



THE CHURCH
OF ENGLAND

Ministry Council

Inspection Report

Lincoln School of Theology

May 2013

**Ministry Division
Church House
Great Smith Street
London SW1P 3AZ
Tel: 020 7898 1412
Fax: 020 7898 1421**

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GLOSSARY

Moodle	On-line learning platform
OLM	Ordained Local Minister
RTP	Regional Training Partnership

LIST OF INSPECTORS

Dr Colin Brown - Formerly Academic Dean at Spurgeon's College, Senior Inspector.

Dr Stephen Longden – Client Manager, University of Staffordshire, Methodist lay preacher and Anglican Reader, Former QAA inspector.

The Rev'd Canon Nick Moir – Vicar of St Andrew's Church, Chesterton (Diocese of Ely); Rural Dean of North Cambridge.

The Rev'd Canon Christine Worsley – Ministry Officer, Diocese of Ely.

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 has been 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.

REPORT OF THE INSPECTION OF THE LINCOLN SCHOOL OF THEOLOGY

May 2013

SUMMARY

Introduction

There is a long history of ministerial training in Lincoln, a theological college being founded in 1874, and continuing until 1995 when it closed as a consequence of the reduced number of places needed nationally. The ensuing need for high quality theological training in Lincoln was met in 2006 when a School of Theology was founded as a partnership between the Diocese of Lincoln, Lincoln Cathedral, The University of Lincoln and Bishop Grosseteste University College (since recognised as a University). The School offered academic theological courses at both undergraduate and postgraduate levels and attracted both Anglicans and a small number of students from other denominations. There were aspirations to become a centre of research in areas of relevance to the diocese and the region; to include a D.Min degree in its programme; and to promote public activities that fell within its competence. However, for a variety of reasons the School was dissolved in 2012.

The decision by the diocese to continue ministerial training has resulted in a changed School which was described to us as being 'very different from and almost unrecognisable from that inspected previously'. The former Head of School left in July 2012 and an Acting Principal was officially appointed in November 2012 and has led the developments since then, including the formation of a new Management Team.

There were three major areas of uncertainty and subsequent change, which the revised School had to face quickly.

- A. The dissolving of the previous arrangement has resulted in a need for new governance arrangements reflecting the onus now placed on the Diocese whilst respecting the expertise of the other former partners. Discussions with the Diocese of Lincoln and with staff of the Ministry Division have resulted in a new Governing Council which had its inaugural meeting on 21st March 2013.
- B. Prior to the dissolving of the previous School, courses were validated by the University of Lincoln. The University decided that it would no longer enrol School of Theology students but students enrolled before 2012 will continue to work for the awards of Foundation Degree in Theology and Ministry or the BA in Theology and Ministry. The School awaits the

introduction of the Common Awards programme through Durham University but in the meantime the needs of the 2012 and 2013 cohorts are being met through a Certificate in Christian Theology validated by Anglia Ruskin University and offered through the Cambridge Theological Federation. It is recognised that the Certificate programme for the 2012 cohort ends at Christmas 2013 and the plan is to offer an assessed though unaccredited programme in Lent and Trinity terms 2014 in the expectation that the Durham University will accredit prior learning in September 2014. The School recognises that the success of the plan is not assured and is also in discussion with Bishop Grosseteste University to see if needed, interim validation arrangements may be possible.

- C. The present base for the teaching that takes place in Lincoln and for the library and administration, is a shared building that is leased by the University of Lincoln. However, it will not be available to the School from the Michaelmas term 2013 when the University withdraws from the whole building. During the inspection it was announced it has been agreed in principle that from that term onwards, the School's teaching will be based at Bishop Grosseteste University, also in Lincoln.

It is in the context of these recent major changes that the inspection has taken place.

The pattern of structured teaching and learning is determined in part by the size of the diocese and the distances that can be entailed in travel, with the result that use is made of both central and dispersed activities. For each module all students attend two seminar days in Lincoln with common lectures during the day. In addition, during the course of a module, on four occasions the students meet together in smaller tutorial groups relatively close to their homes, in sessions planned by the subject specialists and facilitated by Local Group Tutors. In addition, on six weekends a year, ordinands extend their seminar days to be in residence for the whole weekend. All students have placements in churches of a different tradition to their own. Readers and OLM candidates have Local Formation Groups and other ordinands have mentors.

There are four core members of staff, one of whom has a doctorate and the other three anticipate concluding their doctorates in the near future. Two of the core team are full-time. A third is an ordained Methodist minister whilst the further member is a valued administrator. In addition there are eleven voluntary subject specialists who are a mix of lay and ordained and male and female. There is a tutor from the Leicester diocese, seven Local Group Tutors and three Chaplains.

Following the departure of the Head of School in 2012, the leadership of the programme has been undertaken by an Acting Principal, who will hold that position during the changes which are currently taking place. It is anticipated that a Principal will then be appointed.

The inspection of ministerial training in Lincoln took place on two weekends, 10 – 13 May 2013 and 17-20 May 2013. The first weekend was part of the training of ordinands and the second of Readers. Prior to these weekends the Senior Inspector and the Acting Principal met to plan the inspection. During the period of the inspection, the inspectors met with the diocesan bishop and the chair of the Governing Council.

We thank the Acting Principal, staff and students for the welcome they gave us and for their friendliness and acceptance of us. They did all in their power to ensure that we had all the information and contacts that we needed and the smooth running of the inspection was due to their efforts.

Summary of outcomes

CRITERIA	OUTCOME
A. Aims and objectives	Confidence
B. Relationships with other institutions	Confidence
C. Curriculum for formation and education	Confidence
D. Community and corporate life	Confidence
E. Worship and training in public worship	Confidence with qualifications
F. Ministerial, personal and spiritual formation	Confidence
G. Teaching and learning: content, method and resources	Confidence with qualifications
H. Practical and pastoral theology	Confidence
I. Teaching staff	Confidence
J. All staff	Confidence
K. Students	Confidence with qualifications
L. Organisation and governance	Confidence
M. Business planning and risk management	Confidence
N. Financial policies	Confidence
O. Statutory and operating policies	Confidence
P. Accommodation	Confidence with qualifications
Overall Outcome	Confidence with qualifications

General observations

In its present form the School of Theology in Lincoln was established in 2012, being the successor to a programme of theological training of the same name that was founded by a partnership of the Diocese of Lincoln, Lincoln Cathedral, the University of Lincoln and Bishop Grosseteste University College (now Bishop Grosseteste University). Responsibility for ministerial training has now been taken by the Diocese and new governance was completed in March 2013 when it assumed legal and financial responsibility for the School.

At the time of the inspection the academic programme was validated by two Universities with the attendant pressures for the School management and staff. The University of Lincoln continues to honour its obligations to those registered prior to 2012, for both a Foundation Degree and a BA. The cohorts beginning in 2012 and 2013 will follow a Certificate course validated by Anglia Ruskin University and delivered through the Cambridge Theological Federation. It is anticipated that this validated award will be accepted by the Durham University and students will be able to continue their studies on Common Awards. Contingency plans are being explored in the event that Durham does not accept this arrangement.

The School of Theology offers part-time training for the ordained ministry and for Reader ministry. The intake is largely drawn from the large Diocese of Lincoln and at the time of the inspection there were 30 ordinands, 8 of whom were from other dioceses. There were also 48 Readers, 14 of whom were graduates or had professional qualifications.

The inspection has revealed a very well led team of staff, mainly part-time, who are united in their commitment to the course and show imagination in planning and delivering the courses of the two Universities. The management skills of the Acting Principal gained through her business experience are very evident in this time of change and development for the School. The inspection was notable for a consistently high degree of skill in adult education, a concern for the intellectual, spiritual and appropriate practical skills of the students, and an awareness of the needs of ministry in the diocese, together with a vision for the future.

Impressive changes have been made since the diocese took sole responsibility for the course, but what we have experienced is very much 'work in progress' and needs seeing in that light.

The strengths of the Lincoln School of Theology are:

- The high quality leadership and commitment provided by the Acting Principal

- The continued representation of Bishop Grosseteste University and Lincoln Cathedral on the Governing Council.
- A vision for the future of the School
- The unity and commitment of the staff to the course
- The lack of partisanship among both staff and students
- Teaching that involves students and encourages their involvement in the learning process.
- An excellent library
- An emphasis on worship and prayer
- The integration of the academic and formational in the curriculum and teaching
- The recruitment of a wide variety of part-time/voluntary/unpaid staff
- The quality of pastoral care
- A willingness on the part of the staff, to look outside the diocese and engage with other training institutions
- An environment which encourages both differentiated and collaborative learning

Areas for development

- A lack of clearly laid out and applied procedures for assessment, feedback and reporting
- A core staff team that is numerically small and limited in terms of subject expertise, resulting in the two full-time members of staff carrying too much responsibility for the detail of the course
- A pattern of relating to each other that can lead to an over defensive, protectively affirming culture
- The uncertainty facing the future studies of students in the transition to the Common Award.

FULL REPORT

SECTION ONE: AIMS, SELF-EVALUATION AND WORKING RELATIONSHIPS

A Aims and objectives

Inspectors will consider whether the institution's aims are appropriate, clearly articulated and understood. Specifically:

A.i Its aims, objectives and policies should be appropriate to the preparation of students for ordained/lay public ministry within the breadth of the traditions of the sponsoring church(es).

1. The aims and objectives of the School were drafted by the Management Committee and presented to and approved by the Governing Council at its inaugural meeting in March 2013. They are marked by a concern for excellence in teaching and spiritual nurture and indicate that the institution is to be a resource for contemporary context-based ministry. To that end activities are located both in a central place and also in local centres, recognising the needs of the diocese with its locally-focussed part-time ministry training.
2. An 'Ethos' statement complements the 'aim to be a centre for theological and academic rigour', with a statement that it is within 'an atmosphere of welcome, hospitality and prayer' by 'engaging in theological exploration together'. We saw this exemplified by an obvious concern for the development of students as people and their growth as individuals within the context of a community.
3. We have seen detailed documentation indicating the decision making structures of the School and the responsibilities of the Diocese, the Governing Council and the Management Committee with its sub-committees, and believe that the aims, objectives and policies are appropriate to preparing ordinands and lay ministers in the diocese of Lincoln.

A.ii They should be consistent with the current published policy statements of the sponsoring church(es).

4. Whilst the RTP as originally conceived in the region has not developed in ways that were originally expected, the relationships with individual

institutions reflect the principles of *Foundations for Ministry within a Learning Church*. (See li)

A.iii *The institution should show that it has built on earlier learning, including through action in response to:*

i) previous inspection, curriculum approval and follow-up reports;

5. The 2008 inspection took place when it was expected that the RTP would be a focal point for collaboration by the dioceses concerned. In part because of the geographical size of the region and because of the availability of other accessible training institutions close to the region, the influence of the RTP has been diminished and recommendations which made reference to the region are of reduced significance for the School.

6. Since the former Head of School left in July 2012 there have been major changes; new structures are in place; governance of the course has been revised, and the issues surrounding the work of the School in 2008 are receiving a new examination through the revised procedures that now exist. In many respects it is a new course.

7. Nevertheless we are satisfied that the recommendations of the previous inspection have been met.

ii) other external bodies' evaluation;

8. We have seen the result of the Periodic Academic Review of the University of Lincoln conducted in March 2013 which is part of the quality assurance programme of the University. The review comments on the improvements in the organisation and running of the Foundation Degree and the BA by the School. Discussion with the Quality, Standards and Partnership Officer with responsibility for the School, indicate that the quality of work seen by the University is well up to standard. Similarly, the reports on the work of students working for the Anglia/Ruskin Certificate are entirely satisfactory.

iii) self- evaluations.

9. We saw the Action Plan for 2012-2013 following the Ministry Division Self-Evaluation Process. The proposed actions were realistic and the record of actions taken was comprehensive.

The Inspection Team has Confidence with regard to Criterion A, Aims and objectives

B Relationships with other institutions

Inspectors will look at how well the institution engages with partners:

- B.i There should be evidence of the institutions commitment to partnership with the other providers of theological education in the region.*
10. When the East Midlands Ministry Training Course was discontinued it was hoped that the Lincoln Course would become the 'recognised' regional course that would be used by all the partners. However that hope was frustrated, in part because the region is diverse and large and Lincoln is seen as being marginal for some parts of it. In April 2011 the RTP partners unanimously agreed that a looser arrangement would be more appropriate. There are also strong providers closer to some parts of the region and they make for a competitive situation. Nevertheless within the RTP, information is shared with St John's College, Nottingham, and it is hoped this link will be strengthened as both institutions follow the Common Awards programme. There are strong links with the Theological Education Team in the Diocese of Leicester, as is evidenced by the way in which Lincoln School of Theology ordinands took part in the overnight 2013 Easter vigil in the Leicester diocese. The Director of Ministry in Leicester is a member of the School's Governing Council.
 11. Lecturers are registered as tutors in the Cambridge Federation and there has been some shared teaching with the Federation. Both staff and students take advantage of the regular public lectures of the Lincoln Theological Society.
 12. Three members of the core staff have been following doctoral studies which have forged links with other universities.
 13. There is a working relationship with Bishop Grosseteste University in which, in addition to the proposed move to the University site, the expertise of the School's staff has been used in the planning of a new BA Honours in Theology and Ethics in Society. There are also discussions taking place about the ways in which the teaching and research expertise of the staff of both institutions might be used to their mutual benefit.

Recommendation 1

We recommend that due to the importance of the negotiations regarding the move to Bishop Grosseteste University, the Governing Council be represented on the team involved in the negotiations.

- B.ii The institution should draw fully on the resources of universities in teaching quality assessment, staff development and the promotion of research.*
14. The School considers the practices of other institutions and where thought to represent good practice, follows them. For example, the School has learnt from terms of reference of committees and the staff peer review system of the University of Lincoln . The student feedback system has been refined in the light of experience of the good practice of Anglia Ruskin University. In preparation for teaching a Durham validated course, information has been sought about Durham’s academic quality assurance policies such as peer review. The new Management Committee of the School is modelled on the proposed Common Awards Management Committee.
- B.iii It should engage effectively with local churches, other faith communities and secular organisations so as to enhance formation for public ministry.*
15. Churches across the diocese are used for placements, including the Cathedral, whilst there are strong links with some churches in the city where students are able to lead worship, read and pray in public worship.
16. Early in 2013 an approach was made by the Candidates Secretary and Vocations Officer in the Nottingham and Derby District of the Methodist Church, with a view to sharing teaching. The approach is currently being pursued.
17. Initial conversations have begun with the National Council of Christians and Jews about learning opportunities, possibly in conjunction with Bishop Grosseteste University.
18. Links with the Leicester Diocese Theological Education Team are active in such things as a shared Easter vigil. Use is made of St Philip’s Faith Training Centre in Leicester with its concern for a multi faith society and Inter Religion Relations. The School benefits from the teaching expertise the Centre offers in this area.
19. There are links with a project supporting the homeless and those recently released from prison and with the Lincolnshire Chaplaincy Services through which students can undertake placements.

<p>The Inspection Team has Confidence with regard to Criterion B, Relationships with other institutions</p>

SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION

C Curriculum for formation and education

- C.i There should be a theological, formational and educational rationale for the institution's approach to mission and to formation for ministry and discipleship.*
20. The underlying vision for the course is given – somewhat briefly – in the Ethos statement at the beginning of the student handbook and in the notes on teaching and learning that follow. In practice it is difficult to distinguish between the theological, formational and educational in the rationale given as the three are well integrated, one of the strengths of the course. Whilst there is a distinction between the modules of the academic programme and other formational input, in practice we saw good evidence of academic teaching being delivered with a strong formational component and formational teaching with rigorous theological content.
21. The handbook spells out the rationale for delivery of education through seminar days and residentials, group work (in Local Tutor Groups), individual study and placements. There is also mention of Local Formation Groups, though the handbook does not indicate that these are for Reader and OLM candidates only. The version of the student handbook that is online (2011-2012 via Moodle) gives a greater overview of the content of the courses for different streams but needs updating. (see Ki)
- C.ii The institution should offer, and periodically review, a set of programmes that will enable candidates to be prepared for their ministries and/or meet their learning needs.*
22. The hiatus between the foundation degree awarded by the University of Lincoln and the new Common Awards to be validated by Durham University– filled by the Anglia Ruskin University Certificate in Christian Theology – has inevitably led to pressure on both staff and students to adapt and make the best of what is not an ideal situation. Observations of teaching in both programmes and interviews with staff showed remarkably little sign of this turbulence and a clear strategy for coping and for adapting and enhancing the curriculum. Years 2 and 3 are continuing with the Lincoln programme (and the BA is still being offered to year 4 students). Year 1 are following the Anglia Ruskin programme and will continue until Christmas 2013 when it is hoped that they will be able to

- follow Common Award modules that in due course will be accepted by Durham. Should that not meet the Common Awards regulations, discussions are in progress with other institutions about alternative possibilities. In the circumstances we are confident that the staff are following the most reasonable course of action. The move to Common Awards will of itself enable the staff to review and tailor the programme to current needs and requirements.
23. The formational element of the course lies more within the control of the staff operating through the Management Committee and subject to the level of evaluation appropriate to the whole course. The teaching we observed indicated that the element is well taught and appropriate for personal development whilst former students spoke of being well prepared for their ministries at a personal level and in their understanding. In their written submission to us it is stated that this element falls into three general categories – personal, pastoral and mission – although the student handbook refers to four ‘strands’: spirituality, mission, professional skills and reflective practice. Again, some greater clarity in the handbook would be helpful (see Ki).
- C.iii The academic and formational assessment methods should enable the institution to advise church leaders on the suitability of candidates for their ministry.*
24. We observed assessment methods discussed in teaching sessions, we spoke to students individually and corporately, and were able to read material online (Moodle). Some students thought the assessment methods were too academic, with too many essays, but we were satisfied that the overall strength of the course in integrating the academic and formational applied in this area too and we support the programme we saw. Assignments (including their rationale and criteria) were available to us on Moodle and interviews with students suggested that these were well understood. Examples of assessments included leading a small group, designing a short course and producing a powerpoint presentation.

The Inspection Team has Confidence with regard to Criterion C, Curriculum for formation and education.

SECTION THREE: MINISTERIAL DEVELOPMENT

D Community and corporate life

Inspectors will consider the institution's quality of common life. Is it a good place in which to live, work and study? In particular:

D.i The institution should offer a clear statement of how it understands corporate life, reflected in its training for ministry and the relationships between members.

25. Within this centred and dispersed community, staff and students experience corporate life in a range of different settings, for example: seminar days; residential weekends and the Easter School; local tutorial and formation groups; shared worship and prayer. The current Student Handbook contains a brief statement of the overall ethos of the School which states its commitment 'to be a centre for theological inquiry and academic rigour within an atmosphere of welcome, hospitality and prayer' and also to 'securing excellence in the provision of ministry training'. This statement is supported by additional detail in this document on the role of local tutorial and formation groups within the training process. The quality of corporate life is enhanced by the use of Moodle Virtual Learning Environment which, in addition to academic modules, offers opportunities for students to make use of chat rooms and news forums to share in discussions relevant to learning.

26. Inspectors witnessed an open and supportive community in which all are respected and valued. We noted that spouses of ordinands are invited to share in one residential weekend each year. In meeting with student representatives and groups we were encouraged by the willingness of students to express concerns and frustrations from a foundational position of loyalty to the staff and to each other. We would encourage the community to develop and strengthen its capacity for honest and open evaluation and critique as a means of further enhancing the quality of its ministerial training.

D.ii There should be a clear statement of its understanding of issues of gender, ethnic grouping and disability and other matters of natural justice; its training, governance and community life should reflect this

27. The general commitment of the Lincoln School of Theology to good practice and justice in relation to gender, ethnicity and disability is

evidenced in its learning programme and in the different manifestations of its corporate life. The University of Lincoln's Disability Services Department and latterly, Anglia Ruskin University, offer guidance and specialist support to students from the Lincoln School of Theology living with disability. Documentary evidence of adaptations being made to learning processes for students with dyslexia was made available to inspectors.

28. During the period of inspection we witnessed an excellent teaching session on the subject considering individuals with differing abilities and the paper based on the session was subsequently tabled at a meeting of the Management Committee which we attended and was commended for consideration. It is intended that issues of difference will be the particular responsibility of the Worship and Community Life Sub –Committee and we encourage this group to develop a clear and comprehensive statement of the School's understanding of its approach in this area to be included in a revised Student Handbook (see Recommendation 9).

<p>The Inspection Team has Confidence with regard to Criterion D, Community and corporate life</p>

E Worship and training in public worship

Inspectors will look at whether the arrangements for common worship and the policies underlying them are satisfactory. In particular:

E.i The institution's policy and practice in corporate worship should reflect the tradition of the wider church and the liturgical inheritance of faith

29. The School's policy and practice in corporate worship is outlined in the document, *Worship and Prayer*, available to all staff and students. This document evidences the institution's commitment to a pattern of worship which is at the heart of its corporate life and which reflects that of the wider church. Underlying the practice, the document states, is an understanding that the goal of all worship and prayer is 'to know God better'.
30. During the period of inspection, we were present at a range of acts of worship which included the use of Common Worship Morning Prayer, Compline and three celebrations of the Eucharist (from Common Worship). Although we did not share in a service from the Book of

Common Prayer, documentation attests to the fact that the community holds at least one BCP Eucharist each year. For some individuals this experience will be enhanced by the practice and tradition of their local and placement churches. The annual Easter School in which students share in Holy Week and Easter services on alternate years with Lincoln Cathedral and (in the current year) with Leicester Cathedral, provides a strong formational influence through a sustained pattern of corporate worship and an opportunity to share in creative acts of worship which are, at the same time, deeply rooted in Christian liturgical tradition and practice.

E ii There should be a policy on and provision for, a balance of worship, including authorised and innovative forms, which recognises and equips candidates to work within the variety of practice within the sponsoring church

31. In addition to authorised forms we witnessed services which used resources from other traditions, with a satisfactory balance between authorised and innovative worship. The document *Worship and Prayer* highlights a process which moves from an understanding of the principles of worship, in heart and mind, to the creative use of worship from other sources. We were present at three acts of worship led by members of staff with student participation which were excellent and we would encourage staff to increase opportunities to model good practice in this way.
32. Most of what we experienced was satisfactory, but in the use of alternative worship resources, students sometimes showed a lack of appreciation of some liturgical principles, for example, the idea of gathering and sending in a way which enabled a sense of movement into and out of worship. We thought that some alternative worship lacked the creativity the occasion invited.

Recommendation 2

We recommend that more consideration be given to ways in which liturgical principles may be expressed, particularly in the innovative worship of the community.

E iii Ministerial candidates should be effectively trained to plan, prepare and conduct public worship and they should receive critical and constructive comment from staff and peers

33. We are aware that students experience and learn from worship in a number of different contexts during training, as well as participating in a

module on worship and liturgical formation, all of which contribute to equipping them to work within the variety of practice in the Church of England. In this respect students attested to experiences of corporate worship which had broadened horizons and developed understanding. Both the placement and the taught module, 'Worship and Liturgical Formation', emphasise the importance of context in planning and shaping worship. In addition the placement offers an opportunity for students to experience and reflect on ministry, including leading worship and preaching, in a setting which differs from that of the student's local church in a significant way.

34. Conversations with students, placement supervisors and one supervising incumbent, highlighted examples of good practice in offering thorough and constructive criticism on preaching and leading worship. However, for some students the process of receiving feedback had been patchy, particularly in relation to preaching. Core staff offer opportunities for formal feedback on seminar days, but attested to the limited time available to them in the setting of busy teaching days. Moreover, it was clear that the limited time available means that only some students are able to avail themselves of these opportunities.

Recommendation 3

We recommend that the School consider the appointment of one or more members of staff, existing or new, to take responsibility for all aspects of training in the preparation and conduct of public worship, for issuing appropriate guidelines for preaching and the conduct of worship and developing consistent mechanisms for feedback.

E iv The liturgical space should be adequate for its purpose

35. The School currently has the use of a dedicated chapel in the University's Chad Varah House for seminar days and of St Hugh's Chapel in The Old Bishop's Palace Hotel, both of which offer adequate liturgical space. The move to Bishop Grosseteste University in the near future includes the use of a Chapel which was not available for us to see during the period of inspection.

<p>The Inspection Team has Confidence with qualifications with regard to Criterion E, Worship and training in public worship</p>

F Ministerial, personal and spiritual formation

Inspectors will consider how well the institution helps learners in their ministerial, personal and spiritual formation and self awareness. In particular:

F.i The institution should enable candidates to be immersed in the traditions of their own church and to gain an empathetic understanding of church and faith traditions other than their own.

36. Through observation of teaching sessions and conversations with students and staff, inspectors noted that a number of aspects of the curriculum effectively strengthen students' understanding and experience of the breadth of traditions within the Anglican tradition. The Placement; Liturgy; Spirituality; Mission; Gospel Church and Society modules are each of particular significance in this respect, being designed to enable growth at the academic and formation levels by encouragement of reflection on context and ministerial practice. The module 'Life and Vocation in a Denomination' which, at the session observed, was taught by the Methodist member of staff, explores the ethos and practice of other denominations. In addition, the Easter School this year based in Leicester, included sessions which explored other world faiths and there are plans to further develop opportunities for inter-faith studies with St Philip's Centre there.

F. ii It should offer corporate and individual guidance for learners, including encouragement to seek confidential spiritual counsel and to maintain a regular private prayer life.

37. The School is supported by three Chaplains, lay and ordained, who attend seminar days and residential weekends and who are available to offer guidance and spiritual counsel to both staff and students. It was clear from conversations with them and with students that their work is highly valued and appreciated. Details of the role of chaplains are outlined in the School's document, *Worship and Prayer*.

38. One chaplain has, with other members of staff, particular responsibility within the spiritual formation programme. During the period of inspection we witnessed an effective session from this module on the Rule of Life which combined development in knowledge with practical experience of a spiritual exercise; all students involved were thoroughly engaged in a process which challenged and encouraged self-awareness. Inspectors

also commend the fact that, within this programme, students are encouraged to reflect on the spirituality of worship and specifically to develop their awareness of what it means to be a leader of worship. All students are encouraged to have a Spiritual Director/Soul Friend and it was clear in meetings with students that a large number of them do. The development of self-awareness and the need for accountability and discipline, in relation to the practice of prayer, is reinforced by the requirement for students at the end of each academic year, to complete a self-assessment form based on Ministry Division learning outcomes for specified ministries which address academic and formational development. This is subsequently discussed with staff. The background information provided by the School also states that, where possible, the content of coursework and reflection is tailored in response to the evaluations in these forms.

F. iii Its common life and the guidance offered should enable students to grow in Christian discipleship with a view to exercising a public role in ministry and engaging with the world.

39. Both students and staff highlighted for us the significant role played by Local Group Tutors in the process of formation for public ministry. In the tutorial groups, ordinands and Readers in training reflect and learn together on material provided by the subject specialist for each module who has responsibility for devising the subject curriculum and its assessment. Local Group Tutors facilitate these tutorials under the subject specialists' oversight, and encourage discussion in the groups which focuses on development in knowledge and which aims to enable students to reflect on its relevance for their faith journeys and their role as public representative ministers. Local tutors spoke positively about the support they receive from subject specialists and core staff who meet with them at the beginning and end of each module. However, they expressed regret that the previous practice by which they were able to feed into end of year reports on students had lapsed. (see K.i)
40. Candidates for Ordained Local Ministry and Reader Ministry also work with Local Formation Groups. The School's handbook outlining the role of these groups highlights their function in providing a forum in which students can 'share and earth' their learning and also reflect with members of the local church, including the incumbent or other supervisor, on their developing ministerial identity. It was evident to inspectors that when these groups work well they can provide valuable opportunities for

students to strengthen their sense of ministerial identity within a shared context and we were made aware of ways in which the system could be improved, for example, at times when a parish does not have an incumbent. In these cases it seems that the system is not adequately monitored to enable problems to be dealt with efficiently.

41. Nevertheless, we are convinced that if the School can address these difficulties, the system of Local Formation Groups is one which should be extended to all ordination candidates. We believe that as for Reader and OLM candidates, these groups could model for all ordination candidate the practice of collaborative, mutually supportive ministry rooted in the local parish context, which could be of long-term value for them in their future ministry wherever that is exercised.

Recommendation 4

We recommend that the practice of encouraging OLM and Reader candidates to establish Local Formation Groups be extended to candidates for Stipendiary and Non-Stipendiary ministry.

F.iv The teaching and ministerial staff should model an appropriate pattern of spirituality, continued learning and reflection on practice.

42. In many of the teaching sessions we observed, the Staff's enthusiasm for and enjoyment of learning was clearly evident; through such sessions students are enabled to share in dynamic experiences of collaborative learning. All members of core staff are actively engaged in research and personal development which was referred to directly in one teaching session we observed and which influences the shaping and delivery of all aspects of the curriculum in its dual emphases on academic rigour and formation. Inspectors joined, on two occasions, the act of contemplative prayer held by members of core staff every working day at which students and staff are prayed for by name on a systematic basis. The wider community is enabled to share in this prayer via the Moodle Virtual Learning Environment site which also includes a 'Thought for the Day', written by staff and students, examples of which were made available to us.

<p>The Inspection Team has Confidence with regard to Criterion F, Ministerial, personal and spiritual formation</p>

SECTION FOUR: EDUCATION AND LEARNING

G Teaching and learning: content, method and resources

Inspectors will consider the quality and effectiveness of teaching and learning activities, methods and resources. In particular:

G.i The units of teaching and learning should be well structured, with clear and appropriate aims.

43. We gained evidence about the units of teaching and learning from our observations, discussion with lecturers, seeing modules and in some cases, module handbooks. On that evidence we are satisfied that the units are well structured and have clear and appropriate aims.

G.ii There should be a proper balance between the academic, formational and practical aspects of training.

44. The point is made in paragraph Ci that there is 'good evidence of academic teaching being delivered with a strong formational component and formational teaching with rigorous theological content'. There is an appropriate balance between them and the practical aspects of training. The intention to try to achieve this balance can be seen in the preaching requirements. It is recognised that for some students the introduction to new disciplines in theology may be demanding and hence it is the policy not to expect practical preaching from students in their first year. That is balanced by the preaching requirements in the following years.

G.iii Learning programmes should be varied in format and method, with use of student experience, courses, seminars, tutorials, one-to-one, groups, placements and private study.

45. There is a range of methods built into the structure of teaching and learning. We experienced a consistently high level of adult education from teachers who are skilled in using student experience and discussion. We observed students being very involved in the learning process and their opinions respected and welcomed even when not very helpful. This style seems to be very much the key feature of the teaching and the staff are to be congratulated on their work.

46. Group work and one-to-one teaching is the basic style of the Local Tutor Groups and balances the seminar days, whilst the Local Formation Groups are opportunities for students to be part of a reflection group.

G.iv There should be an appropriate learning environment, with adequate resources including library and information and communications technology.

47. The current environment in the accommodation in Lincoln is adequate for the core staff, each of whom has a room. However the communal space available when all the students are present leads to overcrowding which restricts informal discussion. (See Pi)
48. The library is situated in a number of different rooms and there is a shortage of space to sit and read. The rooms used for administration contain communal information and indicate that whilst student needs are recognised, more space for the community would be welcome. The library is well stocked, with books covering the breadth of relevant theological volumes and including material to enable students to read beyond the immediate course levels and concerns. We understand that students from Bishop Grosseteste University are able to use the library in a reciprocal arrangement. It is anticipated that as the association with the University develops, its library resources will become more accessible to students of the School.
49. Book boxes are distributed to the Local Tutor Groups with core volumes and other titles listed in module bibliographies. We heard from students that the book boxes are not always satisfactory in the range and choice of books they contain and there have been discussions between staff and student representatives about this. The School has resources set aside for books but are limiting spending at present to essential material, until the new resources for the Common Curriculum are known. The virtual library continues to be added to and there are plans to set up three centres across the diocese in each of which there will be a mini-library. Regional book boxes will still be needed. The needs of resources and their form (hard-back, selected chapters only, material on Moodle) are discussed with students.
50. The accommodation of the Local Tutor Groups in different parts of the diocese and in Leicester varies from group to group, generally using houses or church accommodation as appropriate. We are unable to comment on the variety of places used but discussions with Local Tutor Group tutors suggests that generally the accommodation is satisfactory and we heard nothing from students that causes us concern.

51. In the Self-Evaluation in 2012, it was realised that the University of Lincoln Virtual Learning Environment (Blackboard) was unsuitable for the School's requirement and the decision was made to acquire a copyright licence and make material available through Moodle, which is used as a common source of information and provides online teaching material. Every student is registered on the Virtual Learning Environment site.

G.v Staff should provide students with constructive formal and informal feedback assessment, against published assessment criteria, both in terms of academic progress and in terms of preparation for beginning public ministry.

52. We found that the provision of feedback needed attention in two respects. First we heard from students that marked work was not always returned in time for comments to be taken into account before the next piece of work was due. Second, Local Group Tutors said that it would help them understand their students and contribute to their development, if they knew the marks they were getting and this seems a reasonable request.

Recommendation 5

We recommend that the academic sub-committee implement procedures to ensure that student work is normally returned within a suitable time.

Recommendation 6

We recommend that Local Group Tutors receive copies of student marks and any comments on their work.

53. We found a mutual loyalty and respect between staff and students (see Di) that offers a good modelling of ministerial relationships. However, we also noticed that on a number of occasions critique was apologised for and support and affirmation quickly re-asserted. More opportunities for honest and open evaluation and critique would further enhance the quality of ministerial training.

Recommendation 7

We recommend that where appropriate, more opportunities for open and honest discourse are encouraged.

<p>The Inspection Team has Confidence with qualifications with regard to Criterion G, Teaching and learning: content, method and resources</p>

H Practical and pastoral theology

H.i The institution's learning structures and formational activity should integrate theory and practice and enable students to grow as theologically reflective practitioners in the context of the developing and diverse society in which they will minister.

54. The course is committed to the integration of theory and practice, the academic and the formational. As the basic course is a foundation degree, a minimum of 30% of the learning has to be praxis based. We saw plenty of evidence for this in the teaching we observed, for example in a systematic theology assignment that asked the student to teach divine (im)passibility to an after-school Christian discussion group. We heard the phrase 'reflective practice' used a good deal and there was evidence that this is not only talked about but practised. We observed a number of teaching sessions where reflective practice was discussed, practised and very effectively modelled on subjects including the environment, safeguarding, spirituality and mission. The course has recruited a good number of voluntary lecturers from the diocese and beyond who make a significant contribution to the programme and enrich its diversity. Both core and non-core staff deliver the teaching and we observed a number of sessions from both that used a variety of educational approaches, had stimulating content, delivered with energy and enthusiasm and inspiring the same in the group.
55. For ordination candidates, formational learning on the residential weekends aims where possible to complement the academic learning. Reader candidates miss out on this but are given their own residential experience once a year, and are also encouraged to form a Local Formation Group, including their training incumbent (where one exists) and one or two lay members. We found one or two examples where first year students had still not managed to establish such a group. As already noted we are not convinced by the rationale (not spelt out in the handbook) that limited such groups to Reader and OLM candidates (see recommendation 4).
56. The student handbook states that preaching mentor groups exist in the second and third years, but discussions with students revealed an uncertainty about expectation and an inconsistency about how often these groups actually met. Where there was good practice, the students were very appreciative of the support, feedback and mutual coaching these provided.

The Inspection Team has Confidence with regard to Criterion H, Practical and pastoral theology.

SECTION FIVE: STAFF AND STUDENTS

Inspectors will consider the recruitment, expertise, resourcing, appraisal and development of staff. In particular:

I Teaching staff

I.i The gender, lay/ordained and denominational balance of ministerial and teaching staff should model appropriate patterns of learning and of ministry and comply with denominational guidelines.

57. The course meets all the requirements of this criterion. Of the subject specialists, 10 are men and 5 are women, whilst the gender split among the Local Group Tutors is about equal. Similarly, there is a similar balance between lay and ordained staff, including Local Group Tutors. There is one ordained Methodist tutor. In the spirit of *Shaping the Future* the course is open to those who seek a theological education outside a ministerial context, whilst in a more specific area, there are opportunities for those who wish to broaden their education by beginning to learn New Testament Greek to do so both within the course and also with the Cathedral staff.

The Inspection Team has Confidence with regard to Criterion I, Teaching staff

J All Staff

J.i Staff recruitment and selection procedures should be transparent, fair and consonant with the policies of the relevant partner bodies.

58. Staff recruitment and selection procedures currently meet the requirements of the Diocese of Lincoln and the University of Lincoln. As such they are subject to the criteria of transparency and fairness expected by those bodies.

J.ii Job descriptions, terms of service and reporting lines should be clear at the time of appointment and reviewed at regular intervals.

59. Job descriptions and terms of service of the core staff (i.e. paid employees of the diocese) are currently the responsibility of the Diocese and follow their regulations and practices. Other post holders such as the voluntary Chaplains and Local Group Tutors have job descriptions devised and approved by the committee that formerly had the responsibilities of the present Management Team which now has responsibility for the review of such procedures.

J.iii There should be an effective programme for the continuing professional development of staff, including annual appraisals for all staff.

60. All ministry training tutors are registered University of Lincoln Tutors. As such, core staff have attended staff development workshops and research support meetings. The campus on which these workshops take place is not easily available for many other tutors, who also have other roles in the diocese. However, regular Tutors' Meetings take place twice a term and provide opportunities for sharing good practice and informal staff development. Core and other staff members meet on a regular basis for a discussion and the intention is that the outcome of these conversations in due course will be the production of a book reflecting the different perspectives within the group.

J.iv Staff should be sufficient in number and expertise, and resourced to fulfil their role adequately for the institution's and students' needs.

61. In 2012 there was a reappraisal of the staffing needs of the School and the Management Team are satisfied that there is an adequately qualified and able staff in place. Most are part-timers and hold more than one post with certain lecturers being seconded one day a week from diocesan posts. Whilst not directly remunerated, expenses are paid and they receive small book grants. All tutors play a full part in staff development as necessary and will take part in the new peer review and annual appraisal schemes.

62. Whilst we appreciate the quality of teaching in the School, we understand that not every member of staff is qualified in the subject they teach. It will be to the benefit of the School if the academic qualifications and theological training of the teaching staff is kept under review.

Recommendation 8

We recommend that the training and experience of the staff be reviewed to identify any areas where the theological credentials of the School might, over time, need to be increased.

The Inspection Team has Confidence with regard to Criterion J, All staff

K Students

Inspectors will examine procedures for student admission, welfare and support, appraisal and discipline. In particular:

- K.i Policies on students' admission, welfare, complaints, discipline, assessment, reporting to sponsoring churches and arrangements for first appointments should be publicly available; and there should be evidence that they are applied.*
63. Students are recruited via the vocational processes of the dioceses. They are invited for interview and are able to visit the course. There is a proper process of induction at the beginning of the year. Some year 1 students commented that there was too much to cover in too short a time but acknowledged that this may have been due to the pressures of starting a new course with Anglia Ruskin University with its attendant processes.
64. There have occasionally been independent students but their admission can cause difficulties when they move towards testing vocation, not least in assessing how to provide the right formational experience in a shorter period of time. Lincoln diocese has a policy of recommending candidates for a preaching and teaching ministry, leaving the discernment of whether this is to ordained or lay ministry to be worked out during training. Members of staff have now wisely insisted that this must happen before the end of year 1 so that the proper formational experience can be in place for the remaining years of training.
65. We were satisfied that the relevant policies and arrangements were in place although they are not easy to find, some being in the relevant online information of the validating universities. There needs to be a more detailed handbook which brings together all the relevant information for students and the policy statements of the School (see Ci and Cii).

Recommendation 9

We recommend that the student handbook be revised and expanded so that the rationale and content outline of programmes is set out and policies on differences, welfare, complaints, discipline, assessment and reporting are included.

66. The Acting Principal sets the tone of fostering a community with a strong ethos of mutual care and support. The course has three chaplains available to students for confidential conversation, all of whom we met and were present during the two residential weekends. They appear to have been well chosen, have complementary ministries and are well used by students (and their partners).
67. In addition the Director of Practical Theology is a trained counsellor and clearly helps to facilitate reflection and self-awareness. It is also generally known –

though not stated in the handbook – that she is available for a small number of confidential counselling sessions in relation to formation for ministry providing there is no recent history of counselling or a diagnosis that suggests that longer term help is required. We recognise that these provisos help to make a distinction between her role as a tutor and her role as a counsellor but we would encourage the School to ensure that it is clear to all students in the Student Handbook, what is being offered in this service and that in these situations the role of counsellor is secondary to that of a tutor with a role that could include recommending withdrawal from the course.

Recommendation 10

We recommend that the Student Handbook makes clear in what capacity a member of staff is offering counselling in relation to formation for ministry.

68. Reports to sponsoring bishops are written by the Acting Principal after consultation with staff and local tutors. Written reports from tutors have lapsed as the pro forma was considered unsatisfactory. No written reports are received from incumbents (or equivalent). The Acting Principal seems content with arrangement but it will make possible a more balanced view if the reports in their final form are agreed by more than one staff member.

Recommendation 11

We recommend that a more rigorous procedure be established for the gathering of written reports from staff, local tutors and incumbents to feed into end-of-year reports and that the reports are agreed by the core staff.

K.ii The institution's decision-making structure should enable students to take an appropriate part in its governance, provided that students take responsibility for their participation.

69. There is a student representative on the newly formed Governing Council, and elected student representatives from each year sit on the student-staff forum. Recently community meetings have been initiated for years 1 and 2 at the beginning of seminar days presided over by their student rep. We found the representatives – as well as the students as a whole – to be on the whole very positive about the course and loyal to it, but also able to offer constructive criticism. This matched the stated desired ethos articulated in the student handbook.

The Inspection Team has Confidence with qualifications with regard to Criterion K, Students.

SECTION SIX: GOVERNANCE, MANAGEMENT AND FINANCE

L Organisation and governance

Inspectors will examine the effectiveness of the institution's governance structures and processes.

L.i The institution should have clear financial, administrative and management structures and an up-to-date governing document, and the governing body should be constituted in line with it.

70. Given that the Governing Council of the School being inspected was inaugurated in March 2013 (see Ai), the governance structures are new and untried. Nevertheless, from our contacts with the officers of the Diocese and the Governing Council and the core team, we are confident that the organisation and governance structures described in this Section will prove to be soundly based and effective.

71. The newly constituted Governing Council has a clear structure and clear aims and objectives. The Governing Council and the Management Committee are committees constituted by the Lincoln Diocesan Synod (to be ratified by Diocesan Synod). Day to day administration, financial management and staff management are the responsibility of the Management Committee.

L.ii There should be evidence that the governing body recognises and discharges its role and legal duties in respect of stewardship of the assets; setting and safeguarding the vision, values and reputation of the institution; operational and staff oversight and support.

72. The Council meets once per term (three times per year) and is constituted to cover the areas of Ministerial/Vocational Education, Theology, Spirituality, Research, Higher Education, Finance and Management. The current chair is an Archdeacon and the Registrar is Clerk to the Council.

73. At each meeting the Governing Council receives a report from the Management Committee. Annual reports are received in turn from the three sub-committees of the Management Committee (Academic, Worship and Community Life, and Resources). Terms of reference have been set for each of the sub-committees and a member of the Management Committee chairs the sub-committees. The Registrar acts as secretary to each.

74. The Diocese of Lincoln has financial and legal responsibility for the institution and the Governing Council is constituted as a committee of the Diocesan Synod.
- L.iii It should have the mix of skills and experience appropriate to its role; there should be a clear understanding of the respective roles of trustees and staff, with job descriptions for key officers; induction for new trustees; and ongoing training needs should be met.*
75. The eight members of the Governing Council have a wide range of skills which cover the main areas of governance, Ministerial/Vocational education; Theology; Spirituality; Research; Higher Education; Finance; Management. The skills matrix shows that all key areas have at least two people with the necessary expertise. The Council has the dual role of support and challenge to ensure the levels of academic and pastoral excellence are maintained. At the initial meeting of the Council there was an item committing it to the initial and ongoing training of Council members and indicating ways in which this could be delivered.
- L.iv There should be evidence of a structured contribution made by all community members - teaching staff, ancillary staff, the student body and individuals - so that they play an effective role in decision-making.*
76. There is a deliberate policy of engaging members of the learning community in appropriate decision-making. This is evidenced by tutor and chaplain representation on the Management Team Meetings; by student, tutor and chaplain representatives sitting on the Staff/Student Forum and subcommittees; and by student representation on the Governing Council.
- L.v The institution's audited annual reports should be produced in good time and filed with the Charity Commission/Companies House as appropriate.*
77. As the accounts form part of those of the Diocese of Lincoln they are audited as part of the annual audit of these accounts.

<p>The Inspection Team has Confidence with regard to Criterion L Organisation and governance.</p>

M Business planning and risk management

Inspectors will look at evidence for the existence and implementation of the institution's strategic policies.

M.i There should be a regularly-updated long-term strategy document agreed by the trustees and, in line with it, a business plan covering 3-5 years which identifies short and medium term aims and objectives and identifies how the institution intends to meet them.

78. The East Midlands Ministry and Mission Course had previously existed under the umbrella of the Lincoln School of Theology that was dissolved in July 2012. An interim business plan was prepared until a new governance structure was put into place which was done in March 2013 at the first meeting of the new Governing Council. A longer and more permanent business plan can now be approved and it is proposed to present such a plan for discussion and approval at the September meeting of the Council. We believe that in the period of change the management of the School has been responsible and business-like in its handling of this situation.

M. ii Annual budgets should be prepared in line with the business plan.

79. A Monthly Budget has been drawn up for the whole of 2013 and to June 2014. This budget forms part of the Diocesan Budget and is operated by the Finance Department of the Diocese.

M.iii There should be an effective risk assessment, review and management process, which should include physical (e.g. health & safety and fire), financial, business and reputational risks.

80. Statutory risk assessment, review and management processes are provided by the University of Lincoln whilst the School of Theology remain on their premises. Following the planned move to Bishop Grosseteste University responsibilities will be transferred to them, where appropriate.

81. Financial, business, reputational and public liability risk is borne by the Diocese of Lincoln. Our limited experience of the Diocese leads us to believe that this responsibility is exercised appropriately.

The Inspection Team has Confidence with regard to Criterion M, Business planning and risk management.

N Financial policies

Inspectors will consider the effectiveness of day-to-day operating processes:

N.i The institution should have policies to control and manage investments, expenditure and borrowing, and the annual report and accounts should contain an appropriate reserves policy.

82. The college does not have any investments or borrowings, and there is no intention to change in the foreseeable future. All day-to-day financial responsibilities are held by the Accounts Department of the Diocese of Lincoln.

N.ii Management accounts showing performance against budget should be produced at least quarterly and reviewed regularly by the trustees.

83. Monthly financial management reports are produced by the accounts team at the Diocesan Office. These are analysed by the Acting Principal and the Resources Subcommittee of the Management Committee. Quarterly Management accounts are produced for the Governing Council for review.

N.iii The institution should consider its sources of income and have strategies to identify and raise the funds it needs.

84. The oversight of sources of income and strategies to identify and raise funds as necessary is a key task of the Governing Council. Currently the institution is well able to meet its expenses via Vote 1 money, contributions from the Diocese of Lincoln and reserves. The costs and viability of working within the Common Awards framework, in partnership with the Durham University, are being assessed as relevant information becomes available. At the same time, the Diocese of Lincoln is conducting two separate reviews concerning its needs in relation to theological education and ministry training. The School will need to evolve in a format and with funding best shaped to take these factors into account.

N.iv The institution should have adequate financial controls aimed at minimising waste and loss, and should be appropriately advised on tax-efficiency.

85. Financial oversight and control is the responsibility of the Diocese of Lincoln (see Li, Lii, Ni, Mii) and a monthly financial report is produced, aimed at minimising waste and loss.

<p>The Inspection Team has Confidence with regard to Criterion N, Financial policies.</p>

O Statutory and operating policies

O.i Proper books of account should be kept, with computerised data regularly backed up and stored offsite.

86. Proper books of accounts are held by the Accounts Team of the Diocese of Lincoln, who manage the day-to-day financial transactions within a ring fenced budget on behalf of the institution.

O.ii Bank mandates should be up to date, with appropriate authority levels.

87. Payments up to £1,000 are authorised by the Acting Principal and over this by the Diocesan Secretary. Any expenses incurred by the Acting Principle in the course of her duties are also authorised by the Diocesan Secretary.

<p>The Inspection Team has Confidence with regard to Criterion O, Statutory and operating policies.</p>

P Accommodation

88. Our comments on accommodation refer to the course we inspected. However, as noted earlier (Introduction C) the School's teaching will move to Bishop Grosseteste University in 2013. At the time of inspection the move had been agreed in principle and the details were to be worked out, so the details of the accommodation were unavailable to us. However, we are assured by those who know the university that the teaching facilities will be greatly improved and the students will have use of the usual student accommodation and union facilities. In the event of the agreement not being realised for any reason, there is available alternative, though far less desirable accommodation.

P.i The i) public, ii) teaching and iii) provided private living accommodation should be fit for purpose and suited to students' needs.

89. At the time of the inspection the school used teaching accommodation provided by the University of Lincoln. Members of the core team have their own rooms, there is a chapel in the building that is used for teaching along with designated teaching rooms and the library is housed across a number of rooms and the course adapts to these spaces. However, in our view the space for students to meet and socialise in that building is inadequate.

90. Student accommodation during residential weekends is in the Old Palace Hotel. On our visits this hotel accommodation was satisfactory though rooms

were also used for commercial purposes and some students were required to either move to alternative accommodation or go home for the nights.

P.ii There should be adequate provision for the needs of disabled students.

91. Currently the teaching accommodation is not adequate for disabled students with limited mobility due to the need to negotiate steps, and chairs have to be lifted manually. The Old Palace Hotel is suited to the needs of any disabled student, and a lift gives access to all floors.

The Inspection Team has Confidence with qualifications with regard to Criterion P, Accommodation.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that due to the importance of the negotiations regarding the move to Bishop Grosseteste University, the Governing Council be represented on the team involved in the negotiations.

Recommendation 2

We recommend that more consideration be given to ways in which liturgical principles may be expressed, particularly in the innovative worship of the community.

Recommendation 3

We recommend that the School consider the appointment of one or more members of staff, existing or new, to take responsibility for all aspects of training in the preparation and conduct of public worship, for issuing appropriate guidelines for preaching and the conduct of worship and developing consistent mechanisms for feedback.

Recommendation 4

We recommend that the practice of encouraging OLM and Reader candidates to establish Local Formation Groups be extended to candidates for Stipendiary and Non-Stipendiary ministry.

Recommendation 5

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