Ministry Council: Periodic External Review Report

St Augustine's College

May - July 2017

CONTENTS

GLOSSARY

APL	Accredited Prior Learning
ASE	Annual Self Evaluation
ATLA	American Theological Library Association
BCP	Book of Common Prayer
BoM	Board of Management
BoS	Board of Studies
CAVLE	Common Awards Virtual Learning Environment
CCCU	Canterbury Christ Church University
CYM	[Institute for] Children, Youth and Mission
DDO	Diocesan Director of Ordinands
EBSCO	an on-line research / information database
IME	Initial Ministerial Education
LLM	Licensed Lay Minister/Ministry
OM	Ordained Minister/Ministry
SCONUL	Society of College, National and University Libraries
SEITE	South East Institute for Theological Education
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution
ULO	University Liaison Officer
URC	United Reformed Church

LIST OF REVIEWERS

The PER team consisted of reviewers appointed by both the Ministry Division and Durham University.

For Ministry Division

Revd Lesley Bentley, Senior Reviewer, Director of Ministry, Diocese of Lichfield

Mrs Sally Buck, Warden of Readers, Diocese of Lincoln

Revd Dr Mathew Philip, Research Scientist, Business & Facilities Manager, Sir John Cass School of Art, Architecture and Design, London Metropolitan University; Non-Stipendiary Minister in Brighton (Diocese of Chichester)

Very Revd David Brindley, Dean of Portsmouth

For Durham University

Prof Mike Higton, Professor of Theology & Ministry

Mrs Emma Harrington, Common Awards Officer

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

For ministerial training institutions that offer the church's Durham University-validated Common Awards programmes (as most do), Periodic External Review is a joint process that meets the quality assurance needs both of the sponsoring churches and of Durham University, and enables the church to conduct an external quality check of each TEI against national standards and expectations for ministerial training and formation.

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.

For Durham University, the PER process is the university's mechanism for gathering and evaluating information from multiple sources in order to inform decision-making on: (i) renewal of the Common Awards partnerships with approved Theological Education Institutions (TEIs); (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

Review teams are appointed both by Ministry Division from a pool of reviewers nominated by bishops and TEIs and by Durham University's Common Awards office. The latter will take lead responsibility for PER criteria E and F covering teaching and learning infrastructure and delivery. In effect, this part of the review represents academic revalidation by Durham as the church's partner university. But evidence-gathering is shared and judgements are owned by the review team as a whole.

Recommendations and Commendations

PER reports will include Recommendations which may either be developmental, naming issues that the reviewers consider the TEI needs to address, or they may urge the enhancement of practice that is already good. They will also include Commendations, naming instances of good practice that the reviewers specially wish to highlight. The reviewers' assessment of the TEI is expressed as much through the balance of Recommendations and Commendations in their report as through its criterion-based judgements.

Criteria-based judgements

In coming to their judgements under Sections A-D, reviewers are asked to use the following outcomes with regard to the overall outcome and individual criteria:

Confidence
Overall outcome: commendations and a number of recommendations, none of which question the generally high standards found in the review.

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

Confidence with qualifications
Overall outcome: likely to include commendations as well as 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.

Criterion 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.

Criterion 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.

In respect of Sections E–F, university validation does not currently apply a hierarchy of quality judgements. Instead, the practice is to grant continuing approval subject to the fulfilment of conditions expressed in the reviewers' recommendations. Thus, where Common Awards programmes are part of the PER, the reviewers' shared judgements under these two sections will normally be expressed as 'Confidence, subject to the implementation of the recommendations in this section'.

The Common Awards team's findings will be part of the joint PER report, but will also be included in a stand-alone report prepared for the university's governance bodies, and which can be made available to the TEI under review if wished.

*For training institutions that do **not** offer the Durham-validated Common Awards programmes*, PER will be undertaken entirely by Ministry Division-appointed reviewers, applying criteria A-F but with appropriate adaptation in the case of E and F. Some diocesan Reader training schemes, for example, will fall into this category.

REPORT OF THE PERIODIC EXTERNAL REVIEW OF ST AUGUSTINE'S COLLEGE

May – July 2017

SUMMARY

Introduction

The origins of St Augustine's College can be traced to 1994 when its predecessor, the South East Institute for Theological Education (SEITE), was founded to train people for Christian ministry in the dioceses of Canterbury, Rochester, Southwark and later Chichester. SEITE was formed from a merger of two institutions in the South East region; the Southwark Ordination Course and the Canterbury School of Ministry. Alongside part-time programmes, full-time programmes for ordination candidates and independent students were offered from 2012. SEITE became responsible for Reader training in the diocese of Canterbury and later in the dioceses of Southwark (2012) and Chichester (2014).

Validation by Durham University

In the run up to the introduction in 2014 of the church's Common Awards programmes, Durham University conducted a validation visit to SEITE in November 2013, with the aim of considering the proposed TEI partnership and programmes for approval. Its programmes were previously validated by Canterbury Christ Church University (CCCU), and accredited as ministerial training routes by the Church of England's Quality in Formation Panel. SEITE was at that time – as St Augustine's College is now - a non-residential, dispersed community, operating then from offices in Canterbury and subsidiary offices in central London, and teaching across different sites in London, Canterbury, and the South East.

The Validation Panel found that SEITE, despite its dispersed nature, had a strong sense of community and place and that it worked in close partnership with churches and dioceses in the region. It had a total of 144 students for ordained and lay ministries and independent learners, and expected approximately 80 new students to enrol on Common Awards in September 2014. It had a core team of 4.4FTE teaching staff and a support staff team of 1.9FTE, plus nine part-time sessional tutors. Subject to conditions, which were met, the University approved the partnership and programmes.

Changes after validation

A number of subsequent changes at St Augustine's have since been approved by the University and built into the partnership contract accordingly. The main partnership changes since validation have been the TEI's office move and change in legal name from SEITE to 'St Augustine's College of Theology'. In July 2016 the TEI informed the University that it would be moving its offices and Canterbury evening class programme from the campus of CCCU to the St Benedict's Centre, Malling Abbey, West Malling, ME19 6JX. The new venue provided improved accommodation and permitted fuller collaboration with local dioceses. The Southwark delivery centre remained unchanged.

The move to Malling Abbey has provided space to build a new dedicated library to house a collection of texts. The 'Magnet Library' of c. 10-12,000 books, previously housed in Hastings under the care of the

Mother Agnes Trust, Diocese of Chichester, was transferred to the new Malling Abbey site when construction was completed in Autumn 2016. While it has been kept up-to-date, the TEI was planning additional fundraising to enlarge particular fields (especially spirituality and mission), and has extended the hours of its Librarian by two additional days per week. Students also continue to have access to their dedicated collection at the CCCU library, and the TEI's Southwark collection (in Southwark Cathedral).

The other significant change since validation is the TEI's change in legal name from SEITE to 'St Augustine's College of Theology'. The name change and rebranding arose from research completed on the institution's name and its suitability; it was felt that SEITE was enigmatic and uncertain of spelling and pronunciation. The name change came into force on 1st July 2016. The College worked with a creative agency to change the way it was presented through its online presence and promotional material. This included the development of a new website, College prospectuses, prospective student communications and social media activity.

Periodic External Review: process and evidence

During the PER visit, the review team met with key members of senior management staff, teaching staff, and student representatives from different facets of the TEI. The meetings took place at St Augustine's College in West Malling and at Southwark Cathedral. The Durham team were present in Southwark only but had engaged in a pre-meeting for the identification of important issues at Durham University on 16th May 2017. Ministry Division reviewers attended teaching and worship at West Malling during 19th – 20th May.

The final period of the review was lengthened by the terrorist attack of June 3rd, which necessitated a change of date for interviews and the Council meeting from early June to July. Hence, on 3rd July 2017 Durham University and the Church of England's Ministry Division jointly conducted a structured day of interviews at St Augustine's with key members of senior management staff, teaching staff, administrative staff, and student representatives from different centres and pathways within the TEI; and on 13th July two of the Ministry Division reviewers were able to attend the rescheduled Council meeting.

Written evidence was also received from a selected sample of stakeholders including sponsoring bishops, partner TEIs, DDOs, former students and receiving incumbents, who were invited via a brief questionnaire to offer their views on strengths and areas for development for RCC, and its partner courses, and their hopes for its future.

For the purposes of the PER, a comprehensive set of documents was made available to the review team. Examples include:

   a. a self-evaluation document;
   b. programme regulations;
   c. module overview tables;
   d. curriculum mapping documents;
   e. external examiner reports;
   f. annual self-evaluation reports;
   g. statistical data;
   h. previous validation and inspection reports;
   i. committee minutes.

The review team also had access to the Common Awards framework and documentation, including:

a. the core regulations for the Common Awards programmes;

b. programme specifications;

c. module outlines;

d. assessment criteria and assessment guidance;

e. contact hours parameters;

f. the Common Awards TEI Handbook;

g. the Guide for PER Reviewers Appointed by Durham University (incorporating the PER Criteria that were developed in conjunction with the Church of England).

The review team examined the following Common Awards programmes which have been granted approval for, and are delivered by St Augustine's:

- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446);

- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447);

- BA (Hons) in Theology, Ministry and Mission (V604);

- Graduate Diploma (GDip) in Theology, Ministry and Mission (V60422);

- Postgraduate Diploma in Theology, Ministry and Mission (V60412);

- Master of Arts in Theology, Ministry and Mission (V60407).

At the time of the review St Augustine's College was providing training for 66 Reader ministry Candidates, 21 ordinands selected for incumbent status ministry and 27 ordinands selected for assistant status ministry. There was one ordination candidate from another province. In addition there were 71 IME phase II candidates and 23 independent students.

The reviewers are grateful for the hospitality offered to them and for the willingness of staff, students and supervisors to engage openly and willing with the review process. The environs of the West Malling centre were particularly appreciated.

SUMMARY OF OUTCOMES

The Review team has Confidence with Qualifications in St Augustine's College as fit for the purpose for preparing candidates for ordained and licensed lay ministries.

CRITERIA	OUTCOME
A Formational aims	Confidence
B Formational context	Confidence
C Leadership and management	Confidence with Qualifications

D Student outcomes	Confidence with Qualifications
E Partnership with university	Confidence, subject to Recommendations
F Taught programmes	Confidence, subject to Recommendations
Overall Outcome	**Confidence with Qualifications**

In addition, and with regard specifically to Sections E and F, the Common Awards review team **was satisfied** with the quality and standards of the Durham programmes detailed above. The review team:

a) was satisfied with the quality and standards of the programmes listed in para. 4, above. The team recommends that the programmes should be revalidated for a period of six years.

b) was satisfied that St Augustine's College continues to be a suitable collaborative partner for the University.

c) identified a number of recommendations for the TEI to address in relation to the partnership and programmes. The TEI's action in response to the recommendations will be considered for approval by the University. All recommendations must be signed-off in advance of the partnership renewal process that will take place towards the end of the initial validation term.

General observations

The reviewers found the students and staff in good heart. A very positive atmosphere of spirituality and learning pervaded the West Malling Centre and the meetings we attended. Relationships between staff and students seemed to be particularly good, with significant numbers of positive comments from students about the care taken by staff in their roles. The change of name from SEITE to St Augustine's College of Theology is far more significant than just a change of name. The rebranding involved extensive consultation that has resulted in a wide ownership of the renewed aims and ethos of the college by staff and students. Current changes and uncertainty around the effects of Resourcing Ministerial Education did not appear to be having an adverse effect on the College.

The review occurred during the St Augustine's review of its governance structures. This has led to a number of recommendations that relate to what is therefore a work in progress. The number of recommendations in this area do not therefore indicate an established deficiency or weakness. The current business plan is relatively new and has also attracted a number of recommendations. The business plan is based upon assumptions and predictions about increasing recruitment to enable the college to move away from its current planned deficit budgeting. The reviewers noted that robust business planning is systemically difficult for TEIs because, although they are in control of their own recruitment (much of it in competition with other TEIs), they are distanced from the prior stage of encouraging vocations to licensed ministry, which is the work of the dioceses. St Augustine's is reliant upon partner dioceses encouraging vocations.

The reviewers found that St Augustine's College was a good place to train for ordination and for licensing as a Reader. Although the more private development of theological thinking and IME phase II were not the focus of the review, nevertheless the reviewers heard positive comments from students and curates in these pathways and, of course, many matters that apply to ordinands and Reader candidates also apply to curates

and independent students. The reviewers were pleased to recognise many strengths of St Augustine's and to recommend some areas for strengthening and improvement.

The Report is written in relation to the Criteria set out in the Quality Assurance and Enhancement in Ministerial Formation Handbook September 2017. The paragraphs follow the Criteria which are printed in italic type. The reviewers' comments are in normal type and the Commendations and Recommendations in **bold**.

FULL REPORT

SECTION A: FORMATIONAL AIMS

A1 The TEI's formational aims are clearly stated, understood and owned within the TEI.

1. The formational aims of St Augustine's College of Theology are found most clearly in the business plan agreed at the March 2017 Council and in narrative form in the newly written prospectuses for study pathway, within the Principal's letter. They are consistent with the governing documents, the memorandum of Association and the new strapline of 'transforming formation'.   In the PER documentation the Principal writes of the period of self-reflection occasioned by the recent re-branding exercise. This involved extensive consultation of staff, students and other stakeholders and the use of an external consultant. The result has been a redesigned website, new recruitment literature and new internal handbooks and guidance material, available through Moodle. Members of staff and students appeared to be well acquainted with the aims and objectives of the college through their participation in this. The newly produced staff handbook indicates a concern to communicate clearly with all staff members and to make relevant information easily available. The college is to be commended for the thorough consultation that underlies the re-branding and the resultant high level of ownership of the formational aims. Of those stakeholders who replied, there is clearly some awareness of the rebranding and concern expressed by one Bishop for 'embedding its [St Augustine's] identity and presence in the marketplace'.

Commendation 1
The College is to be commended for the thorough consultation that underlies the re-branding and the resultant high level of ownership of the formational aims.

A2. The TEI's formational aims are appropriate to the ministerial training requirements of its sponsoring church denominations.

2. The documents demonstrating the mapping of the ordination course and the Readers course onto the respective House of Bishop's Formation Criteria indicate that the formational aims are appropriate to the ministerial training requirements of the C of E. The reviewers were aware of the differing expectations of the 3 dioceses that partner with St Augustine's for the training of Readers and LLMs so that the provision for training provided by St Augustine's has some tailoring to each diocese. Provision for formation also varies within the dioceses. There appears to be a tension in the relationships with the dioceses between partnership relationships and a service provider relationship although the reviewers understand that at the time of the PER St Augustine's were working towards a service level agreement for 3 of the dioceses served, providing a 2-year pre-licensing programme from September 2017, with a varied period of post-licensing provided within the dioceses.

3. The past 3 years have been a period of extensive review for what was SEITE, occasioned by the move to Common Awards, the disconnection of SEITE from Canterbury Christ Church University and its rebranding as St Augustine's College, preparation for the implementation of RME and a readiness to train more ordinands consistent with the Ministry Council aim of increasing the numbers by 50%

across the country. Training begins at St Augustine's with a 'mission project' which consciously promotes missional thinking and action, collaborative working, flexibility and adaptability. Conversations with students indicate that participation in such projects is well received. Reviewers talked to one incumbent who had hosted a mission project and was complimentary both about the missional thinking and the way students worked together.

4. The Principal made the reviewers aware that he visits the Bishops of each of the partner dioceses every 6 months. Staff told the reviewers about the part played by DDOs in evenings for potential ordinands that served both to inform and recruit. The reviewers were shown material advertising open days and events designed to help in the discernment of vocation. This information is also to be found on the newly designed website which appeared to be both attractive and informative for potential students.

5. St Augustine's will continue to engage in regular reviews, through the normal Ministry Division and Common Awards processes and also through an annual review of the business plan and the work of the marketing committee.

A3. The TEI's aims, activity and achievement are understood and supported by wider church audiences.

6. The recent rebranding exercise, preceded by extensive consultation, indicates a marked awareness of St Augustine's public profile and the need to present this truthfully and positively, in a way that will encourage participation in its activities. A recent rise in student recruitments among ordinands and independent students seems to indicate positive evaluation by potential students and DDOs, although this is based on one year's evidence. Opinion solicited from other stakeholders, including local Bishops, alumni and receiving incumbents also indicates a positive regard. The absence of a mention of St Augustine's in any section of the diocesan websites at the time of the review that was likely to be immediately apparent, was regarded with surprise by the reviewers.

Recommendation 1

The reviewers recommend that St Augustine's College continue and develop discussions with each of their partner dioceses

  i. **to attain clarity about the requirements of each diocese for Reader and LLM training and the nature of the relationship between the College and the dioceses; and**

  ii. **to encourage their partner dioceses to make the partnerships more evident in their advertising.**

7. Observation of the student cohort indicates a good range of ethnicity, age and gender among the student body. Conversations indicated a wide range of prior educational achievement.

> **The review team has Confidence with regard to Criterion A: Formational Aims.**

SECTION B: FORMATIONAL CONTEXT

B1 **The TEI draws on partnership with theological educators in the region and local faith community organizations to enhance training and formational opportunities for students.**

8. The region served by St Augustine's has a variety of theological providers and educators. The closest relationship has been with Christ Church University, Canterbury. Inevitably with the introduction of Common Awards and the move of St Augustine's this relationship is less strong that it has been in the past, but individuals from Christ Church have continued to teach for St Augustine's. There is an occasional theological seminar in Canterbury attended by staff from both institutions. St Augustine's plays a full part in the Regional Training Partnership

9. Associate tutors have been recruited from across the region, and core staff members act as mentors to them, occasionally sitting in on sessions taught by them. The associate tutors we observed were well briefed and were clear about their roles in respect of the modules that they taught.

10. Staff and students described good working relationships with local faith communities, and with agencies which host students on pastoral placements.

B2. **There are well understood and embedded practices of corporate life, so as to enhance the process of students' formation.**

11. Corporate life at St Augustine's is strongly developed and is appreciated by students. We observed that students, teaching staff and administrative staff relate easily and positively. A student described the course as having 'a culture of kindness'. Students reported that staff are open to listening, always respond quickly to requests and are responsive to feedback forms. Students reported that they feel treated as adults able to make their own learning decisions. Despite the variety of courses and complexity of timetabling, students feel secure in the pattern of learning sessions and residentials. Individual student pathways are negotiated, and we saw a selection of these online. These appeared thorough and appropriate, and students reported that they were helpful. Staff hold a collection of essays at various standards to show to students as examples. There is sensitivity to students with particular education needs, but a real issue with finding adequate funding in this area.

12. Safeguarding policies and procedures were found to be appropriate and up to date, and students had no concerns about their implementation.

13. Students reported that spouses and partners were included, if they wished in the induction period into the course and that care for spouses and partners was primarily the responsibility of home ministers.

B3. The provision of public social and private living accommodation is satisfactory [see also E3 for teaching accommodation].

14. The move of the headquarters of St Augustine's has been very positive. It provides a range of opportunities for social interaction, and excellent public spaces. The setting in an ancient Benedictine Abbey brings a real depth of spirituality to the events which take place there, and students report that they are able to use study rooms and the library at any time, many of them taking advantage of this facility. 'We have an identity now - we are no longer the poor relation of Christ Church Canterbury.' At the Southwark Centre students appreciated being able to worship within the Cathedral.

15. On the weekend which we observed, accommodation for students and some staff was in a local hotel, which was adequate. Bar facilities and opportunities for mixing over breakfast were good, and other meals were taken on the St Augustine's site. Students when asked reported that they like the change of atmosphere and pace which is provided by moving to another site.

B4. The TEI's corporate worship and liturgy are balanced in range and tradition, including authorised and innovative rites.

16. We observed three acts of worship - evening prayer and compline in the Pilgrim Chapel and morning Eucharist in the Barn Chapel. All three services were well conducted, and were from Common Worship. Students reported that worship had been from the BCP during Lent, and that for some who had never used BCP before it had been a positive experience. Although we only observed three acts of worship, students' reported that they felt they had experienced a range of worship, and that most of them had been taken out of their 'comfort zones' by a variety of worship forms.

B5. Staff model an appropriate pattern of spirituality, continued learning and reflection on practice.

17. Regular Staff training days for both academic and administrative staff, together with academic staff publishing regularly give a clear message that continued learning is important. Core staff act as mentors to associate tutors and sit in on some of their teaching sessions. Students articulated well how they had developed theologically and spiritually during the course, and reported a genuine broadening of appreciation of the range of traditions represented.

18. Academic staff were all present in the worship sessions we observed.

19. Reflection on practice is well modelled, and is particularly evident in placements and mission projects. One member of staff described theological reflection as the core which links together the various aspects of the teaching programme. A liturgy teaching session we observed encouraged reflection on how liturgy is shaped by culture and context. Students were encouraged to discuss and explore, and were gently challenged by the tutor. One student reported that 'there seems to be an enthusiasm among tutors for the subject which is really encouraging'. There is an expectation that the minster of the home parish supports formation, but this is very variable. (See recommendation 2)

Recommendation 2

That the core staff consider how home parish ministers can be better briefed and mentored as they support student formation, encouraging awareness of and engagement with the resources provided by the College.

> **The review team has Confidence with regard to Criterion B: Formational Context.**

SECTION C: LEADERSHIP AND MANAGEMENT

C1. The TEI has clear and effective governance structures.

20. The current organisational chart shows the Council at the head. This has representation from each of the Dioceses sending students to the TEI. In addition, the Methodist Church and the URC are represented. There is also representation for the C of E General Synod and Christ Church University. There is also one academic staff representative from the TEI and three student representatives. The Principal of the TEI, a Treasurer and a Company Secretary complete the number.

21. Together the members provide skills in areas of ministerial formation and education to HE management, charity law, administration, employment law, marketing and finance.

22. The documentation provided included the "Memorandum and Articles of Association" of the former SEITE. A second document, the "Terms of Reference for the Council and its Sub-Committees" also currently refers to SEITE rather than the new institution. The Chair of the BoM confirmed that following the discussion of changes, both documents would be updated by the end of 2017.

23. The second document identifies the two sub-committees namely, the Board of Management and the Board of Studies. The former consists of a reduced set of members from the Council.

24. The Board of Studies includes up to five members appointed by the Council including the Chair. In addition, the Principal and Programme Director of the TEI and all Diocesan Programme coordinators are ex-officio members of the BoS. There also eight students nominated by eight different cohorts of students covering the TEI's programme pathways. There is therefore a clear organisational structure with clearly defined roles and functions.

25. The Council meeting on 23 March 2017 endorsed proposed changes to the structure of the BoM. The new body, to be referred to as the Executive Committee, will have increased membership and decision making powers. The Board of Studies would then become a sub-committee of this new Executive Committee. The proposed changes to the structure appear to clearly separate the responsibilities for the management of the TEI from the advisory role of the new Council of Reference. This is to be commended. Overall, the Council and the BoM have actively engaged in improving the governance structures of the TEI and the changes proposed appear to achieve this. At the time of the PER the representation of the Principal and students in the Council of Reference was under discussion but not finalised. The reviewers commend the Council and BoM for the proposed new organizational structure that separates the responsibilities for the management of the TEI from the advisory role of the new Council of Reference. By consolidating the management responsibilities with the BoM, the decision-making process should be enhanced.

Commendation 2
The reviewers commend the Council and BoM for the proposed new organizational structure that separates the responsibilities for the management of the TEI from the advisory role of the new Council of Reference.

Recommendation 3

We recommend that the new Council of Reference should include representation from staff of the TEI in addition to the Principal as well as a student(s) so that the internal voice of the TEI is heard.

C2. The TEI has effective leadership.

26. The organisational chart and the Minutes of the Council and the BoM meetings provide evidence that the principal and the leadership team do provide strategic direction and engage with the staff team of the TEI. There is a good working relationship between the Principal and senior members of staff and the governing Council. The Minutes of the meetings of the BoM and BoS also show that good working relationships exist across the TEI. This was confirmed at meetings with academic staff and students. The Administrative staff also felt that they were listened to and had opportunity to feed into the decision-making process.

27. Staff and students appear motivated and informed about the general objectives of the TEI. They appear to have engaged fully with the recent re-branding exercise for example. This has helped to build a sense of common identity across the TEI.

28. Students felt that their feedback was listened to and acted upon and their representation on the BoS, BoM and Council helped with this relationship. There were however some concerns about the lack of communication for the more distant students based in Hove. Part-time tutors also indicated that communication was limited by the very nature of their teaching commitments at the TEI. The reviewers commend staff for the effective engagement between students, staff and the Principal of the TEI.

Commendation 3

The reviewers commend staff for the effective engagement between students, staff and the Principal of the TEI.

C3. Trustees are appropriately recruited, supported and developed.

29. A list of the skills and experiences of the members of the Council is kept. Members collectively have experiences in Christian ministry and formation, in administration, in charity law, in HE management, in finance and in marketing and training. Further experience of business management would be an asset as the financial viability of the TEI may be critically tested over the next three or so years.

30. Some trustees seem to be very actively involved in the work of the TEI but it would useful for all trustees to engage with staff and students occasionally and especially during teaching days and residential weekends.

Recommendation 4

We recommend

    i.   that additional experience of business management is sought when appointing new trustees

    ii. that there should be an expectation that trustees would occasionally attend teaching days and part of the residential weekends as an aspect of their training and engagement in the workings of the TEI.

C4.   The TEI has effective business planning and fundraising.

31.   St Augustine's College has faced very significant challenges over the past two years. The introduction of the CoE Common Awards Scheme and the consequent transfer of course validation to Durham University has been successfully achieved. At the same time the College has also successfully rebranded itself as St Augustine's, giving up its older name of SEITE. There have also been changes in the locations used by the college, most significantly establishing its primary base at Malling Abbey. The Business Plan for 2017 – 2020 is set in this context.

32.   The business plan emphasises the core business of the TEI which is the education and formation of its students, the provision of appropriate staff team and the student environment. Under the learning environment there is detail on the positive changes to the virtual learning environment, the needs of the library, the need for additional staff, the need for new pathways and collaboration with DDOs. The improvements to the tutorial system have been emphasised.

33.   The rebranding of the TEI and the close work with the branding company are very significant positive changes. A key aspect of the plan under 4.4 states that "student recruitment is expected to rise over the next two years". This is to be supported by the establishment of a marketing committee. A fundraising committee is also proposed. The business plan is however, missing information on potential competition and factors that could influence the current relationship with the dioceses. There is also no discussion on marketing strategy within the main body of the Business Plan, although it is recognised that this will probably come out of the work of the planned marketing committee. The excellent points made in the Appendix should be incorporated into the main body. It is important therefore to ensure that the members of the committee possess appropriate skills.

34.   The section on changes to expenditure anticipated between 2017 and 2020 is detailed. Given the desire to increase the number of pathways, the implication for further increases in staff is also recognised. Student recruitment to the OM programme from the six sending dioceses is not consistent. For example, Southwark sent 10 students in 2016 whereas in the previous four years, they averaged 4. Rochester sends an average of 4 but did send 7 in 2015 while the numbers from the other dioceses were small and did not vary significantly. A large change year on year, from individual dioceses complicate prediction of future numbers and can give false hope of an upturn in recruitment.

35.   Reader ministry student numbers could similarly be affected and in this case, the discussions on how to manage students at a distance, particularly from Chichester, could become crucial. The successful example of the teaching of students in the Channel Islands may offer a way forward.

36.   There is encouragement in the rise in independent and exploring theology students. The business plan could show how this will be monitored and built upon.

37. Consolidation at West Malling is seen as a very positive step in attracting students. This increases the potential need for a facilities manager to oversee the management of buildings and other resources and health and safety as the TEI becomes more permanently located especially at West Malling.

38. The financial statements are clearly explained. There is confidence that the OM student numbers will grow and that the current deficit will become a surplus from 2019.

Commendation 4

The reviewers commend the TEI for

i.   **the very effective transition from SEITE to St Augustine's College and for the use of an external agency to help with the rebranding**

ii. **effectively negotiating an arrangement with Malling Abbey and establishing an excellent environment as the main base for the College**

Recommendation 5

We recommend that

i.   **a section is added to the business plan describing the potential competition to the TEI and factors that could impact on future student numbers of the TEI.**

ii. **the marketing strategy shows a list of measurable actions related to the recruitment particularly of OM and Reader students.**

iii. **A SWOT analysis be included within the Business Plan that addresses financial risks to the TEI.**

C5.   The TEI has sound financial and risk management and reporting.

39. There is an effective system in place for monitoring the finances of the TEI. The Senior Administrator manages the accounts, monitors expenditure and prepares reports for the BoM and Trustees in collaboration with the Company Secretary. The audited annual accounts have been presented. A draft Financial Manual has been presented that usefully summarises details of the financial process and other matters. As the document states, the Trustees provide "strategic direction to the annual budget" and also approve the annual budget and accounts.

40. The BoM is responsible for the monitoring of the use of all resources and submits the budget to the Council. Supported by the Treasurer, the Principal is ultimately responsible for approving the budget that is submitted to the Council.

41. A Risk Register was also provided. This document describes the risk factors and mitigations in sections on governance, operations, human resources, financial, external factors and compliance risks. There is a lot of detail in each of the areas. Some of the risk factors could be removed or combined with others as a way of shortening the document. It would then be possible to focus on the more significant risks. Monitoring of the risks would also be more effective if they were given a numeric value for likelihood and severity.

42. There ought also to be an expression of the risks associated with not achieving the predicted recruitment of student numbers over the next two years as this is crucial for the financial viability of the TEI.

Recommendation 6

We recommend that

i. **the risks indicated in the Risk Register are prioritised through an assessment of the likelihood and severity of each risk. This may be quantified.**

ii. **given the critical role of student recruitment on the financial viability of the TEI, there should be a statement of the level of risk associated with this and associated mitigations.**

iii. **potential changes in funding for students should be identified as risks and need to be mitigated against in the business plan.**

> **The review team has Confidence with Qualifications with regard to Criterion C: Leadership and Management.**

SECTION D: STUDENT OUTCOMES

D1. Students are growing in their understanding of Christian tradition, faith and life.

43.   Candidates' pathways of study provide evidence that not only are the different cohorts of ministry students preparing for different ordained and lay ministries provided for in terms of development of their knowledge and skills but also that individual pathways are considered carefully enabling students with different experience (academic and professional) to develop in their understanding of ministry throughout their training. Students expressed a sense that college staff are growing in their awareness of, and willingness to acknowledge and make use of, the prior life experience and professional skills of candidates, enhancing the student experience and increasing the sense of valuing one another's gifts both within church tradition and in practical and academic contexts.

44.   Meetings with students, non-teaching and core staff all gave us an impression of a college that not only accommodates, but celebrates breadth and diversity of belief and practice. Having said that, the work required to do so was not underestimated. On a number of occasions students and staff referred to the positive influence of beginning study with a mission project. This way of working was seen as allowing a place where disagreement begins to be seen, handled and modelled as good disagreement.

45.   We were met throughout by a generosity of spirit and a sense that not only diverse backgrounds but also diverse vocations were valued. The only exception to this is a significant one and relates to the differing experiences of Reader candidates from the participating dioceses. Students told us of a number of discrepancies in the formational experience of candidates depending on their sponsoring diocese (some being offered residential components to training, others quiet days; differing levels of ability to access books; some feeling part of a cohort, others feeling isolated). While it was felt that changes to Reader pathways were positive, there was also a sense that some of these changes have divided the group (Reader candidates). Those receiving streamed teaching sessions felt that they were learning less than those in live classroom environments. This group also felt that they are not always communicated with effectively by the college and that West Malling seems a very long way away, particularly for the Hove contingent. The reviewers understand that some of these arrangements were temporary for the particular situation at the time and that the situation has been reviewed. (See paragraphs 2 and 85).

46.   A number of staff CVs include academic qualifications that suggest that suggest that theological reflection will be embedded in teaching. In discussion with staff and students it is clear that St Augustine's ethos is for theological reflection to be the bed-rock of all that is done. The Curriculum overview document states that "throughout, St. Augustine's builds on the necessarily self-involving character of theological education for ministry, helping students negotiate change with courage and hopefulness, reflective about their experience, thinking, feeling, aspirations, and fears." In addition in the same overview document the Principal states, speaking of the staff, that "their thinking is theologically driven and their theology alert to questions arising from the business of life; they pray and exemplify the prayerful life of those who face the common difficulties of prayer." Our visit provided significant amounts of evidence to suggest that these statements are realistic and that all staff are fulfilling this aspect of formational training by teaching and example.

47.   The diversity of the associate lecturers was evident from their CVs and in conversation with them. The Ministry Division reviewers noted that the associate staff members that they spoke to attend

college only when they are delivering lectures on their specialist subjects. In our meeting with associate staff there was an acknowledgment of something of a disconnect and a 'degree of blindness' in respect of how what each of these people teaches fits with the training pathways as a whole and with one another in relation to the formational elements of their subject matter.

Recommendation 7

We recommend

i.   that **St Augustine's** put some thought into how the diversity and generosity of associate lecturers might be more evident to students, to provide an even wider base of those who are modelling respectful diversity and theological reflection.

ii. that the intention to call regular bi-annual meetings of these tutors and a training day is followed through, making attendance at most meetings an integral part of being recognised as an associate lecturer.

Recommendation 8

i.   whilst recognising that not all of these variables are within the control of the college, that thought is put into how the commendable recent changes to Reader training might be built upon (particularly with a view to national changes and development of LLM roles) in a way that reflects the sense of generous, respectful, rooted community that we experienced in the **OM** formational pathways.

ii. that a communications policy is developed to ensure that students not involved in residential weekends receive all essential information and communication in order that they are included within the wider community and that they are encouraged, more effectively, to access this.

D2.   Students have a desire and ability to share in mission, evangelism and discipleship.

48.   From the very beginning of study at St Augustine's mission is given a high priority. The mission project, as mentioned previously, was spoken of by numerous students, representatives of dioceses, and placement supervisors as being a highly influential first activity, key to the ethos of the course and influential throughout training. The reviewers commend St Augustine's for the mission projects which not only establish an outward looking attitude towards study and ministry, but also promotes collaborative ministry from the outset of training. The 2015/16 ASE document points to the Readers in mission programme, offering evidence that the missional emphasis is applied for candidates on all pathways. Mission and ministry modules and placements are mission focused as referenced in the academic pathways document. Meetings (both formal and informal) with students confirmed their missional and personal discipleship focus. Reports from, and conversations with, placement supervisors suggest a wide range of experience being available to students and their ability to relate faith to life in the context of missional ministry.

Commendation 5

The reviewers commend St Augustine's for the mission projects which not only establish an outward looking attitude towards study and ministry, but also promote collaborative ministry from the outset of training.

49.   St Augustine's SWOT analysis identified the collaboration with St Mary's Abbey as offering the opportunity for enrichment of teaching, and therefore practice, of spirituality and pastoral theology which in turn will develop students' understanding of enabling others to grow in their faith.

D3.   Students are growing in personal spirituality and engagement with public worship.

50.   The move to Malling Abbey was spoken of on numerous occasions by both staff and students as being a rich experience offering a rootedness in a praying community with all of the encouragement and challenges that this provides. Students experience leading worship in different chapel spaces and locate their academic studies in a place of prayer and alongside the more missional community life of the Pilsdon Community whose barn chapel is also used for college worship.

51.   Our observation would be that with this very positive move there is the possibility of a widening gap between the experience available to OM candidates and LLM and Independent students (particularly those who never go to teaching sessions at Malling Abbey) who do not have access to the same resources as they are not part of residentials. It will be necessary for St Augustine's staff to be aware of this potential discrepancy as the community settles into its new home and to provide alternative formational opportunities ensuring that a 2 tier experience is limited as much as possible.

52.   Worship policy and rotas, as well as the Formation in Practice handbooks, evidence emphasis on spiritual growth and prayerful support as part of contextual aspects of training for ordinands and LLMs. However, a number of students did reflect on the change from personal tutors to group tuition with a member of core staff saying that this move has decreased the level of support they are able to access for personal spirituality and growth. The relationship with the personal tutor was perceived as being more objective due to the 'outsider' identity of the tutor and more personal because of the one-to-one nature of meetings.

53.   The Principles for Worship document contains well set out guidelines (although it does make sure students don't assume Anglicanism in prayers for bishops etc but then does seem very Anglican in emphasis for all other aspects of instruction). We did not have opportunity to meet any non-Anglican past students to find out how this was received, but do consider that the emphasis on worship styles might be reflected on and a broader focus encouraged. In addition one receiving minister was critical of the variety (or lack of it) of corporate worship encouraged from students stating that evangelical students known to him had felt 'marginalised' and not free to express their tradition in worship. He spoke of the expectations as being to offer worship of a 'traditional, mostly catholic approach'. This criticism was further developed in a group meeting with students. Students articulated a desire for the breadth of church traditions to be actively celebrated in the expressions of worship offered on study days and weekends. There was a sense of being constrained to a 'middle way' in worship that does not reflect the wealth of experience in the student body.

54. Students are involved in leading worship throughout their training. Students commented on their enjoyment of planning worship in mixed groups. When questioned about worship feedback the Principal expressed a policy that avoids the 'post mortem' style of feedback but allows for more general reflections on worship in tutorial groups and allows students to learn through staff support in worship preparation. Students expressed the desire for more clear and robust feedback in college. More direct feedback is given to students about their worship leading and preaching in their placements. Students also suggested that it would be helpful for peer groups to attend each other's worship in parishes with an opportunity to offer feedback. It was noted that there is not a single document placement handbook for students.

Recommendation 9

We recommend

    i. **that a single document is provided as a placement handbook for students and placement supervisors, including expectations and expected opportunities that will enable the students to make the most of feedback offered.**

    ii. **that a review of the worship policy takes place to enable students' traditions and experience to be better represented and celebrated by all.**

    iii. **that a system of offering students clearer and more robust feedback on worship they have led in a college setting is developed.**

D4. Students' personality, character and relationships.

55. St Augustine's has gone through significant change over the past couple of years. Students evidenced resilience and stability in the midst of this change; even expressing positive responses to the changes involved in the move to Malling Abbey. Staff evidenced pastoral insights into the needs of the student body and the sponsoring dioceses in order to make these changes a positive experience.

56. A number of comments from stakeholders suggest that the make-up of the student body being mainly part time and holding down regular jobs is positive for resilience and stability and provides the student body with considerable skills.

57. All reports from placement supervisors and receiving incumbents suggest that students from St Augustine's are encouraged to develop ministry which sees the value of relationships. No questions have been raised in any documentation or interviews about the ability, and willingness, of students to work within professional boundaries in ministry and pastoral care.

D5. Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community.

58. The SWOT analysis recognises the diversity of the student body as one of St Augustine's strengths. This, together with the diverse number of pathways being followed by students learning together, was identified by students in meetings and conversations as offering significant experience of collaboration

with others from a variety of backgrounds and with a number of skills and dispositions.

There was also evidence from teaching sessions observed that open conversation about power and group dynamics is encouraged in line with the academic modules where appropriate.

59.   For Reader candidates we noted that there was nothing in the academic column of the mapping to criteria document that related to teaching on leadership. This may be more of an issue for future expectations of LLMs than present.

60.   There is significant evidence that weekends and residential schools are teaching collaboration and the community aspects of values to OM candidates. These aspects of formation training were spoken of by Reader candidates as varying from diocese to diocese. Again, the SWOT document identifies the new multi-diocesan Readers' programme as an opportunity. However, if dioceses have different expectations of Readers/LLMs in their ministry this may become a threat. We would encourage St Augustine's to clarify their interpretation of the LLM/Reader definitions with the respective dioceses (see recommendation 1).

Recommendation 10

We recommend that St Augustine's creates a comparable method of mapping formation criteria for LLM and OM candidates. OM criteria are differently mapped resulting in the appearance of a more robust process. This may simply be an issue of documentation which could be improved if the Reader mapping document mirrored that for OM candidates.

D6.   Students show a calling to ministry within the traditions of the sponsoring church denomination.

61.   Placement and pre-licensing or ordination reports evidence a depth of understanding of the breath of tradition in the Church of England (all of the students involved in this review being from the Anglican tradition). There is also evidence in these reports and in stakeholders' questions and answers that this is the case and that students are responding to a sense of vocation and call in a way that is obedient and informed.

D7.   Pioneer ministry training

62.   Whilst St Augustine's does advertise a pioneer pathway, there is not substantial evidence of how this will work out in practice. The student currently following this pathway has been sent to St Augustine's with the Diocesan intention of there being little difference in their training and a gentle approach to the concept of pioneering. In fulfilling this request, St Augustine's are showing their respect for, and co-operation with, their partner diocese, and so this approach is appropriate and commendable. Through no fault of their own, it is not, however, a significant example of St Augustine's ability to offer a robust pioneer pathway for a number of students with different personal learning plans.

D8. The TEI has clear and robust procedures for end-of-training assessment of students' knowledge, skills and dispositions, and reporting on students' achievement.

63. End of year and end of training reports made available to us as part of the PER process evidence a clear and robust process of reporting enabling further academic and formational planning during training and into IME2. In a meeting with representatives of receiving dioceses the reporting process for OM students was commended and referred to as being the most helpful received when moving students into IME phase 2. Reports from placement supervisors and ministry providers are equally robust and clear and form a valuable part of the reporting as a whole. St Augustine's is commended for the high quality of end of training reports as being extremely high and particularly helpful in assisting with the planning of IME 2 individual pathways for ordained ministers.

Commendation 6

St Augustine's is commended for the quality of end of training reports as being extremely high and particularly helpful in assisting with the planning of IME 2 individual pathways for ordained ministers.

D9. The student has, during and at the end of initial training, a personal learning plan or other clear basis from which to learn and grow further in ministry and discipleship.

64. St Augustine's works with many students on different pathways from different dioceses. All of the evidence from reports, individual pathway documents and discussion with students and staff suggests that personal pathways are clearly communicated, relate to learning outcomes and are relevantly and clearly communicated to receiving dioceses at the end of IME1. Students and staff spoke of the importance of personal learning pathways. Whilst these are becoming standard for ministry training nationally, St Augustine's careful use of such individual paths through ministry training was referred to by a significant number of students as evidence for a non-competitive model of training. We commend the ethos that this represents in both academic learning and ministerial formation.

Commendation 7

We commend the ethos that St Augustine's use of individual pathways represents in both academic learning and ministerial formation.

D10. The TEI learns from the pattern of its students' ministerial and formational achievement and acts on areas of particular need.

65. The PER Curriculum overview document evidences learning from the past and moving into an 'ambitious' understanding of St Augustine's place in the Church of England and what can be offered. The SWOT analysis states "Though we gather 'feedback' data in a variety of ways, we are still in the process of introducing an institution-wide assessment and evaluation system that will improve, integrate, monitor, and ensure the information is applied in the form of specific improvements". Having said that, students' perceptions of the way they are listened to through the feedback systems, both formal and informal, is that St Augustine's is significantly better at this than they see themselves

as being. Having handled significant and complex changes over the past few years, it was notable that students were unanimous in their affirmation of the way they had been heard, feedback responded to and changes made throughout.

66. The ASE document suggested that new tutor groups were expected to allow greater opportunity for reflection on practice and for learning on both the students' and the institution's part. A number of students reported feeling that this new system, as opposed to the personal tutor system of the past, does not allow the same level of open conversations and personal feedback and development. However, staff are clear about the potential benefits and evidenced in discussion that they are listening to the feedback whilst holding the wider and longer term picture of the strengths and weaknesses of both systems. Former students suggested in their time student skills weren't acknowledged as much as would be ideal but feel St Augustine's are addressing this.

Recommendation 11

We recommend that the reflections on the new tutorial group policy which were communicated to us in a meeting with core staff are built upon. This would involve adding in one or two personal meetings with all students each year and seeking an evaluation by staff part way through the year and at the end of the 2017/18 academic year.

The review team has Confidence with Qualifications with regard to Criterion D: Student Outcomes.

SECTION E: PARTNERSHIP WITH UNIVERSITY

E1.   Quality control and assurance procedures governing the partnership are robust.

67.   The overall quality control and assurance procedures governing the partnership were confirmed through the initial validation process.

Management and oversight

68.   The review team noted that the TEI's Common Awards Management Committee (referred to by the TEI as the 'Board of Studies') was established, and operates, in alignment with the Terms of Reference that are specified in the validation contract.

69.   The Board of Studies minutes confirm that student representatives attend each meeting and there is excellent attendance from student representatives from the primary student groups, including ordained ministry, independent students, reader students, and also from across the sponsoring dioceses. Minutes from each Board of Studies meeting confirmed that the meetings also operate as staff-student consultative committees. All Boards of Studies address the review of modules, programmes, and teaching facilities. The TEI is commended for the excellent student representation on formal committees. (See Recommendation 3 in respect of the proposed Council of Reference). Each of the primary student groups are represented at the Common Awards Management Committee (the 'Board of Studies'), with representation from across the sponsoring dioceses.

Commendation 8

The reviewers commend St Augustine's for the excellent representation of each of the primary student groups on its formal committees.

70.   The next Board of Studies agenda is discussed at core staff meetings, in order to ensure that members of staff are able to contribute to the agenda and subsequent discussions. Associate staff members are also contacted for comment in relation to relevant items of the agenda.

71.   The review team noted many examples of good practice in the operation of the TEI's Common Awards Management Committee: the clear and detailed minutes, which include attendance lists that identify student representatives; attendance levels among student representatives from different pathways and dioceses; and the detailed consideration of key developments and action points from the Common Awards Management Board.

72.   The TEI has also established a Board of Management, which is the executive body responsible for the oversight of the management of the TEI. The membership of this meeting is currently being developed to ensure that key skills and expertise (including areas such as finance; legal; safeguarding/health and safety; lay ministry; higher education; fundraising) are represented in the membership of the Board.

Engagement with the University

73.   The review team noted that the TEI's engagement with the University Liaison Officer (ULO) has been positive; the ULO had attended one Management Committee each year of the Common Awards partnership, engaging in the discussions while also providing advice and information.

74. The College team has also been in regular contact with the Common Awards administrative team. This has been a combination of formal and informal engagement. Formal requests (such as curriculum changes, concession requests and the consideration of APL applications) have been appropriately communicated to the Common Awards Team. The College also makes effective use of the informal advice and guidance provided by the Common Awards Team.

Applications and admissions

75. The TEI's admissions policy and entry requirements apply to all programmes. All admissions and APL decisions relating to the Common Awards programmes are managed through the College; the Director of Studies is responsible for such decisions in consultation with the Principal. Admissions processes and guidance on admissions and APL processes are monitored by the Board of Studies.

Assessment

76. St Augustine's College has effective internal processes and practices for managing assessment. Plagiarism detection software (Turnitin) is used for all assignment submissions; students submit their assessed work via the software which is available through the Moodle virtual learning environment. All marking and moderation is carried out anonymously by the module tutors. The quality of feedback is monitored by the internal moderators and the external examiner.

77. A single TEI-level Board of Examiners confirms module marks and considers progression decisions for all students on the TEI's Common Awards programmes. The TEI confirmed that this process is working well. A good working relationship has been developed with Durham University to ensure that the required data and meeting documents are provided for the College's completing students to be considered by the overarching Common Awards Board of Examiners. Moodle has been developed in collaboration with Ministry Division to enable the College to provide the data in the required format directly from the system. The use of Moodle has also enabled the College to more effectively prepare meeting papers and student profiles for the TEI-level Board of Examiners meeting.

Student Engagement

78. St Augustine's College uses a range of effective mechanisms to gather student feedback in order to assure and enhance the quality of provision. All modules are reviewed using module evaluation forms, and students can also submit feedback at any time during the year through the Moodle virtual learning environment. The review team heard examples of how provision had been improved as a result of student feedback; for example, students had reported that they were dissatisfied with a session that had taken place at a residential weekend; this had subsequently been removed from the programme and the time had been dedicated to a topic that the students recommended would be more useful. The students with whom the visit team met spoke positively about the seriousness with which their views were considered by staff at the TEI, and the timeliness of the responses they received to their feedback (see paragraphs 91; 92; 93). The students had observed that issues resulting in negative feedback from previous years of the programme had been resolved for the following year. Student representatives ensure that students are informed of the ways in which their feedback has been taken forward by the College. The review team was struck by the widespread commitment to gathering student feedback, reviewing module evaluations, and improving teaching in light of comments received.

It was clear to the review team that the students deeply valued the openness of staff, the careful consideration of feedback, and the speed with which improvements are made.

Commendation 9

The review team commends the openness of staff, the careful consideration of feedback, and the speed with which improvements are made, all of which are positive points greatly valued by students.

Conclusion

79.   In light of the above, the review team was satisfied that the overall quality control and assurance procedures governing the partnership are robust.

E2.   Overall provision for academic and pastoral support and guidance is adequate.

80.   The adequacy of overall provision for academic and pastoral support and guidance was confirmed through the initial validation process.

Course information

81.   Academic resources, study skills support, module information, and assessment feedback are provided through the TEI's dedicated Moodle system.

82.   The students with whom the review team met spoke positively of the academic information available to them at the start of the programme, reporting that they found this information "clear" and "straightforward".

Induction

83.   In contrast to the positive views regarding the academic information available to students, those students with whom the review team met felt that there had been insufficient practical information available to them prior to beginning their programme with the TEI. While the students reported that they had received various pieces of information from the TEI, this had not been available in a consolidated way. The lack of consolidated information had resulted in the students feeling confused about what was required of them, particularly those returning to education later in life. One student reported a particular lack of clarity around aspects such as placements, formation and the tutor systems. The TEI's programme staff confirmed that they have been made aware of this through student feedback, and continue to work to improve the induction experience year on year. A Personal Pathway Guide had recently been developed for individual students, which includes a chart providing an overview of the student's selected pathway, along with descriptions leading to more detailed information. All students were provided with this information in advance of the induction weekend, with further copies made available at the time of the event for any students who had not received their guide.

84.   The Induction Handbook was made available to the review team, which includes comprehensive information about the College, the Common Awards partnership, and other administrative matters.

The Handbook also directs students to more detailed information available to students via Moodle, including resources, assessment and study skills support.

85. Throughout their programmes students are given opportunities to meet their peers from different programmes and pathways. Many of the modules, as well as other activities such as worship, are shared across programmes and pathways. A small number of students from the Diocese of Chichester take shared modules through weekly evening classes provided via pre-recorded sessions, in Hove, which results in fewer opportunities to meet other students studying at the College. A similar arrangement is in place for those students undertaking modules in the Channel Islands, who receive their teaching through live streaming. The TEI confirmed that the Hove location is a temporary arrangement, and while this type of proposal has been successful in the Channel Islands, this would not be a long term arrangement in Hove due to the isolation of the students and the unreliability of the live streaming provision at this location. As this is a temporary arrangement affecting a small number of students, the review team was satisfied that this issue had a relatively minor, short-term impact, which was being adequately addressed by the TEI

Study Skills Support

86. The TEI has a diverse student body undertaking various programmes in different modes of study (representing independent students, readers in training, ordination candidates, and curates). Given the diverse nature of the student body, study skills support is particularly important.

87. In September 2015 the College appointed a Tutor for Writing, Study Skills and Singing, with an emphasis on providing support for those requiring additional help with written assignments and for those with learning difficulties. A number of the students with whom the review team met valued the support and information sessions they had received from the tutor. Those students who had not received an introductory information session at the beginning of their studies stated that they would have found this to be beneficial. The review team commends the TEI for the appointment of a Tutor for Writing, Study Skills and Singing. It was clear to the review team that this role provides valuable support for those requiring additional help with written assignments and for those with learning difficulties.

Commendation 10

We commend St Augustine's for the appointment of a Tutor for Writing, Study Skills and Singing.

88. Students also expressed the opinion that within the last year there had been improvements made in the support provided for assignment preparation, with valuable resources now available online through Moodle. Should students be unsure as to how to approach an assignment additional support is also available from mentors and tutors/course leaders. An example was provided to the review team by one student who had sent through a proposed title and sample of their work to the module tutor and had subsequently received prompt and helpful feedback, along with a short reading list appropriate to the topic.

89. Students stated that they would value more tutor or peer feedback on leading worship, as for many this would be an important part of their life in ministry upon completion of their studies. (See recommendation 9)

Tutorial Support

90. Students with whom the review team met confirmed that they were aware of what they needed to do in order to succeed on their programme of study. Students reported that there were sufficient opportunities to clarify expectations and learning outcomes in relation to assessments; for example, by completing draft assignments as part of the induction process, or by discussing proposals for ministerial assignments. However, there was less satisfaction with the current tutorial system (see section D 10 and recommendation attached).

91. Due to increased student numbers the College recently moved towards the provision of group tutorials as opposed to students being allocated individual tutors both from within and external to the TEI. Students reported that they found the one-to-one provision of tutorial support to be more valuable than the group tutorial model, however they felt that it was important for the tutors to be associated with the TEI. They suggested that the group tutorials become more structured, should the College continue with this model going forward. The TEI is aware of the challenges that the move to group tutorials has brought, and will continue to review and improve this provision. (See recommendation 11)

92. Student representatives described the support received by the College for independent learning projects and dissertations as "excellent". One student reported that after they had discussed their particular dissertation topic with their tutor, the College had arranged contact between the student and an expert in the area of work that would be explored in the assignment. As this had been a particularly specialist topic the student had found this provision of support to be "impressive", giving confidence to the student in their ability to take the assignment forward.

Complaints and Appeals

93. A student complaints policy that clarifies the process students should follow if they wish to raise a complaint is available to students via Moodle. The TEI reported that while students were aware of the complaints process no formal complaints or appeals had been made since the beginning of the Common Awards partnership.

94. The students with whom the review team met confirmed that they were aware of the process for submitting a complaint to the TEI. Students also have the opportunity to discuss any concerns with their tutor, with the option of requesting that a third party attend the meeting for additional support. If the complaint relates to the student's tutor, they are able to meet with the Principal of the College. One student spoke of their experience of sharing a complaint, and felt that this was taken seriously by the College and was taken forward appropriately.

Disability Support

95. Please see further information in paragraph 124.

E3. Overall learning support and infrastructure in relation to the ability to meet requirements for awards are adequate.

Library and Electronic Resources

96. Through the initial validation process the TEI had confirmed the adequacy of its learning resources for its students.

97. The College currently makes good use of the Moodle virtual learning environment, which is a particularly important resource for students. Moodle houses programme documentation (such as handbooks), relevant policies, study skills resources, and software for online submission of assessed work (Turnitin). Students with whom the visit team met spoke positively about the importance of Moodle as a repository for key information and learning materials, and expressed the opinion that it was a great improvement to the CAVLE system previously in place. Notwithstanding this, the majority of the students also felt that navigating the system to find the information required was not always user-friendly or logical. Work has been carried out by the Academic Administrator to simplify the structure and create more intuitive links to ensure that students are able to find key information more easily and efficiently. The new cohort of students for the 2017/18 academic year will be asked to test the system and provide feedback.

98. St Augustine's library stock is housed in libraries in Southwark Cathedral and the dedicated collection at CCCU, and most recently in a library based in the West Malling Centre. Some students also have access to theological collections held in their sponsoring dioceses' libraries.

99. The students whom the visit team met perceived a difference in the provision of library facilities at each of the libraries (Southwark Cathedral, Malling Abbey and the TEI's dedicated collection at CCCU). They stated that the library at Southwark Cathedral is not always open at convenient times, which has a particular impact on those students working full-time alongside their studies, and is under-resourced. The library at West Malling is growing, however does not always have the required texts. Alternatively students are often required to purchase books listed on the module reading lists. Students now require SCONUL access to CCCU's library, therefore ensuring that students receive the letters provided by Durham University as soon as possible would ensure that students are able to benefit from accessing this facility at the earliest opportunity.

Recommendation 12
We recommend that St Augustine's should review the provision of library and electronic resources to ensure this is effective for students, specifically exploring whether alternative arrangements are possible for the Southwark library.

100. A recently awarded grant will now ensure that the books listed on reading lists will be available to students. The TEI is also exploring options for improving the library provision, including the potential for moving the provision at Southwark Cathedral to the London Office location at Trinity House.

101. In its most recent Annual Self-Evaluation report the TEI raised concerns regarding their students' access to electronic learning resources. Electronic resources are made available to students via the Moodle virtual learning site. A video guide is available through Moodle on how to access ATLA and EBSCO, and reading lists are annotated by programme staff to highlight where texts and resources are

available online. However, the students would appreciate further information and guidance on the availability of online journals, and how to access these resources.

Teaching venues

102. Students with whom the visit team met spoke positively about the rooms and facilities at the new West Malling Centre site. However, one student stated that some of the teaching rooms did not have tables, which made writing difficult.

103. There had been issues around the variation in the quality of residential weekend venues, often with concerns such as noise levels, poor lighting and access difficulties. It had often been difficult for the TEI to find suitable venues in the South East, as those available are often either too small or too expensive. Those venues that have presented issues in the past are no longer used by the College. The West Malling Centre site will be used for residential weekends as much as possible in the future, which the TEI hopes will resolve the issues previously experienced with venue quality. The review team was satisfied with the steps being taken by the TEI to address any issues previously experienced.

E4. Overall staffing (academic and support) in relation to the ability to meet requirements for awards is adequate.

104. The adequacy of the overall staffing was confirmed through the initial validation process. The TEI ensures that core and associate teaching staff are appropriately qualified to teach on the Common Awards programmes. The Council is responsible for approving the appointments' process for the Principal and other members of the core teaching staff. Student feedback is requested and reviewed to improve teaching quality throughout the academic year (see further paragraphs 91, 92, 93).

105. An updated 'Staff CV Summary' (T9) document has been recently provided, and reviewed in light of the academic programmes delivered by the TEI. The review team concluded that members of academic staff were suitably qualified and experienced to deliver the approved programmes.

106. Associate tutors who work closely with core members of staff teaching similar topics are given regular feedback and are also provided with the opportunity to discuss feedback further with core members of staff in the TEI. One-to-one sessions are held with associate tutors before and after a module. Those associate tutors with whom the review team met felt that they were made to feel part of the College and the core teaching staff. One tutor spoke of their involvement in the conversations around the development of the module based on student feedback, and also of their membership of a key governance committee at the TEI. (However, the reader is also directed to recommendation 7) Events and training opportunities for all staff are organised during the academic year in order to create a sense of belonging amongst the staff, and to address any questions and training needs they may have. The College plans to further develop the staff events in future academic years, to ensure that associate staff members are made to feel part of the College. A database is also being developed to record associate staff details, and other information such as training needs, resources, strengths and weaknesses. Associate staff members receive job descriptions and a dedicated handbook, and are able to view relevant course content and information on Moodle.

107. The TEI proposes a future plan for clergy to contribute to modules beyond the context of placements. This will include clergy having more involvement in Continuing Ministerial Development by doing short course and module options, and assisting with the development of the website provision for clergy more generally.

Teaching quality

108. The majority of students with whom the review team met commented positively on the quality of the teaching, referring to their experiences of "excellent" and "very high quality" teaching. Where students were slightly less satisfied, they acknowledged the challenges that staff face when teaching very diverse groups of students with different learning styles and appreciated the efforts of the College to accommodate these. It was felt that a stronger focus on tutorial teaching as opposed to lecture-style teaching would be more beneficial, as this would allow for all students to actively engage and ask further questions in relation to the topic. One student reported that where there had previously been issues with the quality of the teaching this has been in relation to visiting tutors rather than the core teaching staff at the College. Student representatives spoke extremely positively and unanimously about the way in which teaching staff request, respond to, and act on student feedback promptly and regularly throughout the year.

109. Staff are reviewed annually as part of a 360 degree process; this was initially completed with the Principal in 2015 and extended to all staff members during the academic year 2016/17. Development needs are identified and followed up with the relevant staff member.

110. A number of staff development activities take place across the TEI and focus on specific matters of teaching and learning as well as more strategic issues. These activities are reviewed by the Principal annually, and include initiatives such as conferences, publications, and workshops. The College is also supportive of individual staff members wishing to undertake research related to the curriculum.

Administrative staff

111. In 2015/16 the TEI carried out a review of its administrative roles and structures, in order to ensure that the support staff had sufficient capacity to meet the needs of the new West Malling centre and manage the expected increase in student numbers and the complexity of the pathways being offered. This review and restructure was completed by January 2017. A further review of the administrative provision will be undertaken by the TEI by 2018 to ensure that the provision is able to meet the demands of the planned increase in student numbers and provide adequate student support. The TEI expects that an additional 2 days of administrative time per week will be required to meet these demands.

E5. The TEI has appropriate mechanisms to ensure the accuracy of all public information, publicity and promotional activity relating to the partnership.

112. The appropriateness of the mechanisms to ensure the accuracy of public information, publicity and promotional activity was confirmed through the initial validation process.

113. The Principal is responsible for ensuring the accuracy of all public information, publicity information, and promotional activity. The TEI was reminded that approval should be sought from the University for any materials referring to the validated partnership or programmes.

> **Subject to implementation of the recommendations in this section, the review team has Confidence with regard to Criterion E: Partnership with University.**

SECTION F: TAUGHT PROGRAMMES

F1   The programme is viable in terms of market and likely number of entrants.

114.   The TEI has experienced a growth in student numbers from 101 students in 2014/15 to 152 students in 2015/16, and 215 students in 2016/17. As with other Common Awards programmes, future student numbers are difficult to predict. Changes to patterns for resourcing ministerial education contribute to the uncertainty regarding future student numbers. The TEI aims to achieve a year on year increase in student numbers for those studying ordained ministry from 21 in 2016; to 25 in 2017 and 27 thereafter. Confirmation of numbers from some of the TEI's sponsoring dioceses has provided some reassurance for the upcoming academic years.

115.   A marketing strategy group has been established in order to develop and maintain the TEI's social media channels, website, print materials and video editing. The group will also explore how the TEI can create a broader awareness of what they can offer in terms of theological education within areas they are relatively unknown. For example, theological education sessions are to be held in churches, in order to give an overview of the benefits of theological education in the Church and to fundraise for the College. There will also be a focus on maintaining the relationships with the current supporting dioceses. The group will develop a five-year strategy for reviewing the rebranding exercise that was completed in 2016/17 to ensure that the provision continues to meet requirements. Feedback will be sought from the sponsoring dioceses and the TEI will be taking this into account when reviewing its marketing and information provision.

116.   Early indications suggest that student recruitment for 2017/18 is not being adversely affected by changes in funding patterns, but that it was still too soon to draw conclusions. The TEI would continue to monitor student numbers throughout the year. The TEI should keep student numbers under review, in order to identify any potential issues arising from changes in funding patterns.

F2.   The structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

117.   The aims and learning outcomes for the Common Awards programmes are defined in the relevant programme specifications. Each programme contains a 'syllabus' to define the programme structure, including credit requirements at each level of study and for each sub-discipline. The framework ensures that the structure and design of the curriculum are appropriate to the aims and learning outcomes. Through the initial validation process, the University reviewed the TEI's proposed programme regulations, module overview table, and curriculum mapping document. These documents confirmed that the structure and design of the curriculum was aligned with the programme specifications, and that the curriculum design was appropriate to the target student body.

118.   The TEI has engaged with the curriculum development process to review and update its curricula in response to institutional review and student feedback. The TEI sought and received approval for each of the programme amendments, which included: the addition of a new programme (from September 2017); the inclusion of approved Common Awards modules; changes to assessment options within modules (see further para. 22, 23, 24). Despite the incremental changes brought about through the

curriculum development process, the TEI's programmes remain very similar to those which were originally approved.

119. The TEI is currently in the process of planning for the introduction of a Youth Ministry Certificate, developed in partnership with the Institute for Children Youth and Mission (CYM). The aim is for this new programme to be launched by the 2018-19 academic year. The programme will use predominantly existing modules, with the introduction of a small number of new modules.

F3. The programme employs teaching, learning and assessment methods that will enable the learning outcomes to be achieved by typical students and that achievement to be measured.

120. The initial validation team had confirmed that the methods of teaching, learning and assessment would enable the learning outcomes to be achieved and that achievement to be measured.

Assessment

121. The external examiner confirms that the range of assessments is appropriate to the curriculum and intended learning outcomes.

122. Written feedback on assessed work is provided to support students' learning and personal development. The most recent external examiner's report commended St Augustine's for the quality of its feedback on assessed work; however the students with whom the review team met commented negatively on the timeliness of feedback on assessed work. Students reported that they regularly receive feedback past the TEI's published target turnaround time of 3 weeks, and there is often a lack of communication around when they should expect to receive this feedback. Some students reported that it was a regular occurrence to be waiting for feedback on their first assignment at the time the second assignment was due to be submitted. Programme staff confirmed that assignments for the same module were not always linked, and therefore felt that students would not require feedback from the first piece of work before starting the second. Notwithstanding this, programme staff acknowledged that this had not always been communicated effectively to students.

Recommendation 13
We recommend that St Augustine's should take a more proactive approach to setting assignment deadlines and to monitoring the return of feedback to ensure that, wherever reasonably possible, turnaround times are met.

Recommendation 14
We recommend that St Augustine's should focus on clearly communicating to students (a) the dates when they can expect to receive feedback on each assignment (e.g., by writing those dates into the module timetable); (b) how the feedback on one assignment might relate (or not relate) to the preparation of the next assignment; and (c) when any deadline is going to be missed, provide clear information about the reasons why and communicate a new date by which the feedback will be received.

123. The students with whom the review team met reported that information on learning hours is provided to students on information sheets at the beginning of each module. Students felt that the information provided was clear; but equally felt that was not always an accurate reflection of the hours required for the module. Students felt that modules and assignments often required more learning hours than reported in the information sheets, which could be difficult to manage for those students balancing work and home lives with study commitments. The review team recommends that the TEI should keep the overall workload and the hours for each individual module under review, to ensure that overall expectations are reasonable, and information about the load for each module accurate.

Recommendation 15

We recommend that St Augustine's should keep the overall workload and the hours for each individual module under review, to ensure that overall expectations are reasonable, and information about the load for each module accurate.

Inclusive Learning Opportunities

124. St Augustine's College actively ensures that its learning opportunities and learning resources are inclusive. Individual learning plans are created for any students requiring additional support, outlining the effects of any disabilities faced by the student on their study, and the required provisions to be put in place by the College. Permission is sought from the student to share the information with the appropriate members of staff at the TEI, in order to ensure that appropriate support is provided by tutors and administrative staff to enable the student to complete their studies to the best of their abilities. The review team met with one of the students who had received this learning plan and subsequent support from the College, and the student spoke extremely positively about the level of support that they had received. The student had received "significantly superior" support from St Augustine's, when compared with another provider that the student had studied with previously. While the student had not expected that their disability would be addressed in individual lectures, any additional information they have required has always been available after the session. St Augustine's College is commended for its commitment to actively ensuring that its learning opportunities and learning resources are inclusive, particularly with the production of individual learning plans for any students requiring additional support.

Conclusion

125. The review team concluded that the methods of teaching, learning and assessment remained appropriate to support students' learning, development, and achievement of learning outcomes.

F4.   There are appropriate arrangements for placements.

126. The report of the initial validation visit documented the TEI's mechanisms for ensuring that arrangements for placements are appropriate.

127. Detailed briefing documents are provided to all students undertaking placements. The briefings are specific to the type of placement being undertaken, and outline the requirements for the placement, the learning outcomes, and the required assessment.

128. The students with whom the review team met spoke positively of the support received for undertaking placements, and particularly valued having the choice of where they would spend this time. Staff were also said to be knowledgeable in the administrative aspects of placement coordination, for example supporting students with DBS checks. However, a number of students felt that more time was needed to plan this activity, and therefore holding a session on this as part of induction would help to arrange placements in sufficient time. The students had also experienced a variation in the support received from the incumbents at the placement, and believed that they should receive a full briefing in advance of the student beginning the placement. (See recommendation 9)

129. The placements are contextual and can therefore be varied. Students are provided with information about what is expected of them during the placement

F5. The programme appropriately addresses the University's Principles for the Development of the Taught Curriculum.

130. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Provision.

131. The students with whom the review team met confirmed that they perceived and experienced a marked progression throughout their programmes, with higher levels of work demanding a greater depth of engagement, providing more academic challenge, and requiring more independent learning. This was particularly apparent when progressing to level 6 from level 5, and while a small number of students felt that there hadn't been a noticeable difference between level 4 and level 5, they also reported that there had been a natural development in the level of work they had produced in practice.

F6. The programme is subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.

Mechanisms for student representation and engagement (see also E3).

132. Members of staff in the TEI are involved in the TEI's processes for curriculum monitoring, review and enhancement. Student feedback on teaching is requested frequently, and responded to promptly.

133. Teaching staff actively request student feedback via module evaluation questionnaires. Feedback is requested after each module so that the data can be reviewed and necessary improvements can be made to benefit the next cohort of students. The Module Tutor is responsible for reviewing the detailed module evaluation data, ensuring that any developments in the curriculum as a result of feedback enable the students to continue to meet the learning outcomes for the module. The College plans to take a more systematic approach with reviewing and acting on the data received through

module evaluations. Feedback received from modules and any resulting developments made will be logged in order to ensure that the feedback loop is closed. Exit interviews with completing students have also been introduced, which have proved beneficial for gathering student feedback.

134. The review team commends the TEI for its deep commitment to working with students to review and enhance academic provision and support continuously. The students whom the review team met spoke extremely positively about the frequent opportunities for engagement and providing feedback to staff.

Commendation 11

We commend St Augustine's for its deep commitment to working with students to review and enhance academic provision and support continuously.

135. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. The TEI expressed the opinion that the new ASE process has improved the efficiency of the process; having the two parts to the form ensures that there is no overlap within the sections. The College has begun to work on this process for reviewing the current academic year, in order to allow sufficient time for the Board of Studies and students to contribute to the process.

> **Subject to implementation of the recommendations in this section, the review team has Confidence with regard to Criterion F: Taught Programmes.**

CONCLUSION

Overall outcome:

> **The review team has Confidence with Qualifications in St Augustine's College in preparing candidates for ordained and licensed lay ministry.**

LIST OF COMMENDATIONS

Commendation 1

The College is to be commended for the thorough consultation that underlies the re-branding and the resultant high level of ownership of the formational aims.

Commendation 2

The reviewers commend the Council and BoM for the proposed new organizational structure that separates the responsibilities for the management of the TEI from the advisory role of the new Council of Reference.

Commendation 3

The reviewers commend staff for the effective engagement between students, staff and the Principal of the TEI.

Commendation 4

The reviewers commend the TEI for

i.   the very effective transition from SEITE to St Augustine's College and for the use of an external agency to help with the rebranding

ii. effectively negotiating an arrangement with Malling Abbey and establishing an excellent environment as the main base for the college

Commendation 5

The reviewers commend St Augustine's for the mission projects which not only establish an outward looking attitude towards study and ministry, but also promote collaborative ministry from the outset of training.

Commendation 6

St Augustine's is commended for the quality of end of training reports as being extremely high and particularly helpful in assisting with the planning of IME 2 individual pathways for ordained ministers.

Commendation 7

We commend the ethos that St Augustine's use of individual pathways represents in both academic learning and ministerial formation.

Commendation 8

The reviewers commend St Augustine's for the excellent representation of each of the primary student groups on its formal committees.

Commendation 9

The review team commends the openness of staff, the careful consideration of feedback, and the speed with which improvements are made, all of which are positive points greatly valued by students.

Commendation 10

We commend St Augustine's for the appointment of a Tutor for Writing, Study Skills and Singing.

Commendation 11

We commend St Augustine's for its deep commitment to working with students to review and enhance academic provision and support continuously.

LIST OF RECOMMENDATIONS

Recommendation 1

The reviewers recommend that St Augustine's College initiate discussions with each of their partner dioceses

i.   to attain clarity about the requirements of each diocese for Reader and LLM training and the nature of the relationship between the College and the dioceses; and

ii.   to encourage their partner dioceses to make the partnerships more evident in their advertising.

Recommendation 2

That the core staff consider how home parish ministers can be better briefed and mentored as they support student formation, encouraging awareness of and engagement with the resources provided by the College.

Recommendation 3

We recommend that the new Council of Reference should include representation from staff of the TEI in addition to the Principal as well as a student(s) so that the internal voice of the TEI is heard.

Recommendation 4

We recommend

i.   that additional experience of business management is sought when appointing new trustees.

ii.   that there should be an expectation that trustees would occasionally attend teaching days and part of the residential weekends as an aspect of their training and engagement in the workings of the TEI.

Recommendation 5

We recommend that

i.   a section is added to the business plan describing the potential competition to the TEI and factors that could impact on future student numbers of the TEI.

ii.   the marketing strategy shows a list of measurable actions related to the recruitment particularly of OM and Reader students.

iii. a SWOT analysis be included within the Business Plan that addresses financial risks to the TEI.

Recommendation 6

We recommend that

i.   the risks indicated in the Risk Register are prioritised through an assessment of the likelihood and severity of each risk. This may be quantified.

ii.   given the critical role of student recruitment on the financial viability of the TEI, there should be a statement of the level of risk associated with this and associated mitigations.

iii. potential changes in funding for students should be identified as risks and need to be mitigated against in the business plan.

Recommendation 7

We recommend

i.   that St Augustine's put some thought into how the diversity and generosity of associate lecturers might be more evident to students to provide an even wider base of those who are modelling respectful diversity and theological reflection.

ii.   that the intention to call regular bi-annual meetings of these tutors and a training day is followed through, making attendance at most meetings an integral part of being recognised as an associate lecturer.

Recommendation 8

We recommend

i.   whilst recognising that not all of these variables are within the control of the college, that thought is put into how the commendable recent changes to Reader training might be built upon (particularly with a view to national changes and development of LLM roles) in a way that reflects the sense of generous, respectful, rooted community that we experienced in the OM formational pathways.

ii.   that a communications policy is developed to ensure that students not involved in residential weekends receive all essential information and communication in order that they are included within the wider community and that they are encouraged, more effectively, to access this.

Recommendation 9

We recommend

i.   that a single document is provided as a placement handbook for students and placement supervisors, including expectations and expected opportunities that will enable the students to make the most of feedback offered.

ii.   that a review of the worship policy takes place to enable students' traditions and experience to be better represented and celebrated by all.

iii.   that a system of offering students clearer and more robust feedback on worship they have led in a college setting is developed.

Recommendation 10

We recommend that St Augustine's creates a comparable method of mapping formation criteria for LLM and OM candidates. OM criteria are differently mapped resulting in the appearance of a more robust process. This may simply be an issue of documentation which could be improved if the Reader mapping document mirrored that for OM candidates.

Recommendation 11

We recommend that the reflections on the new tutorial group policy which were communicated to us in a meeting with core staff are built upon. This would involve adding in one or two personal meetings with all students each year and seeking an evaluation by staff part way through the year and at the end of the 2017/18 academic year.

Recommendation 12

We recommend that St Augustine's should review the provision of library and electronic resources to ensure this is effective for students, specifically exploring whether alternative arrangements are possible for the Southwark library.

Recommendation 13

We recommend that St Augustine's should take a more proactive approach to setting assignment deadlines and to monitoring the return of feedback to ensure that, wherever reasonably possible, turnaround times are met.

Recommendation 14

We recommend that St Augustine's should focus on clearly communicating to students (a) the dates when they can expect to receive feedback on each assignment (e.g., by writing those dates into the module timetable); (b) how the feedback on one assignment might relate (or not relate) to the preparation of the next assignment; and (c) when any deadline is going to be missed, provide clear information about the reasons why and communicate a new date by which the feedback will be received.

Recommendation 15

We recommend that St Augustine's should keep the overall workload and the hours for each individual module under review, to ensure that overall expectations are reasonable, and information about the load for each module accurate.