

# Periodic External Review criteria

In each section reviewers are asked to include affirming and constructive commentary on the TEI's strengths and identification of areas for development, as appropriate. Reports should include both Commendations and Recommendations for development or enhancement.

## Section A: Formational aims

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

**What are the TEI's strengths in shaping and communicating its formational aims? What opportunities has it identified for further development in this regard?**

Reviewers will look for evidence of the following.

- i. The TEI's formational aims are stated in its prospectus, policy documents and public-facing on-line material
- ii. They are in line with the TEI's governing documents and statements of purpose
- iii. They are communicated to staff, students, trustees and wider stakeholders

[ *Illustrative evidence: TEI handbook and prospectus, website, trust deed/governing documents, interviews with staff & students; stakeholders' views*]

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

There is evidence that:

- i. The aims are consistent with the sponsoring church's current and developing expectations and policy statements [*Evidence: PER mapping document 1b), sponsoring church's formation criteria for lay and ordained ministries*]
- ii. They are appropriate to the specific ministries trained for: ordained, lay and pioneer
- iii. They are built into a regular review process, are reshaped periodically as appropriate, and reflect new church thinking, e.g. (for the Church of England) around RME in terms of ministers who are missional, collaborative, flexible and adaptable

[*Illustrative evidence: ASE A4, PER summary document 1a), formation criteria, interviews with staff, governors and students*]

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

There is evidence that:

- i. The TEI is aware of and responsive to its public profile and seeks to inform it positively [*Evidence: publicity material and events, PER summary document 1a)*]
- ii. The activity, achievements and character of the TEI are valued by external stakeholders - see also F1, student recruitment [*Evidence: stakeholders' commentary, church leaders e.g. Regional/Sponsoring Bishops, DDOs, views of current and former students, ASE A10, receiving incumbents/ministers-in-charge*]
- iii. The TEI actively seeks to encourage applications from a range of potential students including BAME enquirers, from women where they are under-represented in the TEI's student body, and from a diverse range of ages [*Evidence as above*]

## Section B: Formational context

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

**What are the TEI's strengths in creating a formational context for its students' learning and development, and in building effective partnerships in that regard? What opportunities has it identified for further development?**

Reviewers will look at evidence of the educational, ecumenical and interfaith partnerships that a TEI is developing:

- i. The TEI draws on its Regional Training Partnership to share learning, resources & good practice
- ii. The TEI relates effectively with churches, including in the provision of a range of placement and learning opportunities which reflect a range of traditions and include ecumenical partners.
- iii. There are partnerships / relationships with other faith communities
- iv. There are effective partnerships with civic and community organisations and e.g. hospital, prison and workplace chaplaincies, and systems for learning from them

*[Illustrative evidence: PER summary document 1a), stakeholder responses, interviews with staff, students and placement supervisors]*

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

There is evidence that:

- i. There are appropriate policies for the community in relation to welfare, equality (gender, ethnicity and disability) and conduct, and these are applied
- ii. Ministerial and teaching staff reflect a diverse age and ethnicity profile, include an appropriate lay/ordained and gender balance and experience in the practice of local church / sector ministry, and comply with denominational guidelines
- iii. Safeguarding procedures, training and practice are in place and in line with national guidance *[Evidence: ASE A9, national guidance and discussion of handling specific issues]*
- iv. Community is built effectively in both residential and dispersed modes and for people on different ministerial tracks and independent learners. There is an underpinning sense of community life and mutual support *[Evidence: PER summary document 1a), ASE A5a, observation of gathered times including corporate worship, use of on-line learning]*
- v. Spouses/families are catered for within the community. Their interests and concerns are appropriately recognised within the TEI's decision-making processes and provided for in terms of facilities, accommodation and social timetable

*[Illustrative evidence: TEI handbook, prospectus & policy statements, interviews of staff, students & families]*

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

As appropriate to the TEI, residential or non-residential, there is evidence that:

- i. Social and private accommodation is fit for purpose
- ii. There is adequate provision for the needs of users with mobility or other disabilities
- iii. Chapel and other spaces for worship are adequate and function well and are capable of imaginative and creative use
- iv. There are ongoing maintenance, plans for accommodation development and its funding, and periodic review of opportunities to secure alternative spaces

[Evidence: PER documents 1a) and 1u), TEI business plan and discussion with staff including bursar/finance manager, interviews with other staff and students]

[Illustrative evidence: observation of space in use, discussions, TEI accessibility policy, ASE A11b]

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

There is evidence that:

- i. Corporate worship is built into the TEI's life so far as the pattern of residence, gathered time and contextual training allows.
- ii. Rites appropriate to the traditions and usages of the sponsoring church, and to the make up of the student body, are included. For the Church of England, include comment on the use of BCP eucharist and morning/evening prayer
- iii. The worshipping community is intentionally inclusive in terms of gender, tradition and differing recognised theological convictions [Evidence: worship policy and practice e.g. for Eucharistic celebrants]

[Illustrative evidence: PER documents 1a), 1b) and 1e), worship policy and visit observation, interviews with staff and students]

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

There is evidence:

- i. Of good interaction between staff and students in learning and social settings and of the integration of the learning community
- ii. That staff continue to develop their professional expertise and capacity by modelling a good pattern of work and wider life, continuing learning, personal spirituality and reflection

[Illustrative evidence: TEI handbook and policies, PER summary document 1a), ASE A5a, visit observation and interviews with staff and students]

### **Section C: Leadership and management**

***These criteria should be applied proportionately to the size and nature of the institution under review, i.e. college, regional course or diocesan scheme***

#### **C1. The TEI has clear and effective governance structures.**

**What are the TEI's strengths in its leadership and business management? What opportunities has it identified for further development in this regard?**

There is evidence that:

- i. Management, administrative and financial structures and roles are clearly stated and understood
- ii. There is appropriate accountability within and, where appropriate, outside the institution

[Illustrative evidence: ASE A7a and 7b, governing documents, PER documents 1m), 1n) and 1o), clear terms of reference for governance bodies, effective accountability to the sponsoring church e.g. to the diocese and bishop for a Church of England diocesan scheme.]

## **C2. The TEI has effective leadership.**

There is evidence that:

- i. The TEI's principal/director and senior leadership team are able to be both directive and collaborative
- ii. The principal and senior team have an effective working relationship with the governing body
- iii. Trustees operate effectively as a governance body [*Evidence from e.g. Council minutes and observation of meeting; effective progression of issues between students-staff-governors – stakeholders, and resultant actions.*]
- iv. Colleagues are clear about the TEI's strategic direction and their role in it
- v. There is a widely owned vision for excellence in the TEI and a positive motivational climate

[*Illustrative evidence: decision process and patterns, governance structure PER summary document 1a), strategy statement / business plan, visit observation & interviews with staff and stakeholders*]

## **C3. Trustees are appropriately recruited, supported and developed.**

There is evidence that:

- i. Trustees have an appropriate mix of skills and background for their role
- ii. Trustees are mentored, developed and willing and enabled to take an active and supportive interest in the TEI and its staff and students.

[*Illustrative evidence: PER document 1o), observation and interviews with trustees and staff*]

## **C4. The TEI has effective business planning and fundraising.**

There is:

- i. A business and strategic plan that covers resources needed, commercial and financial threats and opportunities and strategies for handling these, and performance management
- ii. Evidence that the plan is owned at staff and governance level, has measurable actions and is followed through

[*Illustrative evidence: PER document 1r), ASE A11a and discussion; business plan includes expenditure & income needs, fundraising & strategies for publicity and stakeholder engagement staff and council minutes, observation and discussion*]

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

There is evidence of:

- i. Effective and appropriate budgeting and management accounts, reviewed by staff and trustees [*Evidence of budget document and process ASE A11d*]
- ii. Timely annual financial reporting as applicable e.g. to Charity Commission or via the diocese [*PER document p), discussion with finance manager*]
- iii. Risk document and management processes covering key risks – business, reputational, financial, premises (fire, health & safety, site security), operational e.g. ICT and data back-up, with risks appropriately graded and actions/mitigations and timescale, responsible officers/groups [*Evidence: PER document 1s), ASE A11c and interview/discussion*]

## Section D: Student outcomes

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

**What are the TEI's strengths in shaping its students' knowledge, skills and dispositions in line with the sponsoring church's formational requirements? What opportunities has it identified for further development in this regard?**

There is evidence that students:

- i. Are growing in their learning and knowledge of Christian tradition, faith and life [*Evidence of critical engagement by students with biblical text and interpretation and with Christian belief and practice.*]
- ii. Show generous respect for the breadth and diversity of belief and practice within the sponsoring church denomination
- iii. Are developing the habit and skills of theological reflection and reflective practice [*Evidence: PER summary document 1a), PER mapping document b), ASE 5d, Visit interviews with students and staff, stakeholders evidence e.g. DDOs, receiving incumbents/ministers-in-charge*]

[*Illustrative evidence: summary of candidates' pathways of study and comment on their completion*]

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

There is evidence that students:

- i. Are prepared for a ministry that will be world facing in terms of contributing to the common good [*Evidence: PER summary document a), interviews, stakeholders' evidence*]
- ii. Have an articulate and prayerful enthusiasm for and experience of the practice of mission and evangelism, and are eager to teach and learn about the faith [*Evidence of ability to communicate the gospel sensitively and appropriately in and outside church contexts*]
- iii. Have a desire and ability to see and help others grow as Christians [*Evidence: PER summary document a), interviews with students, local church supervisors' reports, outreach opportunities; experience and skills of enabling others to grow in Christian discipleship*]
- iv. Are willing and able to nurture the vocation of others to Christian life and ministry, whatever their calling may be [*Evidence as above*]

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

There is evidence that students:

- i. Are involved in preparing and leading worship, including public prayer, preaching and voice coaching, and receive appropriate support and feedback [*Evidence: worship policy and practice, interviews with students and staff, observation, evidence of ability to preach and lead worship competently in a variety of settings, students' personal reflections and learning plans*]
- ii. Are rooted and growing in disciplined individual prayer and corporate worship shaped by the expectations of public ministry in the sponsoring church denomination [*Evidence as above*]
- iii. Are growing in their personal prayer life and spirituality, so as to inform their relationship with others and their engagement with the world [*Evidence: PER summary document 1a), PER mapping document 1b), ASE A5c, interviews with students on patterns of individual and group prayer and reflection, eg cell-groups, individual spiritual direction*]

#### **D4. Students' personality, character and relationships.**

Students show evidence of:

- i. Being teachable, resilient and stable in the face of pressure and changing circumstances
- ii. Ability to respect and learn from others and to reflect critically and honestly on personal strengths, weaknesses, gifts and vulnerability
- iii. Ability to form and sustain healthy relationships in and outside the church and to balance care for others with care for self
- iv. Ability to understand and work with professional boundaries in ministry and pastoral care  
[Evidence: for CofE trainees, readiness to work with appropriate policies e.g. guidelines for professional conduct of clergy; understanding of safeguarding policy and best practice.]

[Illustrative evidence: PER summary document 1a), PER mapping document 1b), interviews with students and staff, stakeholders' evidence e.g. DDOs, receiving incumbents/ministers-in-charge]

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

Students show evidence of:

- i. Growth in leadership capacity and in collaborative disposition
- ii. Readiness to share leadership by actively looking for and recognising the gifts of others; ability to release and enable others to fulfil their calling to ministry and mission
- iii. Understanding of issues of authority, responsibility, power and group dynamics

[Illustrative evidence: PER summary document 1a), PER mapping document 1b), interviews with students & staff, stakeholders' evidence: DDOs, receiving incumbents/ministers-in-charge]

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

There is evidence that students:

- i. Believe themselves to be called by God and the church to ministry within the sponsoring church and are able to articulate their calling to discipleship and ministry within that church denomination
- ii. Are willing to serve within the breadth and diversity of the sponsoring church's traditions
- iii. Are willing to be obedient and accountable within the frameworks of the sponsoring church in the exercise of their ministry
- iv. Understand the nature and scope of public ministry within the sponsoring church [For Church of England candidates, evidence that students understand the Church of England's role and opportunities for Christian ministry and mission in a range of public settings, agencies and faith communities, including schools.]

[Illustrative evidence: pre-licensing reports, interviews with students, staff and other stakeholders]

#### **D7. For Pioneer ministry training only**

There is evidence that pioneer ministry students:

- i. Have enthusiasm for and skills in ministry and mission in unfamiliar contexts
- ii. Are flexible, resourceful, innovative and entrepreneurial in approach to mission and ministry

[Evidence that students thrive in unfamiliar cultures and contexts, can take risks and learn from both failure and success, and can nurture the faith of adults and children in fresh expressions contexts.]

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

There is evidence that:

- i. Formational assessment, both ongoing and summative, enables the TEI to provide a clear and evidenced report to the bishop [or equivalent for ecumenical partner churches]
- ii. Students' achievement of ministerial skills is measured effectively against IME1 reporting criteria throughout their training
- iii. IME1 reporting draws on internal (TEI) and external input  
[*Evidence from TEI staff, placement supervisors and lay members of the placement community*]

[*Illustrative evidence: policy, discussion with students and staff including the process around pre-licensing reports on students, comments on areas for further development identified in the BAP/selection report or report from TEI*]

**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.**

There is evidence that:

- i. The TEI's procedures enable tracking and development of students' learning goals from selection into IME1 training, and from the end of IME1 into first curacy / ministerial role
- ii. Students' personal learning plans include development needs in key areas of meeting the formational criteria

[*Illustrative evidence: discussion of reporting on students to bishops, discussion with tutors and students, students' personal learning plans or similar and resultant actions, and their link into curacy/IME2 training*]

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

There is evidence that:

- i. The TEI draws on appropriate sources of information, including statistics for the placement and progression of its students, to inform the development of its training programmes
- ii. The student voice and experiences are part of this evidence

[*Illustrative evidence: management data, feedback from dioceses and receiving incumbents, national research, minutes and observation of staff management group, and discussion with students*]

## **Section E: Partnership with university**

**E1. The quality control and assurance procedures governing the partnership are robust.**

There is evidence that the TEI is subject to the quality assurance procedures agreed by Ministry Division and Durham University, including:

- i. The annual self-evaluation process
- ii. Recruitment and admissions, including management of accreditation of prior learning (APL)
- iii. Quality of assessment e.g. double-marking, anonymous marking, external examining, assessment criteria, security of assessment process including for distance learning programmes
- iv. Management of concessions
- v. Operation of the TEI Board of Examiners
- vi. Operation of the TEI Management Committee



- vii. Engagement with the University Liaison Officer (ULO)
- viii. Engagement with the External Examiner
- ix. The identification and dissemination of internal and external examples of good practice
- x. The range and effectiveness of mechanisms for students' involvement in quality management

*[Illustrative evidence: ASE forms, diagram of the TEI's organisational structure, relevant committee minutes (including Management Committee minutes), relevant TEI policies, representative sample of APL claims and concessions requests processed by the TEI, the TEI's External Examiner and ULO reports and responses interviews with staff and students]*

## **E2. The overall provision for academic and pastoral support and guidance is adequate.**

There is evidence that:

- i. The TEI provides adequate academic and welfare support for students (e.g. personal tutors, open office hours, welfare support staff), and that this is accessible and effective
- ii. Student needs are identified and addressed, including groups with specific needs (e.g. mature students, part-time students, distance learning students)
- iii. Students are informed about learning and teaching matters and programme details (e.g. learning outcomes, aims, objectives, content, modes of assessment, assessment criteria)
- iv. Materials provided (e.g. handbooks, online resources) effectively support student learning
- v. Students receive feedback on their work which supports personal and academic development
- vi. The TEI has an effective policy and process for receiving and responding to student complaints and appeals
- vii. Reasonable adjustments (and other considerations in relation to learning and teaching) are made for students with disabilities

*[Illustrative evidence: staff and student handbooks, online resources for students, Student Staff Consultative Committee (or equivalent) minutes, representative sample of students' work with tutors' written feedback, interviews with staff and students, relevant policy documents, external examiner/ULO reports]*

## **E3. The overall learning support and infrastructure in relation to the ability to meet requirements for awards are adequate.**

There is evidence that:

- i. The number, type and availability of library resources are of an appropriate quality for the programmes of study
- ii. Students have access to suitable IT resources
- iii. Teaching facilities (e.g. teaching rooms, study rooms, AV equipment) are adequate
- iv. The TEI addresses student concerns around learning facilities

*[Illustrative evidence: ASE B13, interviews with staff and students, tour of facilities, description of accommodation and teaching facilities]*

## **E4. The overall staffing (academic and support) in relation to the ability to meet requirements for awards is adequate.**

There is evidence that:

- i. Staff members are appropriately qualified to teach and assess the programmes and there is sufficient capacity within each sub-discipline
- ii. The TEI provides staff development in learning and teaching (e.g. induction, mentoring, training new staff, participation in internal & external training opportunities, peer observation of teaching)



iii. The level of support staff is appropriate, and they are well managed and trained

iv. The TEI has appropriate policies in place regarding diversity and equality

*[Illustrative evidence: ASE B14, interviews with staff and students, relevant policy documents, external examiner/ULO reports, staff overview document, staff handbooks, statistics (relating to staff training and development)]*

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

There is evidence that:

- i. the TEI has appropriate mechanisms for ensuring that public information, publicity information and promotional activity is accurate and transparent
- ii. the TEI ensures that publicity material requiring Durham University approval is submitted to the Common Awards Team, and amended as required, in line with the Common Awards process for the approval of publicity information

*[Illustrative evidence: prospectus and/or publicity material, the TEI's website, relevant policy documents, committee minutes]*

### **Section F: Taught programmes**

#### **F1. The programme is viable in terms of market and likely numbers of entrants.**

There is evidence that:

- i. The current numbers of students and the anticipated number of entrants to the programmes will continue to provide a viable cohort
- ii. There is sufficient demand for the programme from students and sponsoring dioceses
- iii. The TEI has a clear, strategic and responsive approach to student recruitment

*[Illustrative evidence: management statistics, business plan, relevant policy documents, interviews with staff]*

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

There is evidence that:

- i. The TEI has ensured that the content and design of its programmes are aligned with programme specifications and allow students to meet the programme aims and learning outcomes
- ii. The module portfolio is appropriate, allowing students to meet level and programme learning outcomes while providing both sufficient breadth and ensuring that students will be able to specialise and study certain topics in greater depth
- iii. The curriculum design enables students progressively to develop their study skills, critical thinking, and research skills through the programme, and this progression is articulated clearly in documentation
- iv. The TEI has ensured that the content and design of its programmes are suited to the target students, including any specific needs represented in the student body (e.g. mature students returning to education after several years, and students with relatively little prior educational experience).
- v. The TEI has involved students in the design and development of the programmes

*[Illustrative evidence: ASE, TEI programme documents (including programme regulations, module overview tables, curriculum mapping documents), interviews with staff & students, external examiner/ULO reports, student handbooks]*

**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.**

There is evidence that:

- i. The methods of teaching, learning and assessment are appropriate and effective in enabling students to meet the learning outcomes for individual modules and the whole programme
- ii. Methods of teaching, learning and assessment are inclusive and appropriate to any specific needs of the student body
- iii. Methods of teaching and assessment are within the parameters set in the overarching module outlines
- iv. Changes in the balance of learning and teaching over the duration of the programmes support student progression and skills development
- v. There is sufficient support for students taking independent learning projects and dissertations
- vi. Modes, nature and content of assessment (summative and formative) remain fit for purpose and promote student learning and development
- vii. Contact hours are within the parameters set in the overarching Common Awards framework and appropriate to the level of study and the nature of the modules
- viii. Students receive sufficient, timely and constructive feedback on their work, and assessment feedback supports student learning

*[Illustrative evidence: ASE, programme documents (including the module overview table), interviews with staff & students, Board of Examiners minutes, external examiner/ULO reports, statistics (relating to student progression and award)]*

**F4. There are appropriate arrangements for placements.**

There is evidence that:

- i. The purpose of the placement is clearly understood by staff, students and placement providers, including its contribution to module and programme learning outcomes
- ii. Any assessment of placements is properly moderated and quality assured
- iii. There are processes in place for reviewing placement learning
- iv. Students are briefed before their placement, and a learning agreement (or similar) is in place
- v. There is adequate support (both academic and pastoral) for students on placement
- vi. Relevant health and safety policies, insurance, and DBS check processes are in place
- vii. Reasonable adjustments are made for students with disabilities or specific needs

*[Illustrative evidence: ASE B12, relevant policy documents, handbooks for students and/or placement supervisors, student learning agreements (or similar), interviews with staff and students]*

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

There is evidence that:

- i. Methods of learning, teaching and assessment encompass research-led education
- ii. Students are helped to develop research-based study skills and engage with critical theological reflection
- iii. Research effectively informs the TEI's curricula
- iv. Students are aware of and understand the way that the TEI links research and teaching, and feel that this adds add value to their educational experience
- v. Policy and practice in all areas supports academic staff in engaging in both areas of activity

(research and teaching) at a high level.

*[Illustrative evidence: programme documentation, interviews with staff and students, relevant policy documents, staff handbooks]*

**F6. The programme is subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement (see also criterion E3).**

There is evidence that:

- i. The student voice is heard – e.g. the TEI includes student representatives on its committees and boards and operates a Staff Student Consultative Committee (or equivalent); and these mechanisms effectively enable students to raise issues and receive feedback on action taken as a result
- ii. Module / course evaluation questionnaires are used effectively by the TEI, and action taken in response to the feedback is reported back to the student body
- iii. The TEIs processes for curriculum review and development are effective, and students are adequately involved

*[Illustrative evidence: ASE, interviews with staff and students, relevant committee minutes]*