



THE CHURCH
OF ENGLAND

Ministry Council

Periodic External Review Report

**Peterborough Diocesan
Reader Training Course**

January - February 2016

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GLOSSARY

IME	Initial Ministerial Education
HE	Higher Education
LE	Licensed Evangelist
LMC	Lay Ministry Course
LO	Learning Outcome
LPM	Lay Pastoral Minister
Moodle	On-line learning platform
PER	Periodic External Review
QA	Quality Assurance
VLE	Virtual Learning Environment

LIST OF REVIEWERS

Revd Canon Dr Peter Williams, Senior Reviewer; formerly Vice-Principal of Trinity College, Bristol, then Vicar of All Saints, Ecclesall, Sheffield and then of St Martin de Gouray, Jersey

Mrs Christine McMullen, former Vice Principal of Northern Ordination Course and later of the Yorkshire Ministry Course; Reader, Diocese of Derby

The Reverend Dr Phillip Tovey, Deputy Warden of Readers and Director Postgraduate Curates Course, Diocese of Oxford, and Liturgy Tutor Ripon College Cuddesdon

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

On behalf of the sponsoring churches, review 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, reviewers 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 review.

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 review 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 review 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 PERIODIC EXTERNAL REVIEW OF THE PETERBOROUGH DIOCSAN READER TRAINING COURSE

January – February 2016

SUMMARY

Introduction

The Diocese of Peterborough is long and narrow in shape. It has just under a million people. It includes Northamptonshire, Rutland and the Soke of Peterborough. History and topography have given it well-rehearsed anomalies. Indeed it has what has been described as ‘an anomaly within an anomaly’ in that its ecclesiastical centre – Peterborough – lies in two dioceses. Peterborough is also administratively in the Eastern Region whereas the other main conurbation – Northampton - and much of the rest of the Diocese are in the East Midlands. This duality is expressed in the fact that it requires two diocesan centres – one in Peterborough and the other in Northampton. The smaller, Peterborough, is a medium-sized city (190,500) while the larger, Northampton, remains a very large county town (216,000). Both are growing apace. They have the sort of social and ethnic diversity one would expect of conurbations of their size. The South-East particularly is a desirable area for London commuters. Much of the remainder of the Diocese is more rural or market-town (both large and small) in character. Its social mix is more traditional.

Despite its anomalies and the distance and time difficulties of getting to whichever centre is required, Peterborough is one of the few dioceses in the Church of England to be experiencing numerical growth. Indeed it has a developing and visionary strategy for more growth. ‘We believe’, as Bishop Donald puts it in a Paper for those who might be exploring ministry in the Diocese, ‘in church growth. All our senior staff saw growth in their earlier parish ministries, and it is our expectation for every healthy church. Rather than a detailed diocesan strategy we are working in terms of a vision for each parish or benefice to develop and own a growth action plan.’¹ To this end, the Diocese has put aside significant resources (£7 million we were told) to increase the number of clergy and Lay Ministers. Lay Ministers - in three distinct forms: Lay Pastoral Ministers, Licensed Evangelists and Readers – are very much part of this vision. This of course only serves to underline the importance of the Lay Ministry Course (LMC) - the subject of our review.

¹ Donald Allister, ‘Ministry in the Diocese of Peterborough’, undated. <http://www.peterborough-diocese.org.uk/downloads/jobs/ministryinthediocese.pdf>

In its present shape the LMC has been training lay ministers since 2009. It has a Principal who works half-time, a Director of Studies who is a Parish Priest and, so far as the LMC is concerned, is voluntary. It relies heavily on other 'voluntary' staff and tutors.

Its teaching programme has three parts:

- a Core Foundational Module which focuses on personal, spiritual and vocational development
- *Living Faith* modules (focused on an academic theological curriculum)
- Practical modules (bespoke for each ministry)

For Reader trainees, *Living Faith* is a three-year programme whose first two years run concurrently with the Core Foundational Module and the third year with the Reader-specific practical module.

The geographical complexity of the Diocese has meant that there has been much experimentation with the location of the teaching. Currently the *Living Faith* modules can be taken in either Bouverie Court (Northampton) or Peterborough. Most students have opted for Bouverie Court.

There are 31 trainee Reader students (21 men and 10 women) currently being training as Licensed Lay Ministers in the Church of England. There are no Methodists or Baptists. Of those in training for Reader ministry 23 are either graduates or non-graduates with professional qualifications. Eight of the graduates have additional professional qualifications. Only 7 are under 50 (2 under 40) and 10 are over 60. Within the Diocese there is an expectation that these numbers will grow and that the age profile will come down. As well as Readers in training there are 16 training as Lay Pastoral Ministers and 3 as Lay Evangelists. There are, as yet, no Lay Pioneers. There are no ordinands in training at the LMC at the moment but, if some form of ordained local ministry were to develop, the diocesan vision of local training might make the LMC an attractive option as a provider. Already there is one "ministry explorer" and five are expected in the autumn – all sent by the DDO. Most of the students currently on the Course are white and middle-class. There was, as yet, smallish evidence of those from the more deprived parts of the Diocese offering themselves for training for licensed ministry.

Our review took place mainly through a two month period at the start of the calendar year. It so happened that this coincided with a period where much of the teaching related to more practical subjects.

Though we were very aware that this was not ideal, the arrangements already agreed between the LMC and Ministry Division made the changes we would have liked to the programme of our review visits impossible. None the less, we are satisfied that we were able to gain a very good sense of the totality of the Course because we were alert to the issue and because we:

- had access to all the appropriate paper work including student essay
- saw a wide range of teaching styles including those involving grappling with intellectually demanding concepts
- met with staff both corporately and individually
- met with a good cross-section of students – both past and present
- had extended conversations with both Bishops and with the Director of Training

Summary of outcomes

Our overall conclusion is that we have confidence with qualifications. In numerous places in the Report we draw attention to the many outstanding characteristics of this Course and in particular, to the strength of its staff-student relationships, the excellent student bonding, the strong affirmation that students are given, the resulting student satisfaction with what is on offer and to its strong commitment to relating to the realities of the varied local ministry contexts within the Diocese. All this is allied to a very effective use of contemporary adult learning methods and impressive teaching skills. That this has been achieved with one paid teacher (working half-time) and one half-time administrator is remarkable and is a tribute to the Principal and to the commitment of the voluntary staff he has built around him. At the same time the growth of the Course and the expectations of further growth coming as a direct consequence of the growth strategy of the Diocese make it evident that this cannot be sustained for much longer. An increase in paid staff is urgently required as is the addressing of areas of weakness which become the more apparent as the Course has greater expectations placed upon it. As we make clear these weaknesses – or, perhaps better, challenges to be addressed - include the need for a Course which is more rigorous, is more obviously mission targeted, has more demanding content, achieves higher academic standards and has more sharply focused assessment criteria.

CRITERIA	OUTCOME
A. Aims, objectives and evaluation of the institution	Confidence with qualifications

B Relationships with other institutions	Confidence with qualifications
C Curriculum for formation and education	Confidence with qualifications
D Community and corporate life	Confidence with qualifications
E Worship and training in public worship	Confidence with qualifications
F Ministerial, personal and spiritual formation	Confidence
G Teaching and learning: content, method & resources	Confidence with qualifications
H Practical and pastoral theology	Confidence
I Teaching staff	Confidence with qualifications
J All staff	Confidence with qualifications
K Students	Confidence with qualifications
L Governance, management, constitution & organisation	Confidence with qualifications
M Business planning and risk management	Confidence
N Financial policies and cost-effectiveness	Confidence
O Reserves policy and statutory liabilities	Confidence
P Accommodation	Confidence
Overall Outcome	Confidence with qualifications

The Report is written in relation to the Criteria set out in the *Quality Assurance and Enhancement in Ministerial Formation Handbook* October 2014. The paragraphs follow the Criteria which are printed in *italic* type. The reviewers' comments are in normal type and the recommendations in **bold**.

Strengths

- Good inter-staff relationships
- Students enjoy the Course
- Very good staff / student relationships
- Enjoyable and effective teaching sessions
- Excellent use of contemporary adult education methods
- Good relaxed feel
- Course culture of affirmation
- Appreciation of full range of Church of England traditions
- Diocese very supportive with a strong vision for Lay Ministry
- Good relationships with senior diocesan staff
- Emphasis on the crucial need for training which is grounded in the realities of local needs

- Excellent supportive administration given with considerable pastoral sensitivity

Areas for attention

- Need for the Principal's role to be regarded as full-time with appropriate staffing
- The enlarged Principal's role to include the:
 - sharing, facilitating and implementing of the vision of the Diocese through the Course
 - building up of high-quality staff within, and perhaps beyond, the Diocese
 - establishing of stronger relationships with those involved in comparable training in other dioceses and RTPs
 - creation of appropriate externality to enable high and appropriate standards
- Aims and objectives of the Course require attention
- A more challenge culture to balance the affirmation culture
- Students to be more stretched by teaching providing greater content and shown how to be more mission targeted
- More attention to be given to developing the preaching and teaching roles of Readers by providing them with more academic skills.
- Issues of marking relating both to standards and speed of return
- Problems of teaching on two sites needs further imaginative work to enable students with heavy work commitments to keep up
- Provision of bibliographies and objectives in advance of courses
- Insufficient lay teachers
- Licensed Evangelists practical training needs attention especially in the light of the new Lay Pioneer Ministry course.
- Website to be improved
- Greater use of online resources and of Moodle
- Base Group leaders' and tutors' skills to be developed and supported
- Incumbents to be given clear expectations of, and training for, their role
- Need for Mentors and Parish Support Group
- Need for annual Self-Evaluation Reports
- Need for much that is implicit and good in the Course to be made explicit and readily available

FULL REPORT

SECTION ONE: AIMS AND KEY RELATIONS

A Aims and objectives

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

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 that we saw in practice were appropriate to the preparation of students for lay public ministry. Students were taught how to reflect theologically, to understand better issues of biblical interpretation and Christian beliefs in their historical and cultural development, to communicate the Gospel more effectively, to be aware of issues in contemporary culture and to integrate theory and practice. From the evidence of what we saw and the conversations we had with staff, students and licensed lay ministers who had been through the Course much of the training for licensed lay ministry was of a satisfactory standard.
2. There was a commendable objectivity, a desire to be fair to all sides and to be very aware of the problems surrounding whatever was being taught in the teaching we saw. We did however wonder whether teaching fell somewhat short in passing on 'an enthusiasm and capacity to share the good news of the kingdom of God naturally and effectively'.² For example while the weekend on preaching had some good learning outcomes and was organised in a relaxed, humorous and enjoyable way, it did not convey, in our judgement, a passionate commitment to the importance of the role of preaching in proclaiming the Gospel.
3. Considerable attention was given in the teaching we reviewed to affirming the range of Christian traditions. Great care was taken not to imply that any one tradition might be superior to any other. Students were encouraged to develop empathetic appreciation of traditions that they might instinctively find difficult. This was helpfully and imaginatively done.

² 'Selection and Formation Guidelines for Readers', p 2

4. This approach did however throw up some questions. The affirmation of the validity of all traditions appears to have become a defining characteristic of the Course's culture. We heard evidence from students strongly formed in a particular tradition that the laudable desire to affirm all traditions sometimes made it difficult for them to feel appreciated and formed within their own tradition. Teachers need to be aware that the Course's dominant affirmation of all traditions and spiritualities can itself become the dominant tradition. When, for example, questions were raised by students in a Base Group³ about the need to be critical of spiritual traditions and of their own spiritual growth the staff response was that it was no business of the Course to challenge or direct spirituality. Its business was the affirmation of people wherever they were. As a further example the impression was given by staff that the canonical obligation for the Daily Office was a matter wholly of personal preference (see also Fiv, para 41 below). 'If it doesn't fit your spirituality don't worry, find something that does' seemed to be the dominant message. Leaders and Management need to be aware that this strong 'affirmation-of-my-spirituality-culture' is in some tension with the essential business of a denominationally-shaped training institution to inculcate proper self-criticism, self-awareness and appreciation of the spiritual expectations of that denomination (for all practical purposes in this Course at this time the Church of England). They need, we felt, more obviously to encourage students to develop so that they are able 'to reflect critically on hard questions', can confidently 'articulate a personal position' and are 'rooted in established patterns of worship, Bible reading, prayer, study and reflection' while being 'generous in their recognition of and respect for the breadth and diversity of belief and practice within the Church of England.'⁴

Recommendation 1

We recommend that ways are found to make the aim of growing to become more effective 'disciples and ministers of Christ' part of a more challenging and critical culture within the Course.

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

³ Years are divided into small groups of half a dozen or so students who meet a few times a year to reflect on what is being taught and to support each other. These are facilitated by a mentor

⁴ 'Selection and Formation Guidelines for Readers', p 2

5. In effect, at the time of our Review, the Church of England was the only sponsoring Church sending candidates to the Course. While, as we have said, we are confident from what we saw that the Course is consistent with 'the current published policy statements' of the Church of England it would be impossible to establish this from the papers we were given.
6. One, the 'Self-evaluation report' for 2014, spoke of 'a culture of ongoing positive self-criticism' facilitated by 'a rich diversity of pathways of theological enquiry and self-aware consciously-rooted formational growth.' Another, 'Reimagining Lay Ministry', spoke of the need to tailor lay ministry 'to each local context' and stressed that 'work done at a local level to facilitate mission and ministry will always be of fundamental importance.' Another, the document specifically prepared for our Review, in the section under 'Aims and Formation' was immediately descriptive as to what happened and said nothing about the over-arching aims behind the Course.
7. In brief, in so far as the several documents we were given spoke of aims at all, they quickly gravitated to 'how' questions. They did not address questions as to where candidates should be at the point of considering whether to offer themselves for Lay Ministry nor where they might expect to be at the time of licensing or at the end of IME. This is a serious and unnecessary gap. It is serious because there is, that we saw, no helpfully challenging and visionary document to guide potential candidates (and their Incumbents and parishes) as they consider their vocation or to give them any sense of where they might expect to be at the end of the Course. Such a document would also provide a useful check on Course content and teaching. The fact that there was, to take one example, nothing on 'Mission, Evangelism and Making Disciples' may be one explanation for the insufficient prominence of Mission in module outlines which we speak of in C1 below. It is unnecessary because the Church of England's 'Selection and Formation Guidelines for Readers' and its 'Forming and Equipping the People of God for Ministry and Mission' provide excellent guidelines and models for drawing up such a document. They are written in the sort of challenging, dynamic, end-orientated language we commend - very different from the descriptive means-orientated documents we saw. We were later given by the Director of Training an undated document entitled 'Values for the Diocesan Training Team'. It had much of the tone of the national Church document, speaking of, for example, of 'Christ-centred, transformative learning, engaging heart, soul, mind and strength'. It was not however a document

specifically intended for nor, so far as we could ascertain, greatly used by the Course. In any event it is not intended for students or incumbents.

Recommendation 2

We recommend that the aims and objectives of the Course are reimagined and set-out in challenging, dynamic, growth focused and end-orientated ways that fit both the local vision and strategy of the Diocese and that of the national Church.

A.iii The institution should show that it has built on earlier learning, including through action in response to previous PER, curriculum approval and follow-up reports; other external bodies' evaluation; and self-evaluations.

8. This is the first PER review Peterborough has had. We were provided with a 'Self-Evaluation Report' for 2014 (signed off by Quality Nominee on 31 August 2014). This was the first QA report for Peterborough. We were very surprised not to have received a comparable document for 2015. The document for 2014 was useful. It drew attention to a number of issues such as the time-gap between the submission of assignments and tutor returns. This particular issue is taken up in more detail elsewhere in the Report but it is fair to say that it is still unresolved. More generally the fact that there has not been a 'Self-Evaluation Report' for this year is an indication that this is not yet in the DNA of the Course. In other words considerable progress still needs to be made. We well understand the difficulties, given the shoe-string nature of the Course, but none the less want to stress the critical importance of surmounting these difficulties.

Recommendation 3

We recommend that the Course take further steps to develop a culture of self-evaluation and, as part of that, produce the Self Evaluation Report required annually by Ministry Division.

<p>The review team has Confidence with qualifications with regard to Criterion A, Aims, Objectives and Achievements of the Institution.</p>

B Relationships with other institutions

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

B.i There should be evidence of the institution's commitment to partnership with the other providers of theological education in the region.

9. External relationships include those with Cambridge Theological Federation, Eastern Region Ministry Course and The British and Irish Association for Practical Theology. These are all at an informal level and mainly through the Principal. Pressure of time, the clash of another important professional conference and the reality that this is a half-time appointment has meant that the Principal has not been able to attend the Sarum Readers' Conference nor the Theological Educators' Network. The recommendation which we make later in the Report that the Principal's role should be considerably enhanced would make this a normal expectation.
10. The Diocese properly emphasizes the importance of training lay ministers with the local culture and its very varied needs in mind. It is reluctant to link with Common Awards as it fears that this might create an over rigid straight-jacket. While we do not see it as part of our remit to comment on the pros and cons of Common Awards and while we whole-heartedly support the desire to provide training appropriate to local needs, our conclusion is that the Course would benefit substantially from some greater inter-action with another training Institution or RTP or TEI. This would provide an externality which would bring a greater awareness of what was being done elsewhere (to give one example helping with developing a VLE, and the use of Turnitin through the TEI-Church of England licence to assist in identifying plagiarism issues), a greater rigour in achieving even higher teaching, learning, assessment and formation goals and more stimulating staff inter-action and development.

Recommendation 4

We recommend that the Principal attends at least one Conference of his TEI training peers per annum.

Recommendation 5

We recommend that the Course finds a strong external link, ensuring regular, on-going challenge and inter-action, with a body which has similar mission, training and academic objectives.

B.ii The institution should draw fully on the resources of universities in teaching, quality assessment, staff development and the promotion of research.

11. The Principal's doctoral studies brought him into close relationship with the Cambridge Theological Federation and with the Anglia Ruskin University and the other universities in the Professional Doctorate consortium

(Chester, Birmingham and Glasgow). This has been important to him and therefore to the Course. We saw considerable evidence of ways in which his research on liminality and threshold concepts informed his teaching in stimulating ways. There is however no other formal University link.

B.iii It should engage effectively with local churches, other faith communities and secular organisations so as to enhance formation for public ministry.

12. The relationship with local churches is close. This is because many of the teachers are local parish priests and because all of the students are closely involved with their parishes. Lay Ministers are always heavily dependent on the commitment and understanding of their Incumbent to their calling. As is widely typical in our experience, we heard very different accounts of how well this worked. Some were very positive but on occasions students felt that they had to take all the initiative in keeping in touch with their Incumbents. Others felt that Incumbents had an unrealistic expectation of them while they were in training. We were surprised that Support Groups within benefices were not mandatory – indeed seemed not to be the norm (see also Gv below).
13. Students visit schools, hospitals and prisons in the context of their placements. Sometimes placements take place in secular environments – one, for example, did a project on industrial chaplaincy to a recycling plant in Northampton. A considerable proportion of the students are still working and are very well aware of the demands of, and opportunities within, secular organisations.
14. Engagement with other faith issues and communities is not, as yet, very developed. This is partly because there has not been, outside of Peterborough and Northampton, a very large other faith presence in the Diocese and because consequently, until recently, its self-image has been that of a rural diocese. That perception is changing, particularly since the recent arrival in Northampton of young migrants and their families, and two marks of that are, first, that the Lay Evangelists in training are in touch with the Northampton Street Church which has a regular outreach to homeless people and migrants and, second, that LMC is planning a six week module on Inter-faith relationships for this summer. This is aimed primarily at those already licensed. It is obvious that more work needs to be done in this area to raise awareness of the issues and to equip those who will be working in multi-faith localities.

Recommendation 6

We recommend that:

- **the training of Incumbents is re-examined to ensure that they understand and are supportive of the realities of training**
- **the making of support groups within the parishes/benefices from which students come be made mandatory**
- **consideration is given to developing a module in multi-faith issues that will meet the needs of Peterborough Diocese**

The review team has confidence with qualifications with regard to Criterion B, Relationships with other institutions.

SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION

C Curriculum for formation and education

Reviewers will consider the curriculum's design and content.

- 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.*
15. Overall, the design of the curriculum is good, It is a rolling programme in the first two years, which facilitates the creation of the strongly corporate - rather than hierarchical - culture of the Course. The emphasis on formation through worship, fellowship and friendship quickly gives students confidence in their vocation and ability to learn so that they develop an urge to explore new knowledge, which is then put into practice in the placements and projects they all do. There is a suitable range of subjects and approaches in the modules and a fairly balanced mixture of theology, worship, time for reflection and fellowship. The educational approach has admirable qualities building on people's experience and encouraging them to reflect on what they are learning from the perspective of their own experience. It works well with a group of dedicated adults coming from different educational backgrounds and with a variety of life experiences. We were however concerned that both on the residential weekends and the evening teaching sessions we saw over-much time was given to experiential presentations and, in consequence, they felt light on content-based learning (see also below Gii).
 16. The Course sometimes struggles because the majority of those teaching and supervising groups and placements are clergy who are already working full time in their parishes. When there was a clash of loyalties teachers sometimes had to give priority to Occasional Offices and important local events (see Gii).
 17. Few of the module outlines in the Handbook mention mission overtly as a priority. While the Principal is planning a review of this aspect of the Learning Outcomes, in line with the Church's increasing emphasis on Mission – most recently Archbishop Justin's stress on Renewal and Reform - we were surprised that we saw only a weak emphasis on

- missional possibilities in the guidance notes on how to tackle the audit of the students' home church and in placement in another church.
18. Fellowship on the Course, we noted, is strong and appeared to foster formational growth.
 19. There was no Chaplain in post when we were there. If there had been, we assume that they would have had particular responsibility for encouraging formational growth. This would have been helpful. We commend the search for a new Chaplain.
 20. The welcome appointment of a member of staff to develop Lay Pioneer training should deepen the mission orientation of the Course in the near future and enhance the Lay Evangelists programme (see H).

Recommendation 7

We recommend that the Course is reviewed to ensure that there is a higher emphasis on mission and this emphasis is seen clearly in the handbook and the module outlines and assessment papers.

- 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.*
21. The Course uses some excellent educational theory (see C1 i)) .The educational programme is already in a process of change (eg the new Pioneer ministry - see H).
 22. As we observed evening teaching and two residential weekends, we took into account the two year rolling programme and consider that the Course will produce good Licensed Evangelists, Lay Pastors and, we hope and expect, Lay Pioneers, particularly if the syllabus grows to integrate the pioneer approach and students are well supported in their parishes
 23. We were not clear what the aspiration of the Diocese is about the academic level of Reader training. Most Regional Training Courses attain HE Level 4 in their Reader Training, because a Reader's role is defined as a teacher and preacher and because it enables Reader deployability between dioceses. From what we saw this level is not yet being reached consistently across the whole programme in teaching nor in assessment. The residentials engaged well with students and were enjoyable. However, they did not probe the topics at the depth and with the rigour they deserved considering the importance of the issues raised to ministry.

24. We see the value of training people for lay ministries together, but feel that the learning needs of Readers are only partially met at the moment. Experiential learning is an excellent tool for adult learning, but in our view it needs to include theological reflection on material brought in from outside the students' experience. The study of significant pieces of church history or linguistic research or the development of doctrine often demands that students are taken beyond sharing their experience. While we saw some evidence of this happening, our judgement was that the balance was over-weighted towards the experiential.

Recommendation 8

We recommend that Readers' training is consistently brought up to the widely accepted practice across the dioceses of HE level 4

C.iii The academic and formational assessment methods should enable the institution to advise church leaders on the suitability of candidates for their ministry.

25. Assessment appeared to take a number of different forms (we saw group presentations for the spirituality module, individual presentations for preaching module and written assignments for church history). Students reported that sometimes comments on work were badly delayed, hence reporting on students may be patchy (see G v).
26. Assessment also had a weakness in that, apart from the Principal and Administrator, (who both have half-time contracts), most regular tutors are already clergy with full time parish responsibilities, This has two weaknesses: first, Lay ministries are rarely taught by lay people and secondly, clerical tutors fit their teaching around their prime work in the parish. Obviously this, usually remunerated ministry, has to be the first call on their time, especially at major festivals - as students pointed out. Several tutors were experienced, qualified and very able teachers and assessors. Others saw themselves as trainers rather than teachers and were heavily reliant on external 'experts' (see G v below).
27. We did, however, observe some extremely good teaching and high levels of commitment from staff and volunteers.

- **Please see Recommendations 12, 13 and 14 below**

<p>The review team has confidence with qualifications with regard to Criterion C, Curriculum for formation and education.</p>

SECTION THREE: MINISTERIAL DEVELOPMENT

D Community and Corporate Life

Reviewers will consider the institution's quality of common life. Is it a good place in which to live, work and study? How is community built across local training contexts and in 'dispersed' mode?

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

28. The corporate life of the training scheme is very impressive. There were clearly strong relationships developing and examples of mutual support. The use of Base Groups enabled personal discussions and the expression of feelings about ministerial development. This needs to be developed into an explicit policy statement that could be put on an accessible site, such as a Moodle VLE.

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 (see also I.v and J.ii).

29. Issues to do with disability and ethnicity are well handled in the scheme. Collection of data on disability and its constant use to help the learning of the candidate were observed. Again a good policy seems to be operated. We recommend the development of explicit policy statements put on a VLE.

D.iii Does the institution have clear and well-managed policies for the safeguarding of children and vulnerable adults?

30. The scheme follows diocesan and national requirements with regard to safeguarding. There was also consideration going on of the implementation of the new training requirements. The director sits on a diocesan safeguarding committee. Clearly policies of safeguarding training will need to be revised in light of the ongoing changes.

Recommendation 9

We recommend that:

- the policies on corporate life, and on gender and ethnicity, be made explicit.
- these policies should be available online through a VLE.

<p>The review team has confidence with regard to Criterion D, Community and corporate life.</p>

E Worship and training in public worship

Reviewers will look at whether the arrangements for common worship and the policies underlying them are satisfactory.

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

31. The reviewers observed a wide range of corporate worship from choral Evensong in Ely Cathedral to cafe church. Worship occurred in a number of distance settings both in the main training setting and in the Chapel of a retreat house. While there is a practice of fostering diversity, again this seems not to be particularly written down.

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.

32. The lack of an explicit policy rather than an implicit policy means that the evidence is lacking that this criteria has been completed. While it would appear that this is happening, once again it is not explicit in a policy document.

E.iii Ministerial candidates should be effectively trained to plan, prepare and conduct public worship as appropriate for their ministry (lay or ordained), and they should receive critical and constructive comment from staff and peers.

33. Much of the worship observed was led by staff, although it would appear that candidates increasingly participate as they go through the course. Those training as pastoral ministers and evangelists may well be

encouraged to participate by reading lessons and leading intercessions. More important is the practical liturgical development of Readers. It was not clear as to how this was developed in practical ways throughout the whole course.

34. With regard to the development of preaching the curriculum strongly includes training and feedback. It would be possible for this to be developed in their church setting by the inclusion of Incumbents within the process.
35. Any policy development in this area clearly needs to differentiate between the needs of those training for diocesan ministries and the canonical ministry of Reader. Reader candidates need to be thoroughly prepared to be able to exercise their ministry as in Canon E4. 2.

E.iv *The liturgical space should be adequate for its purpose.*

36. Bouverie Court contains a small chapel and the worship there was mostly conducted in the main training room due to numbers. In Ely a number of worship spaces were used including the Chapel at the conference centre, one of the training rooms, and participation at worship in the Cathedral. This appears to be a good use of the resources available.

Recommendation 10

We recommend that:

- **an explicit policy on worship be developed, including a clear statement of the differences required for diocesan ministries and Reader ministry.**
- **consideration of the incorporation of Incumbents into the process of feedback on leading worship and preaching for Readers be included in this policy.**
- **this policy should be available electronically in a VLE.**

<p>The review team has confidence with qualifications with regard to Criterion E, Worship and training in public worship.</p>

F Ministerial, personal and spiritual formation

Reviewers will consider how well the institution helps learners in their ministerial, personal and spiritual formation and self-awareness, and in their understanding of the specific lay or ordained ministry to which they are called.

- F.i The institution should enable candidates to be immersed in the traditions of their own church denomination and to gain an empathetic understanding of church and faith traditions other than their own.*
37. The learning groups include a mixture of people from a number of different backgrounds and it was clear that mutual respect was encouraged and fostered. Discussion of placements with students showed that many valued going to places of different tradition and learning from the experience. The spirituality weekend clearly helped in developing empathy for people of different traditions.
- 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.*
38. There was a clear encouragement to find spiritual counsel within the context of people training for a variety of ministries. There was also much encouragement to find a regular prayer life in the form appropriate for the individual. Members of staff offered themselves as potential people with whom to discuss this issue. Some candidates had clearly discovered spiritual directors and found this valuable.
- F.iii Its common life and the guidance offered should enable students to grow in Christian discipleship, in readiness to share their faith, and as theologically reflective practitioners, with a view to exercising a public role in ministry and engaging with the world.*
39. The formational side of the programme is particularly strong and there was much evidence of growth in confidence, ability to share their faith and development in a ministry centred on reflective practice. This was particularly observed in the contrast between students in the introductory weekend and the later visits. The students themselves were able to reflect on their growth in theological articulateness and their own developing sense of calling, which included growth in learning and in ministerial practice particularly from placements. This was a particularly strong feature of the scheme which includes people of very mixed backgrounds

and abilities and yet formational development was clearly seen in all candidates.

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

40. The modelling of reflective practice and continued learning was strong with the staff. This will need to be linked to a policy of ongoing staff development. Many examples were given of staff developing their spiritual life. This would benefit from an example of someone nourished by fulfilling their canonical requirements with regard to morning and evening prayer, and thus fulfilling the obligations to which they have committed themselves (see also Aii4 above). The staff had a strong commitment to the development of spirituality.

The review team has confidence with regard to Criterion F, Ministerial, personal and spiritual formation.

SECTION FOUR: EDUCATION AND TRAINING

G Teaching and learning: content, method and resources

Reviewers will consider the quality and effectiveness of teaching and learning activities, methods and resources.

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

41. The units of teaching and learning are well structured and the aims set out clearly in both the overall handbook and in the information given out for each week night module, study day and residential. The evening teaching we saw and the teaching sessions at the residentials we attended had a clearly stated purpose and achievable aims.

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

42. There is interweaving of academic, formational and practical placements/projects in the plan of the curriculum. Some theory is done before the practical placements and projects happen. The residential weekends include worship together in a more formal setting and allow trust and openness to grow among the students so they can discuss and share deeper matters together.

43. However, from the two weekends and the evening teaching we experienced, we felt insufficient time was spent engaging with the topics in a more intellectually challenging way. On the preaching weekend, for instance we query the value of spending four of the 8.75 teaching hours on students listening to each other's sermons and critiquing them – six groups of three would have released them to spend looking at the mission impact of preaching or to engage with how Jesus and early church leaders in the NT preached. Similarly at the Spirituality weekend, there was a valuable introduction to the topic, but several sessions were then devoted to preparing and later delivering a presentation on 'the spirituality you least prefer or know about'. We believe that residential training weekends are important opportunities to experience the excitement of learning together in a worshipping environment. This of course happened in some measure but we felt from our experience that some students were not stretched and challenged as much as they might have been.

44. We noted that tutors came from a variety of professional backgrounds before ordination - some from teaching, some from training, some from commerce and some from the caring professions This is a wide experience base and we commend efforts to use these different skills to the full on the Course.

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. The learning programmes we saw had a good variety of whole group work, small group work and individual tasks as well as a small amount of up front 'lecturing'. All these methods related to student experience which was at the forefront of much of the teaching. We saw no tutorials or seminars or one-to one encounters.

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

46. The environment at the residentials (Bishop Woodford House) is very helpful to learning in all sorts of ways. At Bouverie Court power-point is available, but other facilities are restricted. There are a couple of (non-sound-proofed) 'break out' rooms. There were student complaints that no teaching room was big enough for a large group last summer which affected their learning. Library facilities seemed adequate at Bouverie Court but it is not easily accessible for some students. There was little sign of any move to put learning aids on-line in programmes such as 'Moodle', which has been used to good effect by other Courses. Some internet resource links, however were mentioned in a few module outlines. There was no way of knowing what resources were available from local Incumbents, and, in any case, these can quickly get out of date.

Recommendation 11

We recommend that a VLE be developed (e.g. Moodle), that the use of online resources be considered for every module (e.g. useful websites and the use of chapters online via the Diocesan Copyright system).

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

47. The staff we saw were unfailingly helpful to students. The feedback we saw was adequate but some of it was fairly brief and not always completed within an acceptable timescale. Assignment details suggested ways of approaching each topic but no actual listing of the Learning Outcomes for that piece of work though the LOs of each module were in the Course Handbook. It was, however, difficult to tell whether the staff marked with the LOs in mind which is important especially in Reader Training.
48. There was considerable dissatisfaction from students about the late return of feedback. We were aware that giving feedback within 2/3 weeks of submission of the work may be difficult for volunteer tutors, many of whom already had full time jobs but it is good practice.
49. We heard complaints of some (but certainly not all) Base Group leaders who were unable to fulfil expectations. Base Group leaders are asked to attend all the first module to help new students settle in and these groups then go on to act as a basis for formational growth across the Course: sometimes in their role of formational accompaniment Base Group Leaders review students' written reflections on an event. Students spoke of their disappointment when these responses were delayed or not forthcoming.
50. We heard from some students of difficulties with clergy supervising a placements yet not having the time or skills to do it well. We heard from students of a wide range (from excellent to minimal) in the quality or amount of support offered by their own Incumbent. We are aware that is a problem area in many Courses but nonetheless suggest that the training offered to Incumbents needs to be constantly reviewed to establish whether it is achieving its desired ends (see also Biii above).

Recommendation 12

We recommend that

- **all tutors, full time and part time, on the Course have a contract which states clearly the hours expected of them and their essential duties, including marking deadlines (see also Recommendation 14)**
- **staff review to ensure that every assessment information sheet is accompanied by the module's Learning Outcomes and that trainee Readers are required to meet them and staff to mark to them.**

- We recommend that students are encouraged to be proactive in seeking the support of their Incumbent and that Course staff monitor and review the effectiveness of this support.

The review team has confidence with qualifications with regard to Criterion G, Teaching and learning, content, method and resources.

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.

51. Theological Reflection was a strong integrating strand in the teaching theory behind all the learning we saw. Training together for different ministries we saw as helpful in integrating the work involved in teaching, pastoring and evangelizing. Talking with students and attending teaching sessions, we wondered if the distinction between witnessing (being noticeably Christian in the daily round of things) and evangelism (challenging people to consider the Christian faith) was somewhat underplayed to the detriment of Evangelism. We commend the evident intention to develop a course for Lay Pioneer Ministries. We anticipate that it will enable students to appreciate the wide range of evangelistic opportunities in the Diocese in the very diverse local cultures and will strengthen students to take up new opportunities for mission.

The review team has confidence with regard to Criterion H, Practical and pastoral theology.

SECTION FIVE: STAFF AND STUDENTS

Reviewers will consider the recruitment, expertise, resourcing, appraisal and development of staff.

I Teaching Staff

1.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.

52. The teaching staff included a mixture of male and female. There are currently few lay staff teaching. There was some surprise when this was pointed out. It seems to be one of those things which has happened 'accidentally'. The Principal is a half-time post. He is supplemented by a number of voluntary teachers, clergy sometimes having the parish ministries. The Principal has just completed a DProf in Practical Theology, its thesis being on educational theory and theological reflection. Some staff have qualifications in theology and others were working towards higher level awards.
53. The Principal's role needs to be full-time so that more time can be given to the Course. A crucial part of this role will be the building up and developing of a strong team of Incumbents or associate staff with skills in higher education. Their calling as theological educators will need to be facilitated and encouraged by the Diocese and recognised as an important element in their job specifications and contracts.
54. The Administrator has a high commitment to the Course. As well as her contracted working hours she gives considerable voluntary time to it. Consideration should be given to extending administrative support particularly if there is an increase in numbers of candidates.

Recommendation 13

We recommend that:

- **the Diocese carefully considers the resourcing implications of its strategy on training and ensures that LMC, at every level from Principal downwards, is adequately staffed for the task.**
- **a lay member of staff is appointed as soon as possible**

- **as the Course grows careful Diocesan attention is given to appointing:**
 - **suitably qualified people who have, as part of their job specification, a role as theological educators**
 - **a full-time Administrator**

The review team has confidence with qualifications in 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.

55. Staff recruitment for a voluntary teaching role happens in consultation with the senior staff and other members of the training team. The Principal is also CMD Officer and, as such, is well acquainted with the academic background of clergy. Approaches are then made with a view to matching the expertise of individuals to the roles required in the Course.

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

56. This is formally required of the two paid staff following diocesan policies and for the Director of Studies. For the voluntary staff the process is more informal. The Principal is appraised annually by the Director of Ministry as is the Director of Studies by the Principal.

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

57. Again this would seem to be covered by Diocesan policies for the paid staff. The Principal has been encouraged to complete his DProf through the diocesan structures. We were encouraged to hear that there is an Annual Training Day for staff and tutors though, disappointingly, this did not happen in 2015. This needs to be constantly reviewed to ensure that it is appropriate, sufficient and part of the DNA of the Course particularly given the very varied backgrounds of the voluntary staff.

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

58. A judgement in this area needs to be related to the academic level required particularly for Reader candidates in relationship to the national criteria for that ministry. Certainly an extension of the numbers of staff with higher qualifications would be a strengthening of the Course so that the overall curriculum does not depend too much on one part-time person. It is, as the senior staff freely admit, a 'struggle' to get people who combine knowledge of their subject with teaching skills.

Recommendation 14

We recommend that:

- **a review be made of job descriptions and a review process of the voluntary staff.**
- **a programme of continual professional development for the voluntary staff be developed.**

<p>The review team has confidence with qualifications with regard to Criterion J, All staff.</p>

K Students

Reviewers will examine procedures for student admission, welfare and support, appraisal and discipline.

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.

59. Most of the people on the Course are training for diocesan ministries which entails returning to their own church. Others are training as Readers again who will normally be deployed in the own church. The staff took great care in inducting people into the Course and they have ongoing concern for their welfare. While this area would seem to be informally existing and work well, there is a need for a more explicit formal policy in all these areas.

K.ii The institution's decision-making structure should enable students to take an appropriate part in its governance.

60. The governance structure was not completely obvious. The forums seem to be the nearest thing to a governing body. This however does not have

student representation on it. While students give feedback both informally and formally they do not seem to be able to be represented within governance structures. This should be rectified.

Recommendation 15

We recommend that:

- **policies with regard to Ki be made explicit and available online in VLE.**
- **governance structures be clarified and that student representation on those bodies be included.**

The review team has confidence with qualifications with regard to Criterion K, Students.

SECTION SIX: GOVERNANCE, MANAGEMENT AND FINANCE

L Organisation and governance

Reviewers will examine the effectiveness of the institution's governance structures and processes, recognising that these will be proportionate to the scale of the institution and will not apply identically to, say, a college and a diocesan course.

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.

61. The Course is an integral part of the Diocese and follows the policies of the Diocese with regard to financial and administrative and management structures. The question of the clarification of a Course governing body has been raised above. The Course is a subsection of a Diocesan department reporting back to the Bishop.

Lii to Liv are taken together.

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, reputation and effectiveness of the institution; operational and staff oversight and support.

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 and induction for new trustees; and ongoing training needs should be met.

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.

62. The discussion of a governing body in this context is not the same as for a stand-alone institutions such as a college or some of the courses. The question has however been raised above of the clarification of which meeting stands as a governing body in which students may find representation. At present this probably happens in an informal manner but it is clear that this should be developed into a formal policy.

L.v The institution's audited annual reports should be produced in good time and filed with the Charity Commission/Companies House as appropriate.

N/A

Recommendation 16

We recommend that a governing body should be formed for the Course which includes student representation

The review team has confidence with qualifications with regard to Criterion L Organisation and governance.

M Business planning and risk management

Reviewers will look at evidence for the existence and implementation of the institution's strategic policies. Subject to considerations of scale, as at section L:

Mi, Mii and Miii are taken together, below.

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.

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

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.

63. All these aspects of the Course are a subsection of wider Diocesan policies. There is clear annual budgeting and this is a part of the wider business plan of the Diocese. For the purposes of risk assessment and review as well as questions of health and safety, the Course is covered by Diocesan policies which are in existence.

The review team has confidence with regard to Criterion M, Business planning and risk management.

N Financial policies

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

Ni, Nii, Niii and Niv are taken together, below

- 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.*
 - N.ii Management accounts showing performance against budget should be produced at least quarterly and reviewed regularly by the trustees.*
 - N.iii The institution should consider its sources of income and have strategies to identify and raise the funds it needs.*
 - N.iv The institution should have adequate financial controls aimed at minimising waste and loss, and should be appropriately advised on tax-efficiency.*
64. The finances of the Lay Ministry Course are a subsection of the Diocesan Board of Finance. The Director manages the finances of the course with financial control from the Diocese.

The review team has confidence with regard to Criterion N, Financial policies.

O Statutory and operating policies

Oi, and Oii are taken together, below.

- O.i Proper books of account should be kept, with computerised data regularly backed up and stored offsite.*
 - O.ii Bank mandates should be up to date, with appropriate authority levels.*
65. As a part of the Diocesan Board of Finance, the Lay Ministry Course fulfils these requirements.

The review team has confidence with regard to Criterion O, Statutory and operating policies.

P Accommodation

P.i The i) public, ii) teaching and iii) provided private living accommodation should be fit for purpose and suited to students' needs, with an ongoing maintenance programme and forward planning for future needs.

66. The public spaces available are the teaching facilities in Bouverie Court, that used in the retreat house in Ely, and space used in Peterborough. Questions arose over the balance between going to Northampton and the provision of courses in Peterborough. This would seem to be a systemic problem relating to the shape of the Diocese, although consideration should be ongoing about providing effective training in different sites. The retreat house in Ely enabled the use of the Cathedral for worship and was fit for purpose with rooms on the ground floor for anyone with special requirements.

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

67. LMC was particularly aware of the needs of disabled students. The needs were carefully discovered at the beginning of the Course and then adjustments in teaching and accommodation were made to fit in with these requirements. Special provision had been made for dyslexic students in the teaching and assessment.

<p>The review team has confidence with regard to Criterion P, Accommodation.</p>

CONCLUSION

68. We carried out our task in the knowledge that national QA criteria more often applied to Colleges and Courses with far greater experience and resources than have been available to the Peterborough Lay Ministry Course. And, as we have said many times through the Report, we were enormously impressed by what we saw in terms of the bonding between staff and students, the high teaching skills often exhibited, the evident enjoyment and satisfaction that students - across the ability range - experienced from the Course and the many excellent teaching and learning outcomes that we saw. These positives are real, important and to be regarded as critical foundations. They are the dominant characteristics that anyone sitting in on the Course would immediately notice. In no sense have they to be searched for amid areas of disquiet or qualification.

69. Indeed the opposite is true. It is only as one begins to explore more deeply and against the sort of rigorous criteria that was our brief that qualifications became evident. Some of the qualifications are currently impossible to meet in the sense that they are asking that 'x' be done knowing that it almost certainly cannot be done with a half-time Principal, a half-time Administrator and voluntary staff and tutors nearly all of whom have demanding paid ministry elsewhere.
70. We were encouraged therefore to recommend many things that are possible immediately and some things whose effective implementation will depend on a conversation with other parties about resources. But the good news here is the Diocese's growth culture and the fact that senior staff need no persuasion that ministry – ordained and lay - is a crucial key to growth and training is a crucial key to ministry.
71. Because that is a central part of the diocesan vision we have confidence that the qualifications we have identified can be met and that the Peterborough Lay Ministry Course will, under God, become even more effective in training candidates who 'have a personal commitment to Christ', 'whose desire to make God known by word and deed is nourished by Christ's love for the world' and whose immediate calling is to be equipped to do this in their local setting.

Overall outcome: The review team has confidence with qualifications in the Peterborough Diocesan Lay Ministry Course for preparing candidates for Reader ministry.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that ways are found to make the aim of growing to become more effective ‘disciples and ministers of Christ’ part of a more challenging and critical culture within the Course.

Recommendation 2

We recommend that the aims and objectives of the Course are reimagined and set-out in challenging, dynamic, growth-focused and end-orientated ways that fit both the local vision and strategy of the Diocese and that of the national Church.

Recommendation 3

We recommend that the Course take further steps to develop a culture of self-evaluation and, as part of that, produce the Self Evaluation Report required annually by Ministry Division.

Recommendation 4

We recommend that the Principal attends at least one Conference of his TEI training peers per annum.

Recommendation 5

We recommend that the Course finds a strong external link, ensuring regular, on-going challenge and inter-action, with a body which has similar mission, training and academic objectives.

Recommendation 6

We recommend that:

- the training of Incumbents is re-examined to ensure that they understand and are supportive of the realities of training**
- the making of support groups within the parishes/benefices from which students come be made mandatory**
- consideration is given to developing a module in multi-faith issues that will meet the needs of Peterborough Diocese**

Recommendation 7

We recommend that the Course is reviewed to ensure that there is a higher emphasis on mission and this emphasis is seen clearly in the handbook and the module outlines and assessment papers.

Recommendation 8

We recommend that Readers' training is consistently brought up to the widely accepted practice across the dioceses of HE level 4.

Recommendation 9

We recommend that:

- **the policies on corporate life, and on gender and ethnicity, be made explicit.**
- **these policies should be available online through a VLE**

Recommendation 10

We recommend that:

- **an explicit policy on worship be developed, including a clear statement of the differences required for diocesan ministries and Reader ministry.**
- **consideration of the incorporation of Incumbents into the process of feedback on leading worship and preaching for Readers be included in this policy.**
- **this policy should be available electronically in a VLE.**

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 - **a full-time Administrator**

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- **a review be made of job descriptions and a review process of the voluntary staff.**
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We recommend that:

- **policies with regard to Ki be made explicit and available online in VLE.**
- **governance structures be clarified and that student representation on those bodies be included.**

Recommendation 16

We recommend that a governing body should be formed for the Course which includes student representation.