets is regularly monitored and reported to the trustees. Authority for virement between budget heads should be properly authorised within set limits and recorded.

156. The inspectors were satisfied that proper budgets are being prepared for the All Saints' Course, but had concerns about greater support being given to the Principal in this task. Evidence does, however, suggest, through interview and documentation, that proper authority for expenditure is sought and that it is within set limits and recorded.

N.iv The inspectors should ensure that the trustees/directors have properly delegated power to operate the bank accounts and to enter into binding contracts to staff members. There should be evidence that these arrangements are regularly reviewed and that the governing body regularly reviews all covenants in respect of any bank or other loan covenants or agreements have been observed.

157. The inspectors were shown clear evidence that delegated power to operate bank accounts and to enter into staff contracts has been afforded, and that these arrangements are regularly reviewed. The Course is

- currently reviewing the employment status of the Directors of Studies, in the light of the situation that they are currently employed by their dioceses rather than the course. Employment lawyers are currently drawing up secondment agreements, which will go some way to addressing this issue.
- N.v The inspectors should examine the cost-effectiveness of the institution. The inspectors should be satisfied that the institution has in place procedures to ensure that due economy is exercised in respect of the purchase of goods and services. There should be defined limits for authority to purchase without quotations being obtained and the terms and levels of authority for officers and trustees should be clear.*
158. The inspectors found good evidence in the narrative which accompanied the budget to suggest that there are adequate procedures in place to ensure that due economy is exercised with regard to the All Saints Course.
- N.vi The inspectors should satisfy themselves that the institution provides cost effective education and training when compared to the costs of similar institutions.*
159. From evidence gleaned from the documentation, observation and from conversation with staff and students, the inspectors were convinced that the training offered by the course was cost effective.
- N.vii The inspectors in making their recommendations should evaluate the expected cost to the institution. The inspectors should state whether in their opinion the institution has the necessary resources to achieve a satisfactory response to the recommendations*
160. The inspectors have evaluated their recommendations, and are convinced, from the figures shown in the accounts, that the Course has the necessary resources to address them. In relation to the recommendation for external consultancy, we are assuming that there will be people within the north west dioceses, but outside the SNWTP/All Saints', with the appropriate skills who can assist in this process.

<p>The inspection team has confidence with qualifications with regard to Criterion N, Financial policies and cost-effectiveness</p>
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O Reserves policy and statutory liabilities

- O.i The inspectors should satisfy themselves that the trustees/directors can be satisfied that the institution is solvent and the institution has sufficient reserves to ensure that it is able to meet at least 3 months expenditure or such other amount as the trustees/directors have deemed appropriate.*

161. The inspection team was convinced from the paperwork supplied, and in interview that the All Saints' Course is solvent, and has the reserves necessary to cover at least three months' expenditure.
- O.ii The inspectors should satisfy themselves that appropriate advice has been taken on VAT and PAYE liabilities and that appropriate controls exist to ensure that any payments made correctly identify potential liabilities.*
162. The Inspection team saw evidence that suitable advice on VAT and PAYE has been sought from a firm of lawyers, and that there are controls in place to ensure any liabilities are brought to the attention of the trustees.
- O.iii If the accounts are kept on a computerised system there should be adequate provision to ensure that all data is properly backed up on a regular basis and that adequate backup data is kept offsite.*
163. It was shown to the inspection team that the data is adequately backed up and copies kept in a separate location.

The inspection team has confidence with regard to Criterion O, Reserves policy and statutory liabilities

P Accommodation

Inspectors will examine the suitability of the accommodation for teaching and residence.

- P.i The teaching and residential accommodation should be fit for the purpose of enhancing the community and corporate life of the institution and of facilitating good adult learning.*
164. Reference has already been made to the suitability of the facilities used for the week night teaching sessions, with good spaces and well equipped with the necessary technology. (§93)
165. The inspectors were present at the Easter School (for one day) at Hinsley Hall in Leeds, and for two weekends at Luther King House in Manchester. Both had excellent facilities for teaching and a comfortable environment in terms of en suite bedrooms, good food, and pleasant meeting areas. Luther King House has the added advantage of access to the excellent library.
- P.ii There should be an awareness of perceived inadequacies, and a policy and programme for addressing them.*

166. One of the Directors of Studies holds the portfolio for arranging venues in conjunction with the Administrator. One of the inspectors was present at a discussion where an assessment was being made of current residential venues, including comments from students and decisions being made for the following year.

The inspection team has confidence with regard to Criterion P, Accommodation

Overall outcome: The inspection team has confidence with qualifications in All Saints Centre for Mission and Ministry within the South North West Training Partnership

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the Principal and Course Management Team should continue to explore a variety of ways of communicating the Course's vision, both to recruit students and to develop further its engagement with and accountability to the dioceses and other organisations.

Recommendation 2

We recommend that the Course Management Team develop a diagrammatic representation of the roles and relationships of the various parts of the course to give students a broad map of how the parts fit together and contribute to the vision.

Recommendation 3

We recommend that the Course Management Team, in consultation with students, produce a clear statement of the Course's understanding of its corporate life, drawing on material present in the documentation.

Recommendation 4

We recommend that the Course Management Team continue to review the provision for the development of the corporate life of its Reader cohorts, building on the new pattern for study days.

Recommendation 5

We recommend that the Course Management Team review the opportunities within the week night sessions for the further development of the corporate life of the ordinand and Reader cohorts.

Recommendation 6

We recommend that the Course Management Team building on the good work already done, review the provision for students with disability, exploring options to use technology in an appropriate way to enhance their formation experience.

Recommendation 7

We recommend that a member of the Course Management Team is given specific responsibility for overseeing the worship experience on the course, ensuring, in particular:

- that students are helped to make the best possible use of the variety of spaces in which the course operates,**

- are aware in planning worship of the potential tensions between training needs and the provision of worship for the community and
- that appropriate feedback is provided at weekends, study days and on week nights.

Recommendation 8

We recommend that a clear statement on the principles governing the content of pre- and post- ordination/licensing training should be included in the Course Handbook.

Recommendation 9

We recommend that the Course Management Team continues to improve this excellent resource of MOODLE with a view to making it even more accessible and beneficial to the running of the course, and ensuring consistency of information.

Recommendation 10

We recommend that the Course Management Team, in consultation with academic partners and student representatives, devise and agree a policy document describing how the course relates theory and practice.

Recommendation 11

We recommend that an understanding of ministry in the multi-faith context of England should become a more integrated part of the course delivery.

Recommendation 12

We recommend that the Governing body monitors carefully the implications of the way staff are recruited and employed for the day to day management of the course.

Recommendation 13

We recommend that the Governing Body put in place a policy setting out and detailing adequate provision for Continuing Professional Development and for research.

Recommendation 14

We recommend that details of student complaint and grievance procedures are made available on MOODLE.

Recommendation 15

We recommend that the staff and students review the arrangements for the student representation in course affairs, including the Student Liaison Group and the Board and Committees.

Recommendation 16

We recommend that the Governing body use external consultancy to review the governance and management structures:

- a. To clarify the aims and objectives of the different aspects of the institution, currently referred to as SNWTP, during the next phase of its life.**
- b. To identify what form the necessary bodies should take to deliver the agreed objectives and achieve clarity about their several remits**
- c. To determine appropriate membership of the different elements within the structure**
- d. To determine the necessary management structures and role definitions to deliver the task(s)**
- e. To review the task, membership and operation of the Course Management Team of All Saints' with a view to streamlining the number of meetings.**

Recommendation 17

We recommend that following the Review, the Governing Body produce a Business Plan taking into account a full risk assessment.