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Follow-up Inspection Report

The Theological Institute of the
Scottish Episcopal Church

July-August 2014

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The Theological Institute of the Scottish Episcopal Church

Senior Inspector's follow-up Report on the Response by the Theological Institute of the Scottish Episcopal Church (TISEC) to the Recommendations of the February 2013 Report of the Inspectors

July-August 2014

INTRODUCTION

The Inspection Report commended several areas of the work of TISEC but it also raised serious concerns about formation, governance and the role of the Diocesan Adviser. The Mission and Ministry Board of the Scottish Episcopal Church (SEC) responded to the Report by establishing a Working Party (with advisers) to review not only the work of TISEC for the purpose of addressing those three concerns, but also to use the opportunity to undertake a more fundamental and broader review of lay and ordained ministry from the first point of calling - in baptism - through to continuing ministerial development (CMD). It asked the Working Party to report by 31 December 2013.

With respect to the Inspection Report, the Working Party addressed the overall governance of TISEC including the question whether its dispersed structure was appropriate for the future and whether there should be a single governing body. Additionally, the Working Party addressed the issue of ministerial formation on a broad scale, but it focused particularly on formational requirements to be undertaken during initial ministerial training. Finally, in responding to the Inspection Report the Working Party gave attention to the differing roles of the Diocesan Adviser and recommended a different support structure for ordinands and trainee lay readers. The Working Party has listed the particular recommendations it has addressed, but it has been the task of the Senior Inspector to find these in their report!

In order to respond to and implement some of the recommendations of the Inspection Report in a shorter time scale, TISEC made a parallel but separate series of responses in an Action Plan, submitted in June 2013 and then updated in January 2014 in order to flag recommendations remitted to the Working Party. Some of the actions taken by TISEC are interim provisions, while others are more permanent. The work on these responses was led by the Provincial Officer in consultation with a number of groups: teaching staff at a meeting at a Residential Weekend (RWE), colleagues at a Training Day, a Module Co-ordinators' meeting and the MDC. The responses have been made enthusiastically and graciously, and staff can take heart from the appreciative responses of students.

The Working Party submitted its Report on 31 December 2013 and it was accepted with all of its recommendations by The Mission and Ministry Board (MMB), the College of Bishops and by the General Synod of the SEC, the latter in June 2014. A number of changes will follow or have already been implemented: TISEC will change its name to The Scottish Episcopal Institute (SEI); the first meeting of the new governing body – The Institute Council, which has Board status in the SEC, will take place on 1 September 2014. It will then take at least a year to implement some of the recommendations of the Inspection Report, for example with respect to the new

responsibilities of the PDO and the DDOs, and with respect to the new curriculum and different programmes. The Ministry Development Committee (MDC) does not have a role in the new governance structures and has ceased to meet. The Provincial Officer has decided to leave TISEC at the end of August, having written the action plan and supported the Working Party by providing all the information needed with hard work, skill, experience, wisdom and with extraordinary grace and good humour. I am very grateful to him. A new Principal has been appointed for September, Revd Canon Dr Anne Tomlinson.

The following Report therefore includes responses from two sources, TISEC and the Working Party. Sometimes both have responded and sometimes just one of them has responded. Fortunately, none of the responses has been contradictory, although some of them have been interim and others have looked to the future for implementation. This was particularly true of responses to the recommendations about Diocesan Advisers. Their role will cease when the new structures are in place, when the responsibilities they currently hold are taken over by others; but until then their work will continue. This dual response then is to be expected and applauded since the Working Party report presents not only changes in the training of ordinands and lay readers, but other more fundamental changes in understandings and nurturing of vocations, formation, and continuing ministerial development with respect to both lay and ordained, by seeking a change in culture. It is particularly heartening that an Inspection Report that could have been overwhelming in its judgements, has led to such a positive response and real excitement about the future!

As the Senior Inspector, I visited the Institute on 17th July 2014 to discuss the responses to the Inspection's recommendations and to receive clarifications and updates. I met with the Provincial Officer of TISEC, the Revd Canon Dr Michael Fuller, and the Convener of the TISEC Board of Studies Revd Prebendary David Sceats, representing responses in the Action Plan, together with the convener of the Working Party, the Bishop of Argyll and the Isles, the Right Revd Kevin Pearson, and the Secretary General of the Scottish Episcopal Church (SEC), John Stuart,. I am grateful to all four of the group with whom I met for their full and helpful responses and also to Denise Brunton, the administrator, for her care in making the practical arrangements for the day.

It was clear from the meeting and from the previously circulated papers: the Action Plan (June '13 and updated January '14) with supporting papers, and the TISEC Review Working Party Report (January 2014) that the SEC is on track to make fundamental changes to governance structures, formation, curriculum, and support of trainee lay readers and ordinands. It was also clear that the responses made thus far necessarily demonstrate a work in progress.

This report sets out the original recommendations in **bold**, the actions identified in the Action Plan and/or in the Working Party's Report are in *italics* and my comments are in normal type.

Recommendation 1

The inspectors recommend that the finalised vision, aims and objectives of TISEC be included under these headings in all TISEC publications so that students and staff may know and understand them as the focus of their course.

The vision statement, aims and objectives are included in the 2013-14 editions of the IME and Placement Handbooks. In addition, the vision statement will be placed on the cover of all module readers produced for 2013-14. (See draft Handbooks.)

I saw the IME and Placement Handbooks with the accompanying vision statement and aims and objectives and am assured that they are also in the online module readers accessed in 2013-4 via the University of York St John Moodle portal. The recommendation has been fully implemented.

Recommendation 2

The inspectors recommend that the relationship between the objectives and the competencies is made explicit and that the objectives are reordered to show more clearly how they relate to the aims of TISEC.

The relationship between aims and objectives and competencies is set out explicitly in the IME Handbook 2013-4. The Objectives have been re-ordered in line with the Competencies Framework.

The relationship between the objectives and the re-ordered competencies is now clear, and is set out in the IME Handbook for 2013-4. The recommendation has been fully implemented.

Recommendation 3

The inspectors recommend that the description of the IME Curriculum in the IME Handbook be revised to take account of the different experiences of learning which students will encounter through TISEC.

A new section of the IME Handbook ('TISEC IME Learners') makes explicit reference to different experiences of learning.

The new section identifies experiences of learning in terms both of methods of and responses to learning. It might be helpful to use these terms as headings to differentiate and describe experiences of learning. Additionally, given its content, responses to learning might be located within the already existing section, *Support for Students*. The recommendation has been implemented.

Recommendation 4

The inspectors recommend that the processes for requesting student feedback on the module readers and seminars be revised to encourage feedback on module readers and seminars to be given separately, and that procedures for seeking this feedback be made more robust, perhaps using the feedback function on Moodle.

(i) Revised feedback forms have been in use from October 2013: their efficacy is

under constant review by the Board of Studies.

(ii) TISEC's own Moodle platform is currently under development. This will include capacity to submit feedback through Moodle. It is expected that the platform will be ready for launch in autumn 2014.

(i) The revised feedback forms are providing helpful and practical comments from students, who are generally appreciative of the staff and student contribution to seminars. They request some introductory level material for the module readers and greater differentiation in the provision of readings for students at level 1 and level 2. This part of the recommendation has been fully implemented.

(ii) The number of returns providing feedback continues to be very low. The proposed change in validation arrangements from University of York St John to Common Awards through the University of Durham has required the development of TISEC's own Moodle platform, causing a further delay in the implementation of feedback by means of Moodle. York St John's Moodle platform did not provide a feedback facility. It is intended that the TISEC Moodle platform be launched in September 2014. If it does not have a facility for student feedback in the early stages, gaining feedback from a greater number of students might be achieved by requesting it at the end of the last session of teaching and encouraging additional feedback after further reflection.

Recommendation 5

The inspectors recommend that greater differentiation be made between the formation of readers-in-training and of ordinands:

- a) in the articulation of the competency framework;**
- b) in setting and giving feedback on assignments and particularly on those relating to the competencies; and**
- c) through the use of separate sessions at weekends and at the summer school and the introduction of an additional weekend for each vocation.**

The Working Party has recommended significant focus on and development of understandings, definitions, and content of the formation of ordinands and lay readers, including some use of work in separate groups to allow differentiation in training and support. The formal work on these recommendations will begin from 1st September 2014 and will be the responsibility of the new Institute Council and the new Principal of the Scottish Episcopal Institute (SEI).

In addition interim changes have already been made and implemented during 2013-4, as recorded in the action plan:

- (a) Assignments for modules taught at Residential Weekends (RWEs) in 2013-14 have had the competency section differentiated for ordinands and LR candidates). The Assessment form has been modified to enable students to specify whether they are ordinands or Lay Reader candidates.*
- (b) Instructions for markers have been provided in the Module Co-ordinators' notes.*

(c) An Interim Formation Programme (see R30) has involved separate sessions at each RWE for ordinands and LR candidates, and additional RWE for ordinands.

This recommendation has been fully implemented in the interim period.

Similarly the feedback from both ordinands and lay readers in training at the residential weekends indicated that they had appreciated the benefits of separate sessions, even though it was not possible to provide a separate weekend for lay readers in training. However it did emerge from discussion at our meeting that there was potential for this to be included in the lay readers' conference. I hope that it will be possible to develop this idea and make some separate residential provision for them.

Recommendation 6

The inspectors recommend that these designated sessions at weekends and separate weekends also be used to help achieve better balance for those only taking a two-year course.

The Working Party Report has made a number of responses that relate to this recommendation. First, it has endorsed the need for separate RWEs and separate sessions at weekends for ordinands and trainee lay readers. Second, it has recommended that lay reader trainees complete their training to Diploma level. Third, it will in September 2014 appoint a full-time Director of Studies to be responsible for the curriculum and for students' individual pathways through it, ensuring that all aspects of training are covered by each student and that formation for a student's specific ministry is a central part of their training. Although the recommendation has not yet been implemented, the delay should allow the future implementation to be more effective.

Recommendation 7

The Inspectors recommend that greater attention is given (perhaps involving continuing students) to ways of building community during the first residential weekend.

Special attention was given to the introductory session at the first RWE of 2013-14 in which a community-building exercise was undertaken to ensure that new students were involved.

Feedback from new students on the first RWE indicates that they felt welcomed, included and supported especially by continuing students. The recommendation has been fully implemented.

Recommendation 8

The inspectors recommend that a chaplain, not involved in assessment or appraisal, be normally present at residential weekends and available to student for one-to-one conversations.

A chaplain was appointed for 2013-14 and has been available to students at RWEs.

The recommendation has been fully implemented.

Recommendation 9

The inspectors recommend that the possibility of establishing small prayer and support groups at residential weekends be explored.

'Cell groups' have been set up and have met at all RWEs in 2013-14. Consultation with students has led to ongoing development of the format of these during the course of the year.

This recommendation has been thoroughly implemented and warmly embraced by the students, who have given very positive feedback about the value of their groups.

Recommendation 10

The inspectors recommend that TISEC's equal opportunities statements for both staff and students are included in the IME Handbook.

Equal Opportunities statements are included in the 2013-14 IME Handbook

This recommendation has been implemented.

Recommendation 11

The inspectors recommend that urgent attention be given to finding ways in which students can be offered and engage with a range of role models, both male and female, lay and ordained.

(i) A new Ministry module co-ordinator has been recruited, who is a female priest. She was in attendance throughout all RWEs in 2013-14 and beyond, and she was routinely leading worship (including presiding at Communion) at RWEs.

(ii) It is hoped that a LR member of staff will also be recruited in the future: plans to do so thus far have not been fruitful.

This recommendation has been partly implemented, but it remains important to find a lay person preferably a reader to model this role.

Recommendation 12

The inspectors recommend that evangelical clergy and URC ministers be invited to lead services on a regular basis, and particularly to preside at communion.

(i) The new module co-ordinator for Ministry trained at an evangelical college in England and has served in evangelical churches.

(ii) URC colleagues lead worship and preside at Communion at least at one RWE annually, depending on their availability, and also lead worship at Summer Schools.

This recommendation has been fully implemented. The contribution of both of the above people has been strongly commended in the student feedback for 2013-4.

Recommendation 13

The inspectors recommend that attention should be given to ensuring a gender balance of Eucharistic presidents.

A detailed staff rota has been provided to RWE staff to ensure that male and female Eucharistic presidents are used.

Evidence from the RWEs indicates that this recommendation has been fully implemented.

Recommendation 14

The inspectors recommend that reflection on engagement with the breadth of traditions in the SEC and with a variety of ministries be more explicitly incorporated into the list of criteria for reflection in the “Record of Development.”

A new section ‘Reflections on Ministry’ has been added to the Record of Development in the IME Handbook with an accompanying note which repeats the substance of the recommendation.

Additionally, the Working Party has transferred responsibility for supervising and supporting students’ theological reflection from the Diocesan Advisers to the Principal and the Provincial and Diocesan Directors of Ordinands (PDO and DDOs) and to the Diocesan Wardens of Readers (DWRs) from 2014.

This Recommendation has been implemented and evidence suggests that implementation will be further enhanced in future years.

Recommendation 15

The inspectors recommend that responsibility for meeting with the student to discuss the placement needs be explicitly named in the job description of the Diocesan Adviser and incorporated into the timeline for (Diocesan) Advisers.

The requirement to discuss the placement with the student has been incorporated into the timeline for Diocesan Advisers, given in the IME Handbook. The requirement was further explained to Diocesan Advisers at a training day in September 2013.

The recommendation has been fully implemented for 2013-4. It will be important from September 2014 to ensure that this responsibility is passed to the appropriate provincial and/or diocesan staff to support both ordinands and trainee lay readers.

Recommendation 16

The inspectors recommend that the IME Handbook be revised to make students aware of the need to develop a disciplined prayer life, where possible centred on the daily office.

A paragraph about developing a disciplined prayer life and the central role of the Daily Office in fostering this has been included in the ‘TISEC IME Learners’ section of the IME Handbook together with reference to the role of the Diocesan Adviser in supporting and monitoring this.

The recommendation has been implemented.

Recommendation 17

The inspectors recommend that the Diocesan Adviser's job description be amended to make clear their responsibilities in assisting students to develop and maintain a disciplined prayer life.

The Working Party has recommended that from 2014 the role of the Diocesan Adviser is taken over by the PDO, supported by the DDOs, and by the DWRs, as appropriate.

The recommendation has been partly implemented in the response to recommendation 16 above in 2013-4 and should be more fully implemented from 2014/5 by those taking over the Diocesan Advisers roles.

Recommendation 18

The inspectors recommend that the programme of Ministerial Reflection Groups (MRGs) for each diocese be agreed before the beginning of the academic year and published in the IME Handbook.

Dioceses were urged to supply dates for MRG meetings in advance of the deadline for submissions for the IME Handbook 2013-4, which they all did. The dates were subsequently published therein.

The recommendation has been fully implemented.

Recommendation 19

The inspectors recommend that the processes for drawing up the initial IDP and the on-going Record of Development be amended to place far more onus on the student to reflect on their progress in all the areas named in the Record of Development, regularly and in writing, and to discuss those reflections with their Diocesan Adviser.

The section on drawing up the initial Individual Development Plan (IDP) and the ongoing Record of Development for the IME Handbook 2013-4 has been substantially rewritten to emphasise the student's responsibility for reflecting on his/her progress.

The recommendation has been fully implemented for the interim period. It will be important to ensure that enhancements such as this continue through the transfer of responsibilities to the PDO/DDOs.

Recommendation 20

The inspectors recommend that the job description for Diocesan Advisers be amended to include an explicit expectation of a termly formational discussion with each student considering all the headings listed in the Record of Development, as well as on-going meetings to discuss academic work and assess progress more generally.

The substance of the recommendation was included in the time line of responsibilities of the Diocesan Adviser in the IME Handbook 2013-4.

The recommendation has been implemented. Again, it will be important to ensure that enhancement such as this continues in the transfer of the Diocesan Advisers' responsibilities to the PDO/DDOs.

Recommendation 21

The inspectors recommend that the criteria for appointing Diocesan Advisers be amended to make clear that candidates for the position of Diocesan Adviser must be able to support students in reflecting on their formation and their prayer life.

During their annual meeting for professional development, the responsibilities of Diocesan Advisers were reiterated. However, the question of criteria for selection was remitted to the Working Party, who in their strategic overview have recommended that the role of Diocesan Adviser be discontinued and replaced by the PDO, DDOs and DWR, as appropriate, who will receive further training for their enhanced roles.

The recommendation was partially addressed for 2013-4. There is good hope that the support for reflection on formation and prayer life will be facilitated under the new arrangements.

Recommendation 22

The inspectors recommend that adequate training be put in place for Diocesan Advisers.

The annual training was again provided in May 2013 and the recommendations of the Inspection report were discussed. Additional training was given in September 2013 before the start of the academic year to cover the interim period before the role is subsumed in that of the PDO/DDOs.

The recommendation has been implemented. Of course annual professional development for all those involved in TISEC needs to continue.

Recommendation 23

The Inspectors recommend that questions for reflection on the competencies be tailored to differentiate between readers-in-training and ordinands.

Assignments for modules taught at RWEs in 2013-14 have had competency section differentiated for ordinands and LR candidates.

The recommendation has been fully implemented

Recommendation 24

The Inspectors recommend that the Placement Handbook be updated to include minimum expectations of involvement in public ministry for each placement, differentiated for reader-in-training and ordinands.

Minimum expectations of involvement in public ministry in placements, differentiated for ordinands and LR candidates, have been stated in the Placement Handbook.

The recommendation has been fully implemented

Recommendation 25

The inspectors recommend that the IME handbook include notes about expectations relating to vestments.

An illustrated note on vestments has been incorporated into the IME Handbook.

The recommendation has been fully implemented

Recommendation 26

The Inspectors recommend that opportunities for voice training are provided by TISEC.

Voice training is already part of the three-year TISEC programme. The number of sessions is kept under review by the Ministry Module co-ordinator.

The recommendation has already been implemented.

Recommendation 27

The Inspectors recommend that some thought be given to how spouses and families might be drawn into the student's formational process and encouraged to engage with its implications for them.

Some thought has been given to this recommendation and it will be taken into account in drawing up the new programme. The enhanced role of the PDO will make it easier to address the issue.

The recommendation has yet to be implemented.

Recommendation 28

The Inspectors recommend that more consistency of structures and expectations be introduced into dispersed TISEC in order to improve comparability of quality of teaching and of student experience across the dioceses.

(i) The Internal Quality Nominee is visiting all seminar groups in the spring/ summer of 2014 and will discuss expectations with them, and share good practice.

ii) The York St John University Peer Observation of Learning and Teaching (POLT) scheme, has been adapted for TISEC use, and was trialled in regional seminar groups in Spring 2014 in order to share good practice.

The recommendation has been implemented in part by the work of the Internal Quality Nominee in relation to expectations, although the impact of the implementation is not yet known. There was one peer observation available reporting on a teaching session in a dispersed (diocesan) context. It revealed 'considerable difficulty in using the module reader', which the facilitator sought to ameliorate. It also

reported that the questions set for discussion in the module reader by the module co-ordinator were not all used and this raised the issue of comparability between different groups. This suggests that there is more work to be done both on readers and with seminar leaders in order to improve the quality of teaching and learning.

The Working Party has recommended a restructuring of teaching so that specialist subjects such as biblical studies and doctrine are taught at the RWEs and those areas which are more easily resourced are taught in dispersed TISEC. This change may also help to address the recommendation.

Recommendation 29

The Inspectors recommend that the Provincial Officer and the module co-ordinators review the structure and content of the module readers in order to:

- a. ensure consistency of approach, so that every module reader includes an introductory overview of the readings included, followed by a further introduction to the sequenced readings for each session, followed by a list of questions for reflection and discussion. The latter should relate to the module learning outcomes, both academic content and competencies.**
- b. ensure that the extracts relate to the learning outcomes of the modules, including, as far as possible, the competencies.**
- c. ensure that the reading can realistically be completed in the time allotted.**
- d. include some readings and questions differentiated, as appropriate, for readers-in-training and ordinands.**

Module readers are revised every year in accordance with notes produced annually for module co-ordinators. The 2013-14 notes incorporated instructions to co-ordinators to ensure that the recommendation was carried out.

Thorough preparation was made by the Provincial Officer by means of full and clear notes of guidance to facilitate the implementation of this recommendation, but the extent to which module co-ordinators have implemented the recommendations is not clear. Indeed, the comments under Recommendation 28 suggest that further work is needed by some module co-ordinators in order to improve their readers.

Recommendation 30

The Inspectors recommend that there be an urgent review of training in formation for readers in training and ordinands, leading to an implementation of changes for the academic year 2013-14. (Further details of these recommendations are given in Section Fiii.)

There has been a thorough and far reaching review of training in formation for both ordinands and trainee lay readers, undertaken by the Working Party but the time-frame for the implementation of its recommendations does not begin until 2014-5. The proposed changes make formation the focus of training and include a recommendation to separate ordinands and trainee lay readers for those parts of training that focus on formation.

In order to implement changes in the academic year 2013-14 an Interim Formational Programme has been running. This has involved a session at every RWE in which material is presented to ordinands and trainee lay readers in separate groups, and an additional RWE has been provided for ordinands only. Ordinands' sessions have been led by members of the College of Bishops: a variety of speakers (including one bishop) have led the sessions for LR candidates.

The interim formational programme has provided effective implementation of the recommendation, much appreciated by the student body. It would enhance the provision further if some experienced and senior lay readers could also be involved in the formation of trainee lay readers.

Recommendation 31

The inspectors recommend that TISEC tutors engage in annual peer review of teaching at weekends, facilitated with reference to peer review practice at YSJU and with consequent continuing professional development.

Peer review following the POLT (Peer Observation of Learning and Teaching) protocol from YSJU took place at the January RWE (the only one at which all three Module Co-ordinators are present). All report it to have been a positive experience and the practice will continue as an annual requirement. One of the module co-ordinators was able to attend a session on professional development at YSJU and she reported back to her colleagues at their meeting. Further, the Working Party has recommended that in the future areas of teaching requiring particular academic expertise such as theology and church history, which are more difficult to resource in dispersed contexts, should be taught at the RWEs.

The recommendation has been implemented.

Recommendation 32

The inspectors recommend that teaching sessions on skills such as critical, theological reflection and journaling be introduced, and that students be required to practise them in private study and group work.

Additional teaching sessions on essay-writing skills and computer skills have been introduced. Teaching sessions on critical theological reflection and journaling have been discussed by Ministry and Spirituality module co-ordinators. The latter demits office this summer and it is anticipated that further work on the distribution of material within these modules will lead to the introduction of these sessions.

Although it is good to see support for essay writing skills and computer skills, it is equally urgent that skills in critical, theological reflection and journaling are also taught, discussed and practised in groups. The Working Party Report also recognises their importance and has recommended their inclusion in the revised curriculum from 2015. However, it is also important to make some interim provision for teaching these skills in the year 2014-5.

Recommendation 33

We recommend that TISEC introduces annual peer review of diocesan seminar co-ordinators and provides a programme of professional development in order to ensure a more even high quality experience across all groups.

The YSJU POLT protocol (see R31) was employed by two of the seminar co-ordinators (in pairs) in the spring term 2014. This was reviewed at the 2014 Bield training workshops (27-28.v.14). It was found to be useful.

The recommendation has been partially implemented, but the student feedback (limited though it is), suggests that a programme of professional development should continue in which all diocesan seminar co-ordinators meet together with module co-ordinators for training in using the readers and facilitating discussion to enhance learning.

Recommendation 34

The inspectors recommend that the responsibilities of Diocesan Advisers to give academic support are reviewed and clarified and that an indicative number of hours is given to the different aspects of their workload.

The recommendation was remitted to the Working Group which has thoroughly reviewed the role of the Diocesan Adviser and has recommended a new and different provision for student guidance and support from 2014-5. For the year 2013-4, it was stressed to Diocesan Advisers and students alike that questions about assignments were to be directed to Module Co-ordinators (MCOs) and that Diocesan Advisers should not give academic support. Contact details of MCOs are circulated to students together with encouragement to use them. The guidance notes to Module Co-ordinators also stressed their role in giving academic guidance to students.

The recommendation is being implemented in a number of different ways.

Recommendation 35

The inspectors recommend that from 2013 all Diocesan Advisers should be required to attend an annual training day to work through and discuss their responsibilities and that any new Diocesan Advisers be required to complete an induction session before taking up their role.

The recommendation was remitted to the Working Party, which has recommended that the role of Diocesan Adviser should cease from 2014 and their responsibilities should be taken by the PDO and at a diocesan level by the DDO or Warden of Readers, as appropriate. For 2013-4, a training day for Diocesan Advisers was held in September 2013. Current practice requiring DAs to attend an annual training day working through and discussing their responsibilities (as part of the Bield training workshops) will continue, for as long as the role continues.

The recommendation has been partially implemented; the problem lies in identifying advisers in time for the training and in their willingness/ability to attend.

Recommendation 36

The inspectors recommend that TISEC offer professional development for module co-ordinators through YSJU in order to facilitate their development of on-line support materials and additional academic resources for students ready for 2013-4.

Concerted use of YJSU CPD for all Module Co-ordinators (MCOs) has not proved practicable. However, one co-ordinator attended the annual 'Talking about Teaching' day at YSJU in January 2014, and made a presentation on this at the MCOs meeting.

There has been an attempt to address this recommendation but with only partial success. Yet the provision of on-line support materials and additional academic resources is urgently required, together with necessary professional development for staff to enable this to happen. This recommendation still requires implementation.

Recommendation 37

The Inspectors recommend that feedback always includes a constructive and critical comment on the competency being assessed.

This recommendation forms part of the written instructions given to Module Co-ordinators.

I saw both the written instructions and feedback on students' marked work which included constructive and critical comment on the competency being assessed. The recommendation has been implemented.

Recommendation 38

The Inspectors recommend that all students receive tutorial support from the module coordinator before writing each assignment to ensure that they have understood the title and how they might best approach it. This could be on-line or by telephone.

This recommendation forms part of the instructions given to Module Co-ordinators and the offer of support has been added to all the module readers. In addition, MCOs have been asked to provide guidance notes for students concerning assignments and this has been done.

The recommendation has been implemented.

Recommendation 39

The Inspectors recommend that feedback to students on their assignments make explicit reference to the published criteria for assessment so that students know those areas where they need to improve their work.

This recommendation forms part of the instructions given to Module Co-ordinators.

I saw evidence both from the notes to module co-ordinators and from feedback to students that this recommendation has been implemented.

Recommendation 40

The Inspectors recommend that those marking students' assignments engage annually in a marking exercise in order to facilitate consistency of parity in their assessment of students' work.

A marking exercise was carried out at last year's Bield meeting (7-8 May 2013), and a second marking exercise at the MCOs meeting on 11.xi.13. The exercise was helpful and resulted in some interesting discussion.

The recommendation was implemented and will, I understand, become an annual requirement for all markers.

Recommendation 41

The inspectors recommend that the purpose of the Placement Diary be reviewed and clarified to focus on reflection on personal, spiritual, theological and ministerial formation.

The recommendation was remitted to the Working Party because of its focus on formation and has not yet been implemented although the Working Party report records a clear intention to focus on theological reflection as an essential part of formation and in part to do this in the context of the placements.

The recommendation has not yet been implemented.

Recommendation 42

The inspectors recommend that:

- a. theological reflection**
- b. pastoral skills**

become taught elements of the programme from 2013 and that a decision is made about where this teaching is best located.

(a) The recommendation has been discussed but not yet been implemented. It is hoped that it will be implemented for 2014-5

(b) Some pastoral skills are already taught in Ministry and/or Spirituality modules. Discussions between the relevant module co-ordinators are ongoing concerning the best location of this teaching within the curriculum.

The recommendation has not been fully implemented. The students are expected to reflect theologically but are not taught any methods or models or given supervised practice to help them. Equally, there needs to be a discussion about what constitutes pastoral skills for ordinands and trainee lay readers and where the subject should be best located.

Recommendation 43

The Inspectors recommend that all vacancies at both provincial and diocesan level be advertised more widely including job description and person specification, and that candidates undergo a formal appointments procedure,

with representation from provincial and dispersed TISEC staff and from the student body.

This recommendation was discussed at length by the Board of Studies at its meeting on 3.v.13. It was noted that we already possess job and person specifications for all dispersed TISEC staff, and it was resolved that this matter be remitted to all those responsible for recruitment to TISEC posts, commending it as good practice and inviting them to follow it to whatever extent is practicable in their contexts. Any further action to be taken on this matter will be contingent on the findings of the Working Party.

The Working Party has recommended radical changes to the support structures and staffing of TISEC, which will require a number of new appointments at both provincial and diocesan level. Job descriptions, person specifications and advertising will all be in place for these posts.

The recommendation has been discussed by TISEC and action taken to ensure implementation through communication with Diocesan Co-ordinators and through training.

Future changes envisaged in the recommendations of the Working Party require a number of new appointments and changes to some current job descriptions and person specifications. It will be important to use the 'essential' and 'desirable' headings in person specifications to ensure that appointees have the essential skills and that 'desirable' provides some flexibility as necessary. There has therefore been some implementation with more to come during 2014-5.

Recommendation 44

The inspectors recommend that all staff including those carrying out roles in dispersed TISEC, should be provided with job descriptions, terms of service, reporting lines and arrangements for staff review/appraisal, which should be reviewed annually to ensure clarity and sufficient detail.

Job descriptions and person specs were distributed to all TISEC diocesan personnel at the Bield meeting in May 2013. Following discussion at that meeting, it has been determined that space will be made at the 2014 Bield workshops to enable diocesan co-ordinators to explore review/appraisal of the staff in their dioceses.

Diocesan co-ordinators have undertaken staff appraisal with dispersed TISEC staff in their diocese. They themselves have their work for TISEC reviewed as part of their ministerial review by the Diocesan Bishop. This recommendation has therefore been implemented for 2013-4 and will continue into 2014-5. It will be important to ensure that procedures are in place from the outset of the new staffing structures and that they reflect the provincial focus so that there is a consistency in the review process across the whole of dispersed TISEC.

Recommendation 45

The Inspectors recommend that all staff involved in provincial and dispersed TISEC should be required to have an annual review of their performance and

to engage in those elements of staff development recommended at their annual review.

Space for review of diocesan personnel with diocesan co-ordinators was supplied in the 2014 Bield meeting. Arrangements for review of diocesan co-ordinators themselves have yet to be made, but are covered through the broader process of ministerial review.

The recommendation has been implemented. It would be good to see annual review of work specifically for TISEC thoroughly embedded within the new governance structures and closely related to the provision of and the requirement for professional development.

Recommendation 46

The Inspectors recommend that appointments criteria for module coordinators include evidence of pedagogic as well as academic expertise.

This recommendation has been incorporated into the criteria for future Module Co-ordinator appointments. It formed part of the criteria for the appointment of the new module co-ordinator for Ministry, appointed for 2013-4.

This recommendation has been implemented.

Recommendation 47

The inspectors recommend that TISEC work with the SEC to review the governance structure of TISEC and that in doing so, it creates a single governing body covering both Provincial and Dispersed TISEC outwith – although appropriately related to – the structures of the SEC.

The recommendation was remitted to the Working Party who responded by recommending to the SEC the creation of a single governing body, 'The Institute Council', which will have the status of a Board within the structures of the SEC. Both The General Synod of the SEC and the College of Bishops welcomed and approved the proposal wholeheartedly. Its first meeting will be held on 1 September 2014.

This recommendation has been fully implemented. It is commendable that the Working Party, the bishops and the SEC have worked at such speed to take this response through due process so as to implement the change by September 2014.

Recommendation 48

The inspectors recommend that TISEC with the SEC urgently review the management structure of dispersed TISEC in order to address its systemic weaknesses which currently preclude effective quality assurance and evenness in the quality of the student experience in all aspects of dispersed TISEC.

The recommendation was remitted to the Working Party who proposed fundamental changes to the management structures including much greater centralised control of dispersed training, and a significant reduction in the number of dispersed roles, thus facilitating effective communication and quality assurance. The key roles in

dispersed TISEC will be the DDOs and the Wardens of Readers who will work with the PDO at the provincial level. Other posts with responsibility for quality assurance at provincial and diocesan levels will be the Principal, the Director of Studies and personal tutors. A further benefit of the new structures will be the creation of a much stronger link between vocations, training (IME1-3) and post ordination (IME 4-7). The structures for these changes are agreed but job descriptions and arrangements for training of post holders will be made from September 2014, to be implemented in 2015-6.

The Implementation of this recommendation has been and is being carefully and thoroughly planned to take effect from September 2015. I understand that it may be possible to identify an individual at provincial level to represent and be the focus for lay readers. I hope that this will happen and that the appointment will be made into a formal position, embedded into the structures.

Recommendation 49

The inspectors recommend that TISEC with the SEC reviews the current job description of the Provincial Officer in the light of revised governance structures.

The recommendation was remitted to the Working Party which has made significant changes to the nature of the post in light of the changed focus of TISEC to be centred round formation rather than education. Changes have also been to the new job description in light of the creation of a new post of Director of Studies. The new job description includes: the general running of the training function/body, training programmes, formation of ordinands and lay readers, personal and spiritual development of students, and Curacies.

The recommendation has been fully implemented. A new job description has been written and was used in the appointment of the new Principal.

Recommendation 50

The inspectors recommend a review of funding to dispersed TISEC in order to clarify and safeguard the parameters for expenditure and to set in place as a requirement the necessary processes for annual accountable reporting.

The recommendation was remitted to the Working Party which, having reviewed the funding to dispersed TISEC recommended that all funding should come under provincial TISEC, and involve the Secretary General and the Treasurer of the SEC.

The recommendation has been implemented and accords with the greater provincial control over dispersed TISEC.

Recommendation 51

The inspectors recommend that TISEC with the MDC expand the work on the skills required by members of the TISEC governing body to cover work on other roles, including the job description of a Provincial Officer and other key officers, induction for new members of MDC, succession planning and ongoing training needs, all with reference to good practice in other similar institutions in the Church of England and Anglican Communion.

This recommendation was remitted to the Working Party which has implemented it for the new governing body – The Institute Council – (the MDC no longer exists). In selecting the members of the Council, the Standing Committee of the SEC paid careful attention to: the range of skills needed within the group; their understanding and agreeing to the necessary commitment required, their induction and also to succession planning.

The recommendation has been fully implemented.

Recommendation 52

The inspectors recommend that the membership of the MDC be further reviewed in order to strengthen its skills in the area of contemporary theological education, training and formation for public authorised ministries.

This recommendation was remitted to the Working Party which has implemented it with respect to the membership of the Institute Council; the Principal is in attendance, and has expertise in formation which was a central requirement of the post. There will also be an educationalist as a member of the Council.

The recommendation has been implemented

Recommendation 53

The inspectors recommend that the job description of the Provincial Officer be reviewed in order to ensure that the job description is congruent with the expectations of the post as expressed by senior figures of the SEC.

The recommendation was remitted to the Working Party. The contribution of the College of Bishops to the Working Party through their representative and their endorsement of its Report demonstrates that the new job description of the Principal meets their expectations.

The recommendation has been implemented

Recommendation 54

The inspectors recommend that there should be greater representation from the provincial teaching staff in the committees where decisions about TISEC are made.

Two of the provincial staff of TISEC will be in attendance at Council meetings when the Director of Studies has been appointed.

The recommendation will be implemented during the next academic year.

Recommendation 55

The inspectors recommend that there should be an equal balance of representation from provincial and dispersed TISEC on the formal committee structures where decisions about TISEC are made.

The Working Party has focused on role and/or skills in drawing up the requirements for membership of the Council. Moreover, some posts cover both provincial and diocesan roles.

The recommendation is less significant given the changes in structure, but perhaps the Standing Committee might continue to give attention to the balance of the provincial and the dispersed roles when drawing up membership of the Council. Equally when the Council appoints its Board of Studies and any other committees, it will be important to continue to give attention to a balance in representation.

Recommendation 56

The inspectors recommend that the College of Bishops and the General Synod give urgent attention to forming an effective governing body for TISEC with the capacity and authority to formulate a long-term strategy document and a 3-5 year business plan in line with it, which identifies short and medium term aims and objectives and identifies how TISEC intends to meet them.

The College of Bishops and the General Synod, with the help of the Working Party have given careful and detailed attention to the governance of TISEC in relation to a much wider strategy for mission and ministry in the SEC. They have formed a governing body for TISEC with the potential to be effective and to formulate long term strategy and a business plan for TISEC. Their work will begin on 1 September 2014.

Everything is in place for this recommendation to be implemented from 1 September 2014.

CONCLUSION

The majority of the Inspectors' recommendations have been implemented, although some of these are necessarily interim provisions. Others will be implemented during 2014-5, and the new programmes and curricula will begin from 2015. It is clear that the SEC has embraced the recommendations of the inspection and used them as a springboard for a much more fundamental review of ministry and vocations; its effect is epitomised by the separation of the SEC committee, the Mission and Ministry Board into two separate Boards, one for Mission and the other for Ministry. With the implementation of the recommendations and of the additional recommendations of the Working Party, TISEC or more properly from September - SEI - has the potential to become an excellent training provider for ordinands and lay readers. I wish all those involved in taking forward this vision every success.

Ruth Ackroyd

Revd Professor Ruth Ackroyd
Senior Inspector

9 August 2014