

## **Ministry Council: Periodic External Review Report**

### **Yorkshire Theological Education Partnership**

**St Hild College**

**Church Army**

**Leeds School of Ministry**

**Sheffield School of Ministry**

**York School of Ministry**

**May-June 2018**

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## GLOSSARY

ASE	Annual Self-Evaluation
AY	Academic Year
BAME	Black, Asian and Minority Ethnic
BCP	Book of Common Prayer
CLAY	Christian Learning Across Yorkshire
CMD	Continuing Ministerial Development
CPAS	Church Pastoral Aid Society
CW	Common Worship
DARE	Doing, Advocating, Resourcing, Enabling evangelism
DBS	Disclosure and Barring Service
DDO	Diocesan Director of Ordinands
EiT	Evangelist in Training
ELF	Evangelist Learning Framework
ICT/AV	Information & Communication Technology / Audio Visual
IMEI/2	Initial Ministerial Education Phase 1/2
LMOG	Lay Ministry Oversight Group
LSoM	Leeds School of Ministry
PER	Periodic External Review
PTO	Permission to Officiate
SBTC	St Barnabas Theological Centre
SSoM	Sheffield School of Ministry
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution
ULO	University Liaison Officer
WCC	Wilson Carlile Centre
YMC	Yorkshire Ministry Course
YRTP	Yorkshire Regional Training Partnership
YSoM	York School of Ministry
YTEP	Yorkshire Theological Education Partnership

## LIST OF REVIEWERS

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**Revd Sallie Butcher**, non-stipendiary minister, Mamble St John the Baptist with Bayton, Rock with Heightington with Far Forest (Diocese of Worcester)

**Revd Dr Stuart Burns**, Director of Mission and Ministry, Diocese of Leicester

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**Dr Marion Gray**, Reader at Immanuel & St Andrew, Streatham, Diocese of Southwark; formerly Director of Reader Selection and Reader Training tutor, Diocese of Southwark

**Dr Mike Stuckey**, retired Science Teacher; Reader and Sub-Warden of Readers, Manchester Diocese

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## 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 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 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 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 also includes comment on wider formational matters where appropriate. Evidence-gathering is shared and judgements are owned by the whole review team, except where a recommendation or commendation and its supporting commentary are indicated as being specific to Ministry Division or to Durham.

### *Recommendations and Commendations*

PER reports 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 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.

### *Criterion-based judgements*

Reviewers are asked to use the following outcomes with regard to the overall report and individual criteria A-F. Throughout, the outcome judgements will be those of the Ministry Division-appointed reviewers, as university validation does not use a similar framework; but in respect of sections E and F those judgements will be especially informed by the views, recommendations and commendations of the Durham-appointed reviewers in the case of TEIs offering Common Awards programmes.

### **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 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.

# Periodic External Review of the Yorkshire Theological Education Partnership and its Training Centres

St Hild College

Church Army

Leeds School of Ministry

Sheffield School of Ministry

York School of Ministry

May-June 2018

## SUMMARY

### Introduction

The Yorkshire Theological Education Partnership (YTEP) co-ordinates theological education across the whole of Yorkshire on behalf of Leeds, Sheffield and York dioceses and two other training providers: St Hild College and Church Army. The partnership's programmes are validated by Durham University and form part of the national Common Awards scheme for theological education. YTEP grew out of the Yorkshire Regional Training Partnership (YRTP), which previously provided an ecumenical structure for lay and pre- and post-ordination clergy training and in November 2018 was replaced by the Network of Yorkshire Learning Practitioners.

There has been some consolidation of Centres within YTEP: the three former Diocesan Schools of Ministry of Bradford, Ripon & Leeds and Wakefield have been combined into the Leeds School of Ministry, albeit still with four hubs. St Hild College was formed in January 2017 by the merger of the Yorkshire Ministry Course (YMC, based at Mirfield) and St Barnabas Theological Centre (SBTC, based at St Thomas Crookes Church, Sheffield) and now has an additional teaching centre in York. York School of Ministry's three hubs in Beverley, Middlesbrough and York operate administratively and academically as a single entity, with close collaboration in respect of devolved learning and teaching.

Until 2017 IME2 provision for curates (BA top-ups and postgraduate programmes) was delivered via YRTP but this has been brought fully into Common Awards, delivered mainly by St Hild College, with York School of Ministry providing some Level 6 module teaching and pastoral support for curates in York Diocese.

YTEP draws on relationships that were built up over more than a decade in the YRTP and active engagement by its people in wider church and theological education networks. The YRTP had active practitioner groups covering the areas of Education for Discipleship (working with 'CLAY' – Christian Learning Across Yorkshire), Continuing Ministerial Development and Initial Ministerial Education (IME 2), which between them included Methodist, URC and Roman Catholic representatives.

Within YTEP as a whole there is an emphasis on contextual training, with all students either studying part-time while continuing in paid employment and undertaking voluntary roles in churches or undertaking full-

time contextual ordination courses. It encompasses a wide variety of theological perspectives, supporting students who themselves are diverse in character and ministry aims.

#### *Initial Validation by Durham University*

On 24 February 2014 Durham University conducted a validation visit to YTEP with the aim of considering the proposed partnership and programmes in accordance with the Common Awards approval process agreed by the Quality and Standards Sub-Committee on 29 May 2013.

As is set out in more detail in the Durham reviewers' stand-alone quality assurance report (see page 7 above), YTEP was closely linked with the Yorkshire Regional Training Partnership (YRTP); the latter was formed in January 2008, and had grown out of several years of collaborative working across the five Yorkshire dioceses, the four Methodist Districts in the region and the Yorkshire Synod of the United Reformed Church, together with the several Church of England training centres, which in 2014 were as follows:

- The Yorkshire Ministry Course (YMC);
- St Barnabas Theological Centre (from 2013);
- Sheffield Diocesan School of Ministry;
- York Diocesan School of Ministry;
- West Yorkshire and the Dales Diocesan School of Ministry (2014-17);
- Church Army

Some of these constituent centres delivered programmes in one location, while others delivered programmes in more than one 'Hub' - for example the York Diocesan School of Ministry, with hubs in York, Beverley and Middlesbrough.

At the time of initial validation in 2014, just under 300 students were studying at YTEP centres: 50 ordinands, 210 authorised ministers and 34 independent students. Numbers of students and staff across the different centres varied, as they still do. The largest centres then had over 50 students; the smallest, under 10.

Following the consideration of evidence reviewed both before and during the validation visit, the validation team concluded that YRTP successfully met the criteria for approving collaborative programmes, subject to the completion of a number of conditions, including the formation of YTEP as a body with which the University could legally contract, and confirmation that it provided adequate oversight of all the individual members that would deliver Common Awards programmes. The partnership and programmes were approved and on 23 July 2014 the University entered a validation contract with YTEP.

While the initial validation process confirmed the appropriateness of the proposed new partnership and programmes, the University's annual monitoring and periodic review processes have since continued to assess the effectiveness of the operation of the TEI Management Committee and other key mechanisms for assuring and enhancing academic quality and standards. The following section of this report summarises the partnership and programme changes at YTEP which have been approved by the University since the initial

validation; and the main body of the report details the outcome of this year's Periodic External Review process.

#### *Partnership Changes Since Initial Validation*

Since the initial validation there has been one major partnership change. In January 2017, two approved Centres within YTEP, St Barnabas Theological Centre (in Sheffield) and the Yorkshire Ministry Course (based in Mirfield, with some programme delivery in York), merged to form St Hild College. The merger was a result of growing co-operation between the two independent charities and a desire to create a new theological college to serve the needs of the region. Its vision is for the health and growth of the church across Yorkshire and the North in its witness to the Kingdom of God. The creation of St Hild College was felt to build on the strengths of both organisations to create a more effective and diverse institution capable of making a significant contribution to theological education, training and formation across the region. In the documentation provided to the University at the time, it was confirmed that the existing programmes would continue to be delivered; no changes to the YTEP Programme Regulations were required (T3). Staffing and the resources available to students were also confirmed as being unchanged as a result of this merger.

#### *Programme Changes Since Initial Validation*

At initial validation, the following Common Award programmes were granted approval for a six-year term with a start date of September 2014:

- Certificate in Theology, Ministry and Mission (V60446)
- Certificate in Theology, Ministry and Mission (180 credits) (V60346)
- Diploma in Theology, Ministry and Mission (V60447)
- BA (Hons) in Theology, Ministry and Mission (V604)

As is reflected in the list of current programmes below, new graduate and postgraduate programmes were approved in addition in 2016.

As noted above, student numbers in training at that time were under 300, most of whom were not expected to transfer to Common Awards immediately in the 2014/15 academic year. With subsequent transfers and recruitment and a year on year increase in student numbers, as of February 2018 YTEP reported 312 students studying Common Awards programmes across its centres.

With curriculum developments and additional programmes approved since initial validation, YTEP now offers programmes leading to all ten awards available via Common Awards, 119 modules at Levels 4-6 and 32 at Level 7. The national Common Awards suite as a whole currently includes 278 modules: 219 at Levels 4-6 and 59 at Level 7.

#### *Current Programmes*

For the current Periodic External Review, the review team examined the following Common Awards programmes which have been granted approval for, and are delivered by the Yorkshire Theological Education Partnership:

- Foundation Award in Theology, Ministry and Mission (V60444);
- Certificate of Higher Education (CertHE) in Theology, Ministry and Mission (V60446);
- Certificate of Higher Education (CertHE) in Christian Ministry and Mission (V60346);

- Diploma of Higher Education (DipHE) in Theology, Ministry and Mission (V60447);
- BA (Hons) in Theology, Ministry and Mission (V604);
- Graduate Certificate (GradCert) in Theology, Ministry and Mission (V60421);
- Graduate Diploma (GradDip) in Theology, Ministry and Mission (V60422);
- Postgraduate Certificate (PgCert) in Theology, Ministry and Mission (V60414);
- Postgraduate Diploma (PgDip) in Theology, Ministry and Mission (V60412);
- Master of Arts in Theology, Ministry and Mission (V60407).

These programmes are offered at the several YTEP centres as follows:

Centre	Fdn Awd	CertHE (120)	CertHE (180)	Dip HE	BA	Grad Cert	Grad Dip	PG Cert	PG Dip	MA
LSoM	✓	✓	✓	✓						
SSoM	✓	✓	✓	✓						
YSoM	✓	✓	✓	✓	✓	✓	✓			
St Hild	✓	✓		✓	✓	✓	✓	✓	✓	✓
Ch Army	✓	✓		✓						

All awards are titled *Theology, Ministry and Mission*, except the 180-credit CertHE, which is in *Christian Ministry and Mission*.

*Periodic External Review: process and evidence*

The Senior Reviewer made a preliminary visit to YTEP in December 2017, meeting with the Academic Co-ordinator and Heads of centres, who in turn liaised throughout the PER planning period with teaching staff and other senior colleagues, to outline and agree the purpose and scope of the Review and to respond to questions.

The Ministry Division Reviewers’ series of Review visits to the five centres took place during 10-20 May 2018, comprising visits to Church Army in Sheffield during 10-14 May, St Hild College on 14 May and 18-20 May, Leeds School of Ministry on 14 May, York School of Ministry on 17 May and Sheffield School of Ministry on 20 May. These visits were followed by a Durham-led programmes-review day, held at Mirfield on 20 June, comprising a series of interviews with representatives of senior management, students and teaching staff across all five centres. The Reviewers are most grateful for the warm and thoughtful hospitality extended to them by the Principals and other staff, and by the students during these visits.

In the course of their visits, the Reviewers between them interviewed a range of senior staff within YTEP and its centres, including the Heads of each centre and YTEP’s Academic Co-ordinator, and those with governance responsibility within the TEI and its sponsoring dioceses. They interviewed a wide range of

teaching staff, both full-time and part-time, and met with administrative and support staff. They met representative students from various pathways and all Centres. The views of a sample of placement supervisors, home incumbents, former students and DDOs of sponsoring dioceses were sought by correspondence. The team attended daily worship, observed lectures and seminars, and joined students and staff for meals.

YTEP made a comprehensive body of documentation available to the Reviewers in advance, including:

- 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. learning 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).

### Summary of outcomes

The Report is written in relation to the PER Criteria, most recently stated in the November 2018 edition of the *Quality Assurance and Enhancement in Ministerial Formation Handbook*.

In terms of Durham University's academic quality assurance framework, the team's findings in regard to YTEP's partnership with the University and delivery of taught programmes, supported by sections E and F of this report, are as follows:

- a) The review team was satisfied with the quality and standards of the programmes listed at pages 10-11 above. The team recommends that the programmes should be revalidated for a period of six years.
- b) The review team was satisfied that Yorkshire Theological Education Partnership continues to be a suitable collaborative partner for the University.
- c) The review team identified a number of **Recommendations** for the TEI to address in relation to the partnership and programmes. The TEI's action in response to these recommendations will be considered for approval by the University. Progress against all recommendations will be reviewed in advance of the partnership renewal process that will take place towards the end of the initial

validation term. All recommendations should be signed off by the time the new contract takes effect. Two **Conditions** have been identified by the review team, which are also required to be addressed by the time the new contract takes effect.

In terms of the PER criteria applicable to the review as a whole, the outcomes are as follows:

CRITERION		OUTCOME				
	YTEP	St Hild College	Church Army	Leeds SoM	Sheffield SoM	York SoM
A Formational aims	n/a	Confidence with Qualifications	Confidence with Qualifications	Confidence with Qualifications	Confidence	Confidence
B Formational context		Confidence with Qualifications	Confidence	Confidence with Qualifications	Confidence with Qualifications	Confidence
C Leadership and management		Confidence with Qualifications	Confidence with Qualifications	Confidence with Qualifications	Confidence	Confidence with Qualifications
D Student outcomes		Confidence	Confidence	Confidence with Qualifications	Confidence	Confidence
E Partnership with University	Confidence subject to Conditions and Recommendations					
F Taught Programmes						
<b>Overall Outcome</b>	n/a	<b>Confidence with Qualifications</b>	<b>Confidence with Qualifications</b>	<b>Confidence with Qualifications</b>	<b>Confidence</b>	<b>Confidence</b>

### General Observations

To summarise, the Review team found much to commend, as we hope is clear from this report. YTEP is a substantial TEI with multiple centres, training modes and sponsoring dioceses, and provides an excellent framework within which its centres can flourish and model good collaboration. At the same time, we would strongly encourage further development in terms of TEI-wide oversight and consistency of baseline expectations and practice.

As to YTEP's individual centres: In **St Hild**, we found a centre that, while still growing into its new merged identity, demonstrated a keen sense of energy and purpose for the growth and mission of the church. It impressed us with its achievement of formational outcomes for students, as did **Church Army**, whose

training facilities at the Wilson Carlile Centre are also a strong point. We do however urge that Church Army finds ways to enable its training committee to take a fuller lead role in its oversight of training. The **Leeds School of Ministry**, again, is in a process of inhabiting a new merged identity. We commend its vision for a single integrated school while making a number of practical recommendations. The **Sheffield and York Schools of Ministry** – in both of which we have full confidence - have notable strengths, including for Sheffield a valuable foundation year (also offered by Leeds School of Ministry) and a strong emphasis on hospitality and community as a part of formation, and at York a commendably successful integration of academic learning with ministerial formation for a wide range of students.

We wish YTEP and its centres every success in taking their work forward.

## FULL REPORT

### REVIEW OF THE YORKSHIRE THEOLOGICAL EDUCATION PARTNERSHIP (YTEP)

1. The Yorkshire Theological Education Partnership (YTEP) was created as a formal body in 2014 in readiness to be an umbrella organisation on behalf of its constituent members with regard to the Durham Common Awards and Ministry Division of the Church of England. Each of the constituent members nominates a trustee, the members being St Hild College, Church Army Training and the three Dioceses of York, Leeds and Sheffield, representing their respective Schools of Ministry. Thus, YTEP serves as collective for networking on common issues and on behalf of the registration and awards of all the students in each training organisation, meaning that it represents over 270 registered students at any time. YTEP is supported by a part-time Co-ordinator with expertise in the university administration of awards, and by a part-time Administrator.
2. On behalf its component Centres, YTEP's role is to:
  - Meet all the academic quality assurance requirements of Durham University, e.g. co-ordination of curriculum review and development, maintenance of programme and module definitive documentation, operating a board of studies (Common Awards Management Committee) and Board of Examiners, liaison with an external examiner, conduct of annual review relating to taught programmes;
  - Meet all the student administration requirements of Durham University, e.g. student registrations and transfers, issuing campus cards, processing student 'concession' requests, co-ordinating APL requests and the administration of the Common Awards Student Survey (CASS);
  - Liaise with the Ministry Division of the Archbishops' Council;
  - Maintain a Moodle-based virtual learning environment (VLE);
  - Organise staff development.
3. Most of YTEP's work, therefore, focuses on academic delivery and infrastructure, and the bulk of the reviewers' commentary, commendations and recommendations in regard to YTEP is located in sections E and F of this report at pages 83-106. By way of introductory comment on YTEP we would add the following observations and recommendation.
4. From the very thorough documents available, and a specific meeting during the Review, there was clear evidence that in many ways YTEP is able to provide an effective network and promotes development across its training centres. That there is further to go in some areas will be evident from sections E and F of this report. Nevertheless, YTEP is in a position to ensure quality and good practice in the educational provision of its members and, through meetings of staff, to support staff development in areas related to the Common Awards programme. Each of the constituent members has representation in raising issues or needs for flexibility and the collecting of data enables each member to recognise if issues are common to other members. This is most encouraging and augurs well for the future. In its role as an umbrella organisation we are supportive of the formational operations of YTEP. We make no judgement on YTEP against the individual PER

formational criteria, nor overall, as these apply at the level of the individual Formation Centres – for which, see the following sections of this report.

5. The SWOT analysis provided by YTEP for the Review notes the current lack of an External Quality Adviser – that is, someone to act as external critical friend to YTEP within its Annual Self Evaluation quality assurance process. For reasons of good practice in self-evaluation and internal monitoring, we recommend to YTEP that it should appoint an External Quality Adviser.

## **Recommendation I**

### **We recommend that YTEP appoints an External Quality Adviser.**

6. In order to harness the potential of YTEP more fully, and to increase cross fertilisation in ways that can support each member, we also consider that it would be beneficial if each constituent member appointed to their Management and Training Committee someone with training expertise from another YTEP member. For example, St Hild College already have as the Chair of their Formation Committee someone who serves in a similar capacity for the York School of Ministry. This is a welcome step. In the detailed Review of the other constituent members, a recommendation is made in each case to take a similar step.
7. In terms of YTEP's monitoring of its constituent Centres' work, issues to be addressed and elements of flexibility to be requested, we note two specific matters.
8. First, the arrangements made helpfully enable part-time students to 'suspend' their course for a limited time. This need can arise if a student has a combination of peak pressures at the same time, for example with regard to demands in paid work, in handling their studies and in responding to family issues and personal circumstances. We had conversations with students who had benefited from this opportunity for short term suspensions. It is possible to resume studies. However, if someone who suspends has missed a 'required' or core module, and this module is only offered every other year in the training programme (due to student numbers and staff demands), then this can create a difficulty. YTEP is actively addressing this issue, with the possibility that an alternative module might be taken.
9. Second, the arrangements also allow for another form of valuable flexibility. It is possible for a student to begin studies under the YTEP umbrella for university credit as an independent or 'private' student who is gaining a taste of the course and considering whether they have the capacity and vocation to be considered for a formal ministry of the Church. This is especially important where students have a limited or even negative prior experience of formal education and also where their prior experience of formal leadership and responsibility may be limited. This scope allows for confidence, capacity and the sense of vocation to grow and we had conversations with a number of students who, having begun in this tentative way, later became candidates for Reader or for ordained ministry. They certainly felt that they would not have had the confidence, skills and capacity to offer for such a ministry without having first grown through the preliminary stages of study. They have then undertaken discernment and the course of formal training but, in appropriate cases, carrying prior credit with them into their qualification.

10. Formationally, this is excellent, and this step by step process is enhancing the ministries of the Church. However, as a consequence of this approach, we noted that there are a number of withdrawals from studies and from formal training, some during the first year of registration. This is to some extent inevitable and a by-product of the arrangements that overall benefit the ministries of the Church. We have looked further into this and comment where appropriate in relation to a specific School of Ministry. A related issue about academic progression from taster modules to a full pathway and the appropriate use of APL machinery is picked up at paragraphs 339-343 of Section E1 and recommendation 31.

## REVIEW OF ST HILD COLLEGE

11. St Hild College has emerged in the last two years through the coming together of two formerly separate institutions, namely the St Barnabas Theological Centre in Sheffield and the Yorkshire Ministry Course based in Mirfield. There is also a third teaching centre in York. The College exemplifies a dynamic approach to training ordinands for mission and evangelism for the region's dioceses. There is very positive student feedback and St Hild enjoys the full confidence of the students. It provides full-time contextual and part-time training, as well as provision for Baptist ministerial students and independent learners. There is an impressive sense of energy and purpose for the growth and mission of the Church.
12. Now that the merger has formally taken place, the implications for a new sense of a common vision, staffing arrangements, cultures of training and the formation of current policy documents, are 'work in progress'. The St Hild SWOT analysis refers to 'time needed for the merger to fully embed' and the Formational overview records that the 'primary current objective is to consolidate the developments involved in the merger process'. This Review seeks to offer recommendations that can help and encourage this process to be taken forward.
13. At the same time as these transitions, there is also a changing landscape for church training with, for example, a proposed new centre for full-time contextual training provided by **St Mellitus in the East Midlands** from the academic year 2019/20. This may have an impact on the future student numbers and hopes for expansion at St Hild because a number of ordinands at the Barnabas Teaching Centre are sponsored by East Midlands dioceses.
14. For these reasons, this Review has **Confidence with Qualifications** in St Hild College, the qualifications being concerned with urging the continuing development and consolidation of the College's life and work.
15. We would add that, since the merger of St Hild's predecessor institutions, there are to some extent still two distinct cultures based at the two different Centres. **The Barnabas Teaching Centre** in Sheffield provides daytime training on a weekday for a wide range of students, including those on a full-time contextual course as Anglican ordinands, those on a part-time course for Anglican ordination, Anglican curates seeking university qualifications for CMD, Baptist students, independent students from a range of Free Church or Pentecostal backgrounds, and those exploring education and a possible ministry. The opportunity for part-time daytime training is highly valued by a number of students who have other demands in their lives. Anglican ordinands are a considerable minority.
16. **The Mirfield Teaching Centre** has weekly weeknight tuition and provides six residential weekends a year; the residential weekends are for Anglican ordinands, some of whom receive weekly teaching in the Sheffield centre, and are a cohesive community of formation. The fact that a good number of the full-time Anglican ordinands receiving training through the Barnabas Teaching Centre are drawn from dioceses in the East Midlands indicates the future challenge to St Hild of a St Mellitus East Midlands provision for full-time ordination training from September 2019. St Hild can continue to recruit part-time Anglican students from the East Midlands dioceses.
17. In 2017/18, St Hild had the following **student numbers**:

- Full-time Ordinands: 13 (with 6 based at Barnabas and 7 at the Mirfield Centre)
- Part-time Ordinands: 58 (with 12 based at Barnabas, 38 at Mirfield and 8 at York for weekly teaching).
- Baptist Ministers in Training: 7 (all based at Barnabas)
- Independent students: 62 (of which 46 are based at Barnabas, 2 at Mirfield, 3 at York, and 11 are curates or other Anglican ministers).

18. The goal is to increase this figure of 140 students to 200 by the year 2020 (but see above).
19. This Review is based on a daytime visit to the Barnabas Teaching Centre in Sheffield and attendance at a full residential weekend at Mirfield. In both settings the Review team were able to attend teaching and worship and to meet a range of staff and students. In addition, St Hild offered a comprehensive and careful self-evaluation of its work, including a programme mapping document, its Annual Self-Evaluation form, a Formational Overview and a SWOT analysis, for all of which we were most grateful.

## Section A: Formational Aims

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

20. St Hild communicates well its formational aims. For example, the College's Formational Vision Document states 'Our vision is to offer Christ-like formation that equips missional leaders for the whole church' and that 'Contextual training is at the heart of our **formational vision**'. This is then expanded in terms of:

*'Formation is God's work (Romans 8:29, 12:2), which is a reason for hope, joy and prayerfulness in everything we do. Our task is not formation itself, but to create opportunities through which the Spirit works.'*

*'Formation is patterned on Christ: rooted in the Father's love, generous in service, liberating to others. We are guided in this pattern by the scriptures, by Christian tradition and by listening to the Holy Spirit. As a college we commit ourselves to an ongoing 'conversion of life', through repentance and faith, and to accountability in our relationships with each other.'*

*'All we do has the power to be formative - our gathered life, our theological study and our ministry in context. Every student and member of staff is engaged in this endeavour...'*

21. This is in the context also of a willingness 'to pioneer a new institution...involving entrepreneurial risk and growth' and with institutional and staffing arrangements that support this.
22. The formational aims are clearly stated in the new prospectus and recruitment material. St Hild has also recently launched a new website to advertise nationally, and has appointed a permanent Digital and Communications Officer.
23. We note in section F4 that the understandings of what constitutes 'contextual training' could become more defined. For example, the reviewers did not consider that there is an over-riding or controlling understanding or statement made by St Hild College which sets out what St Hild means by the terms 'contextual training' or 'contextual theology' – see further **Recommendation 42**. However, the current students spoke of finding the training a purposeful and energising experience.

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

24. The formational aims embody Church of England aspirations to become a more missionary and evangelistic Church with an increase in vocations to ordained ministry. The full-time contextual pathway and the part-time pathway both express this.
25. The St Hild Council has diocesan-appointed Trustees with whom St Hild works closely. In the last twelve months St Hild has contributed to **vocation events** including Step Forward, with Cranmer Hall and the Archbishop of York, and (vocation) events with Leeds Diocese. It also works closely with Baptist Union church structures.

26. The documents prepared for this review demonstrate that St Hild is continually open to evaluation and monitoring.

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

27. In terms of wider understanding and support, the **stakeholder responses** received in connection with this Review have been positive.

28. The strategic aims of St Hild include 'to develop a regional and national profile.' For reasons explained above, there is a changing church landscape in the East Midlands which makes for a significant challenge to St Hild, especially with regard to the aspirations to expand and possibly the future numbers of Anglican ordinands at the Barnabas Teaching Centre after September 2019, where they are already a significant minority.

29. With regard to **BAME students**, St Hild seeks to increase numbers of students but realises that this is not an issue that can be handled in isolation and would be glad to play a full part in an inter-diocesan initiative to promote leadership and vocations to ordained ministry amongst BAME Anglicans in the region. The educational support needed for students once in training can be provided by St Hild; for example, the BAME students currently at the Barnabas Teaching Centre include Independent students and an Anglican curate.

30. Taking into account the recommendation made in F4, regarding the need for a clearer unifying understanding of the role of 'context' in theological training, which has implications for the formational aims of St Hild, we have Confidence with Qualifications with regard to Criterion A.

**The review team has Confidence with Qualifications in St Hild College 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 and community organisations to enhance training and formational opportunities for students.**

31. There is strong evidence that St Hild College has built up a wide range of partnerships with parishes and churches to enhance the placement and learning opportunities for its students. The outlook of senior staff is that partnership is the preferred philosophy and way of working for St Hild and indeed is seen as an organisational strength. These partnerships reflect a wide range of traditions and include ecumenical partners. St Hild currently has a training relationship with eight dioceses and there are placement partnerships with over 100 churches and cathedrals. St Hild has a particular challenge in managing partnerships over such a wide geographical area. In addition to a strong partnership with the Baptist Union, there are also partnerships in place with A Rocha and a bible college in Tanzania.

### **Commendation 1**

**We commend St Hild for its development of a generous and supportive network of personal tutors, contextual and placement supervisors and spiritual directors.**

32. There are partnerships emerging with **other faith communities**, although these are at a more formative stage. There is an annual mosque visit and a new module exploring the relationship between Christianity and Islam. There is also a visit to a local synagogue. In view of the significance of other world faiths in the contexts of the students and the dioceses served by St Hild, and the TEI's emphasis upon taking context seriously, we make the following recommendation:

### **Recommendation 2**

**We recommend that St Hild College continues to make developing its partnerships with other faith communities a priority.**

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

33. Overall, we commend the students' experience of learning and formation through community life at St Hild as encouragingly positive.
34. There is no doubt that there are appropriate **policies for the community's welfare** but we did note that some of these were only recently in place, given the relatively new structural and governance arrangements. St Hild's senior staff viewed policies as being there to 'hold the vision to account'. This was found to be a positive understanding of the role of policies within the organisation. Not least of all, the senior staff were aware that the **diversity** policy continues to challenge the composition of the tutorial team.
35. An appropriate **safeguarding** policy and its procedures are in place. The Pastoral Tutor is St Hild's Safeguarding Officer and the Principal is the Deputy Safeguarding Officer. It is the college's policy

that all students will take safeguarding module C1 in future as part of their first-year training and before they begin any placements. Safeguarding policy was described as being reviewed at the Safeguarding Officer's annual review with the Principal. The current Safeguarding Officer is part of the Diocese of Leeds Safeguarding team.

36. At the time of our review visit it was unclear when the current safeguarding policy document was finalised, or by what integrated **process** it was generated. But we subsequently received assurances and evidence of a robust and regular process of review and staff and trustee ownership. We would, however, urge that that process of policy review be clearly summarised at the start of the safeguarding policy document.
37. There proved to be a strong **sense of community** amongst the students and staff, and, indeed, families. This was evidenced by the sense of energy in all our discussion and a great sense of mutual support. Students often made reference to the 'fun' and the 'laughter' involved in community life, something that increases as students settle into life within St Hild. There is no doubt that the families and spouses are catered for within the learning community and, indeed, we observed a weekend residential when families and partners were not only invited but seemed to relish their involvement with St Hild.
38. During the review visit we reflected on the **various roles which students took up** to help shape the life of the whole community, from senior student to hospitality representatives.
39. Each student is part of a **Prayer Group** and group members are in contact on a regular basis, especially whilst the student body is in dispersed mode. Working together in prayer groups in preparing worship for student gatherings (see B4 below) was described well by students as a key formational process.
40. The students spoke warmly of the **Easter School** and how this contributed to a strong sense of community. One member of staff described how on the most recent Easter School one student discovered the extent of her leadership gifts.
41. **Working alongside Baptist and independent students** was highly valued by Anglican ordinands as giving a broader perspective to the formational experience.

## Commendation 2

**We commend St Hild for the positive way in which students are enabled to engage with community life, to the benefit of their learning and formation.**

42. **Personal tutors** (who are independent of the St Hild staff team) described how they enjoyed seeing their tutees challenged within the support framework of which they were part. Personal tutors regarded themselves as critical friends and as sounding boards. Personal tutors often helped with negotiating learning pathways especially as a student began the course. One tutor described the role as 'another pair of eyes for the formational process'. Each personal tutor's work is overseen by a designated member of the College's core tutorial staff. Students reflected on parish life with their

tutors, who also acted as consultants on issues such as balancing family life and work and finding a curacy.

**B3 The provision of public, social and private living accommodation is satisfactory.**

43. All **accommodation** that we observed appeared to be fit for purpose and there did not seem to be any lack of provision for the needs of users with mobility or other disabilities. The only possible exception to this is the nature of the main gravel paths around **the Mirfield site** and their unsuitability for some types of wheelchairs. That said, there were disability routes available between the main places, which sufficed.

44. At the **Barnabas Teaching Centre** (St Thomas), the review team considers that the worship space needs re-thinking. Although the worship space (a conference room) was well-used, it did not seem to allow for flexible liturgical practice and was full to capacity. The students who led worship negotiated this well but, in conversation with the leading staff, we understood that St Hild is thinking through how it might move to the church 'sanctuary area' in another part of the building. St Hild seems to have the right sort of dialogue happening with the host church. St Hild is content at present to continue with a rental model as a way of keeping central costs to a minimum and the overall organisation nimble.

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

45. We observed **worship** both at the Barnabas Teaching Centre (Monday gathering) and at the Mirfield residential. At the **Barnabas Teaching Centre** we experienced tension, perhaps inevitable, between the need to provide and model worship for Anglican ordinands and the spiritual needs of the wider gathered community which includes a good number of trainees from other denominations, and independent students. There is limited contact time between the staff of the Centre and students generally, and specifically in relation to preparing student-led worship. The reviewers observed an act of worship at St Barnabas, including a talk by an independent student which included content that was in some significant ways inappropriate. For these reasons, the review team encourage more reflection on the pattern and style of worship to promote the right balance between the freedoms of an ecumenical approach and the pedagogical needs of the Anglican student body.

46. At the St Hild **residential** we observed the daily office in the lower chapel at Mirfield. Through the work of prayer groups, who take turns in taking responsibility for leading the whole residential's worship, there was a strong sense of student ownership of daily prayer, which we would want only to encourage. There was however a sense that delivery of worship took precedence over modelling of worship. We recommend that the staff review the way that they work with the prayer groups to strike a new balance and pay particular attention to the ethos and character of the daily office as a distinct act of worship with its own quality within the church's tradition.

47. There is one residential weekend each year during which **BCP** is used entirely and it is also used at the Easter School. There is strong evidence that the wide liturgical tradition of the Church of England is embraced by the student body. One key example of how students' liturgical horizons

were extended is how on a weekend that focused on Anglo-Catholic worship one group decided that they wished to experience **the rite of Benediction**. A rationale for Benediction was given before the service, including a meditation on Christ's presence with us, and after the event a theological reflection on the event was published on a student's Facebook page.

### **Recommendation 3**

**We recommend that St Hild consolidates its reflection and practice for worship with a view to a corporate worship policy which supports the students' formation for future ministry.**

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

48. The relationships between staff and students were experienced as relaxed, in both the social setting and the learning setting. There was evidence of mutual respect and particularly of staff being patient in helping students understand the requirements of the course and expected outcomes.
49. There was a strong sense of the gathering of a learning community. Senior staff seek to promote a positive narrative of growth which seeks to contribute to the growth of the whole church.
50. Staff continue to develop their professional expertise through study and the delivery of contemporary modules. Sabbatical periods, available to staff every five years, are now styled 'research leave'. The senior staff team meet regularly.
51. We discerned that the responsibilities held by the Principal meant the role was overloaded. The appointment of a new Vice Principal for the Mirfield Teaching Centre from the Summer of 2018 is a significant help. But the Review team are concerned that there also needs to be greater clarity about the roles and responsibilities delegated across the staff team as a whole, as this lack of clarity may be contributing to the overloading of the Principal. In addition, a critical challenge at present is that there are two different cultures of training from the two different institutions on different sites that are in the process of coming together through merger (see paragraph 15). Accordingly, we make the following recommendation:

### **Recommendation 4**

**We recommend that St Hild reviews and clarifies the specific responsibilities held by the members of the academic staff in order to increase teamwork and collaboration towards arriving at a single distinctive culture for St Hild.**

**The review team has Confidence with Qualifications in St Hild College with regard to Criterion B: Formational Context.**

## Section C: Leadership and Management

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

52. St Hild has a clear governance structure which is headed up by the St Hild College Council, its main Trustee body. It meets three times a year and has a good and wide range of trustee representatives from its sponsoring bodies, partner institutions, staff and student representatives, and a small number of contributing observers. It has only been in existence since the creation of St Hild in January 2017 but is already amending the makeup of its trustee body to better suit the needs of St Hild and its sponsors.
53. **The chair of the council** is nominated by the Archbishop of York, but unfortunately, the initial appointee Rt Rev Peter Burrows, who had guided it through its initial set-up stage, resigned in February 2018 and, at the time of the review, a new chair had yet to take up her duties. This had particularly highlighted the need to appoint a vice-chair and the council was in the process of creating this new post.
54. The Council is supported by **two sub-committees** – Resources Committee and Formation Committee – which have clear terms of reference which were restructured in June 2017.
55. **The Resources Committee** meets three times a year and engages in additional strategic planning meetings when required. Its main focus is to oversee financial and resources matters and to assist the Council with its strategic planning.
56. **The Formation Committee** meets three times a year and ‘considers, with staff, the long term aims, overall shape and future effectiveness of formation’. It receives reports and feedback from the three teaching centres by way of student feedback meetings and individual students.
57. The merger of the Yorkshire Ministry Course and St Barnabas Theological Centre brought together two different cultures requiring flexible and responsive governance. The existing structures seem to have provided this although, as mentioned above, this still needs to be adjusted and then embedded. The creation of a **Standing Committee** for the College Council, which has recently been proposed, is to be welcomed as it will enable the Council to be more responsive to issues that arise between Council meetings and help connect the work of the two sub-committees.

### C2 The TEI has effective leadership.

58. It is well recognised among the leadership that St Hild saw **the coming together of two different cultures** and the aim was not to create a merged college but a united college that benefited from the best of both cultures. This has resulted in much change across both of the main centres but the slowest thing to change is the culture and there is a definite difference in the feel between the centres.
59. During a period of such change, effective leadership is particularly important and the existing, and quite small, leadership team has achieved a great deal. They are currently trying to find the right ‘rhythm’ and attendees for leadership meetings, so that they have the opportunity to discuss strategy as well as day-to-day management. They are looking to change the format of management meetings

so that they meet more often and in a smaller group so that they can become more effective. Their aim is to develop the staff team to become more prayerful, having used the last annual staff residential to revisit staff values, which had subsequently been the basis for Bible studies on each value throughout the last year. The aim is that this will all lead to a new third culture rather than trying to merge the existing two.

60. There is good recognition that there are many things still to do and this requires good and effective leadership. Some of the infrastructure still needs development to facilitate working across the two centres. At present some of their systems can only be accessed at Mirfield. A new cloud-based system which is currently being developed should significantly aid working across the three centres and contribute to better teamwork and collaboration. The appointment of several additional staff, both academic and administrative, is to be welcomed as there is a danger that certain individuals could become overloaded. These considerations reinforce the reasons given for the **Recommendation 4** made in criterion B5 with regard to staff roles and responsibilities, namely that with so many changes taking place it is essential that specific responsibilities need to be identified, communicated, appropriately managed and shared across the leadership team.

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

61. The original Memorandum and Articles for St Hild laid out **the range and number of trustees** that would be appointed from across the sponsoring bodies – dioceses and other ecumenical partners – student and staff representatives, co-options and observers who would participate but have no voting rights. The Memorandum also specifies that there should be a gender balance and ethnic diversity across the Trustees, and provides for their terms of office, intending good continuity across the Council.
62. It has already been identified within St Hild that the original constitution of the Council does need some amendment and several changes have already taken place or are planned. The coming together of the college, and these further changes, over such a short period of time, has not given much opportunity for the Council to fully form. The creation of an induction programme and briefing for all new members of the Council should aid this process and enable the Council to be more effective. We understand that such a programme has begun, and we urge its continuation and development.

### **Recommendation 5**

**We recommend the further development of a programme of induction and briefing for members of the St Hild Council, as there are many new members serving at a time when the merger is still very recent.**

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

63. Substantial planning was needed to enable St Hild to get to its current position. They have a **new strategic business plan** which has only recently been finalised and targets have been set that should stretch the organisation, but neither too little nor too much.

64. The changing landscape for theological education in the East Midlands will create a significant challenge to St Hild's provision but this is already being factored into their plans.
65. The Yorkshire Ministry Course had a good range of **policies** needed within a college, but it took some time to produce a new set for St Hild that covers everything that is needed, and St Hild accepts that this had not been one of its main priorities amongst everything that was needed for the new institution. By the time of the review, however, a full set of policies existed and was seen by the reviewers, each policy being dated and with a staggered schedule of review dates, enabling them to be reviewed throughout the year.

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

66. St Hild has only been in existence since January 2017 and consequently none of the accounts available are for a full year. A detailed **budget** is prepared and presented at each Council meeting.
67. The Resources Committee also reviews and monitors the budget throughout the year. St Hild is arranging for its financial reporting systems to be reviewed by an external contact to ensure that they are 'fit for purpose'.
68. The Yorkshire Ministry Course had built up substantial **reserves** and St Hild is currently running a deficit budget drawing upon those reserves. Care is needed to ensure that these are spent wisely in order to grow and develop St Hild. A review is currently underway to identify how much of the reserves they wish to keep and how much to 'invest' in areas of development.
69. A **risk register** has been produced. In a changing environment, particularly as the college considers, and possibly implements, new partnerships and new ways of working, it is going to be essential to keep the risk register as an active document that is regularly revisited. The Review team considers that this would substantially assist in handling the matters identified in B5 and addressed by **Recommendation 4** concerning the perceived overload of responsibilities held by the Principal and the need for greater integration between the cultures of the Sheffield and Mirfield centres.

**The review team has Confidence with Qualifications in St Hild College with regard to Criterion C: Leadership and Management.**

## Section D: Student outcomes

70. The Review Team have given confidence in respect of every criterion in section D.

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

71. The Review team met a range of students at both Centres. Students are able to articulate theory and outcomes from their learning and from growth toward readiness for ordination.

### **Commendation 3**

**We commend the way that students of St Hild College are able to articulate theory and outcomes from learning and from growth towards readiness for ordination.**

72. The curriculum has a strong core of biblical studies, church history, ethics and doctrine. At postgraduate level, there are further options in advanced church history, doctrine, biblical study and ethics. Teaching was observed to be of high quality for the most part and we commend St Hild for this.

73. The SWOT analysis points to a 'catholicity of ethos, breadth of the student body, formative exposure to a range of traditions.' The Review team confirm that there is a breadth of theological outlook amongst the students and that students gain from engaging in this diversity amongst themselves.

74. The emphasis on a contextual dimension in training and ministry assists the students to develop the skills in theological reflection which we found.

*See also criterion F4.*

### **Commendation 4**

**We commend St Hild for the high quality of the teaching for the most part from the core staff, wider staff and guests.**

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

75. The Review team found that there is energy and conviction amongst the students and staff for mission and evangelism in ways appropriate to local contexts, and this is a commendation.

76. The curriculum has a clear focus on mission and evangelism. All two- or three-year ordinands engage, during their first year, with the Ministry and Mission in Context module at the appropriate level. For part-time ordinands, there is a first-year **parish placement** with a mission audit; and a second-year additional placement in a pioneering, sector, chaplaincy or other complementary context. Full-time contextual students are expected to be fully active in these areas through the second and third years of training, exercising significant initiative alongside others in their parish. There is a Mission Entrepreneurship module at Sheffield and a range of further mission modules

offered at the Mirfield and York Teaching Centres. **The Easter programme** is based on the Five Marks of Mission and includes peer-organised mission activities in Durham.

77. There is a world-facing aspect to placements, and recent placements have included housing estate settings, Cathedral ministry, urban ministry, church planting, student and youth work and engagement in multi-faith settings.

### **Commendation 5**

**We commend St Hild College for the energy and conviction amongst the students and staff for mission and evangelism in ways appropriate to local contexts.**

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

78. The Review team found that students are able to articulate their development of a spiritual rule of life and feel provided with a range of tools to assist them to attain an appropriate personal pattern. This is a commendation.
79. The **residential weekends** provide a framework of corporate worship and opportunities for silent reflection. Helping students to work towards a personal rule of life is supported by the induction course, handbooks and the Spirituality of Discipleship programme. This Friday evening course at residence is linked into the curriculum and the Review team observed an excellent session on contemplative ways of praying. St Hild expects students to have a spiritual director and the staff report very high take-up.
80. Residential weekends on the Mirfield site also allow opportunities to join the corporate prayer of the Community of the Resurrection. One of the brothers acts as chaplain for St Hild during the weekends.
81. The curriculum includes courses in Christian worship and student prayer groups lead corporate worship at weekends. They plan and lead the worship and have a review with a member of staff. The review team observed well-led courses during the residential weekend on Godly Play and children's spirituality as well as Faith development.
82. There is a course in **preaching and communication** for all ordinands. The Review team observed well prepared student talks during corporate worship. There is feedback from preaching and leading worship on placement. There is also provision in **voice training** which is taken up by students.

### **Commendation 6**

**We commend the college for the way that its students were able to articulate their development of a spiritual rule of life and felt provided with a range of tools to assist them to attain an appropriate personal pattern.**

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

83. All students gain from inter-personal and corporate experience during residential weekends and gathered time for teaching. There are courses in Pastoral Care. There is mandatory coverage of CI Safeguarding.
84. Full-time contextual students work closely with their supervisor and local ministry team to highlight key **areas for personal and professional development**.
85. St Hild offers teaching for all ordinands in leadership with the use of self-awareness tools like Belbin and Myers-Briggs, as well as more in-depth leadership teaching, including optional courses for the Undefended Leader and Enneagram tools for self-awareness.
86. There is feedback to students through peer prayer groups, placement supervisors and personal tutors.

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

87. The Formation overview indicates that there is specific training in **missional leadership**. Courses include Exploring Leadership and Theology for Ministry and Mission, and (at Level 7) Reflective Practice on Leadership and Collaboration, including reflection on previous or current experience of leadership, and a monthly Missional Leadership afternoon at Sheffield. This is all built on through learning in placements and especially contextual placements for the full-time ordinands.

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

88. The module on Anglicanism is taken by all students in their year of ordination and backed up by further learning in **the final year Ordination module**. There is feedback from placement supervisors and personal tutors. Full-time contextual ordinands are encouraged to complete at least one additional placement to broaden their experience of Anglican ministry.

**D7 Pioneer ministry**

89. This is an especially strong achievement at St Hild. Full-time ordinands who have been identified as pioneers will work with pioneer ministers, have a contextual placement in a pioneer situation and be expected to develop new initiatives themselves.

*See also criterion D2 on Mission and Evangelism and D5 on Missional leadership.*

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

90. The Review team found that students were positive about formal assessment and feedback, both annual and pre-ordination, which takes serious account of their self-evaluation as well as wider perspectives and which are distilled by their personal tutor. We commend St Hild for this. Students

particularly appreciated the fact that the personal tutor is not a member of core staff and so is, in the words of some students, at a helpful ‘distance’ one step removed from St Hild, in the sense of providing a ‘safe place’ for assessment.

### Commendation 7

**We commend St Hild for students’ positive view of formal assessment, both annual and pre-ordination, which takes serious account of their self-evaluation as well as wider perspectives and which are distilled by their personal tutor.**

**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**

91. **St Hild's communication with dioceses** is through an annual reporting process in which Personal Tutors, liaising with core staff, pass on recommendations for further personal growth and development. These are included in the text of the report, in the ‘part B’ recommendations, or in an additional Principal’s comment. Because of its regional basis, St Hild meets at least annually and more often 2-3 times per year with all sending dioceses’ DDOs (and often the IME officers representing those), enabling good formal and informal channels for communication about individual ordinands. For the last two years, St Hild has offered several ‘handover’ meetings at which receiving incumbents attend to learn more about its training, ask questions and also discuss the development needs of their prospective curates.

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

92. The full range of documents received for this PER from St Hild demonstrates a capacity for self-evaluation and the implementation of action points needed to address newly identified needs or weaknesses.

93. St Hild draws on the experience of pioneer ministers to share expertise on church growth and church planting (see also text at D7).

**The review team has Confidence in St Hild College with regard to Criterion D: Student Outcomes.**

94. **Conclusion:** As with the other YTEP centres, further comment, commendations and recommendations relevant to St Hild are contained in sections E & F of this report and addressed to YTEP as a whole. With those further findings in mind, the review team has **Confidence with Qualifications** in St Hild College, and concludes that the College has a vital part to play in providing training for church growth, mission and evangelism for the dioceses which it serves. The Review team regards St Hild as fit for purpose for preparing candidates for ordained ministry.

**The review team has Confidence with Qualifications in St Hild College in preparing candidates for ordained ministry.**

## REVIEW OF CHURCH ARMY

95. Church Army's mission and training strategy is based on Doing, Advocating, Resourcing and Enabling evangelism (DARE), as agreed by the Church Army Board in 2011. The intention of DARE is not just to equip for the practice of evangelism, but to train and equip the church in its mission more broadly. Church Army's most recent Strategic Plan outlines the direction and strategic goals of the organisation, and identifies the key role of training in delivering **DARE**. Initial training for commissioned ministry is a key part of this.
96. The Board of Church Army made the decision to change training from a full-time model to a part-time model from September 2013. There are currently 18 students in training to be an evangelist within Church Army. Church Army Training is part of the way through implementing the full curriculum in this new way of training and now has accreditation through the Durham Common Awards. Previously Church Army offered the Foundation Degree in Evangelism, validated by York St John University - a bespoke award for Church Army Evangelists in pioneering situations.
97. This wide-ranging transition is going well and we wish to celebrate the progress made. At the same time, there is more to do in carrying through the implementation of current plans and curriculum development. There are also plans for continuing growth in numbers and in the geographical spread of students, shown in the fact that Church Army is now involved with four Anglican Provinces, namely England, Scotland, Wales and Ireland. Church Army Training will need to continue to have, and to evolve further, the necessary arrangements to monitor the training and to ensure its current quality is maintained, especially in the light of anticipated future growth.
98. Due to the changes in the model of training, this is the first Periodic External Review of Church Army training for ten years. On this occasion, during a four-day visit sequence we were present for a meeting of the Church Army Training Committee, met a range of Church Army staff and students and have attended a residential weekend. On this basis, we have **Confidence with Qualifications** in Church Army training and we offer this Review to assist in this continuing transition. Church Army training benefits enormously from the excellent facilities provided at the Wilson Carlile Centre in Sheffield.

## Section A: Formational Aims

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

99. Church Army expresses its formational aims within its Evangelist Learning Framework (**ELF**) as **three 'key factors in the vocation of a Church Army Evangelist'**. These are the same key factors that are used in the extensive discernment process undertaken by those being considered to become Evangelists-in-Training (EiTs) and they relate closely to Church Army's core values and statements of purpose. The ELF is a document that is regularly and explicitly referred to in teaching situations, students' conversations with reflectors and tutors when away from periods of residential training and annual student reviews. The key factors are also referred to in some outward-facing publicity material, although they do not have a particularly high profile (for example in comparison to Church Army's DARE strategy). However, the fact that the key factors as elaborated in the ELF constitute the TEI's formational aims is not made explicit and the phrasing of the factors means that it is not immediately clear that they are aims as well as descriptors. We therefore recommend that Church Army finds appropriate opportunities to clarify the relationship between its formational aims and the key factors, not least in order that they may be more obvious to wider stakeholders, and to give them more emphasis in outward-facing material aimed at those considering whether they may have a vocation as a Church Army Evangelist.

### **Recommendation 6**

**We recommend that Church Army finds appropriate opportunities to clarify the relationship between its formational aims and the key factors within its Evangelist Learning Framework.**

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

100. The formational aims are clearly derived from and consistent with the charism of Church Army and are appropriate to the specific ministry of commissioned Church Army lay evangelists. They are not the same as sponsoring churches' current expectations as expressed in the relevant policy statements but they are sufficiently similar to maintain consistency, given that Church Army is delivering training to a particular group of people for a unique ministry. Too close a relationship with the nationally prescribed formational aims for ordained and lay ministries (the latter relating primarily to Reader ministry) could become counter-productive and it is important that Church Army should be encouraged to exercise a judicious degree of latitude in this regard. There is clear evidence that the aims are subject to review and open to being re-shaped in response to new thinking and a changing context. The aims in general, and the aim relating to Pioneer Evangelism in particular, amply demonstrate the commitment of the TEI and its students to the development of missional, collaborative ministry that positively embraces working in challenging social environments and does not shy away from taking risks.

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

101. Church Army as a whole and within it the provision of training for lay evangelists are part of the way through a process of revitalisation, growth and renewal. The **implementation of the DARE strategy** has major implications for all parts of the organisation and a great deal of progress has already been made. However, the process is not complete and both resources and clarity of focus continue to be needed for the strategy to be implemented successfully. Within this dynamic situation, the TEI is clearly aware of its public profile and is seeking to inform it positively; there is evidence that this is having a beneficial effect, but its impact (as evidenced by geographic 'clusterings' within the expanding student body) is uneven at this stage. In time, actions such as the establishment of many more Centres of Mission in different parts of England, Scotland, Wales and Ireland should engender a more consistent understanding of, and support for, the TEI in the wider church context. There is evidence that the TEI is valued by external stakeholders but again there is a challenge to extend those external relationships into areas that have had little recent experience of the work of Church Army and its training provision and where out-dated impressions of their aims, activities and achievement may still persist.
102. Through its practice, publicity and the commitment of its staff, the TEI does seek to encourage applications from a range of potential students. Unsurprisingly given the strategic context outlined above, the effect remains somewhat inconsistent. The **gender** balance is good and there is an expanding number of students across the **age** range, and we comment at section C1 on Church Army's particular strength in supporting learners with a wide diversity of academic backgrounds. We recognise also - as we note at Section D4 - Church Army's commitment to representing a wide socio-economic constituency among its Evangelists-in-Training. The impact of an increasingly active presence in Ireland is clearly manifest. Work remains to be done (or perhaps the fruits of work done are yet to be realised) in respect of enquirers from **BAME** communities and there is some question as to whether potential lay evangelists from outside the evangelical tradition are engaging with the Church Army training offer. We recommend that Church Army, in the context of the encouraging experience of substantial growth in the number of people entering a discernment process, should re-double its efforts and be explicit and intentional in encouraging applications from within currently under-represented communities.

**Recommendation 7**

**We recommend that Church Army should re-double its efforts to widen the range of its student applicants and be explicit and intentional in encouraging applications from within currently under-represented communities.**

**The review team has Confidence with Qualifications in Church Army 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 and community organisations to enhance training and formational opportunities for students.**

103. The TEI is one of 5 centres within the Yorkshire Theological Education Partnership (YTEP), itself formed relatively recently. The TEI is working hard to find **its place within the partnership** while maintaining and affirming its particular identity and training offer. Inevitably there is more that could be done to enhance the opportunities for sharing learning, resources and good practice. Granted that not every trainee is located within easy travelling distance of the region, this might include cross-centre teaching opportunities, or students accessing courses or course materials from other centres where this will meet their particular learning needs in their particular context.
104. The **training mode** which the TEI operates is part-time and context-based. The formational context, although highly dispersed and diverse at cohort level, is for each student a critical locus around which much else revolves. Training delivery is based on a closely integrated relationship between a regular rhythm of residential training and community and the students' everyday experience of living and working in a Centre of Mission or other independent local context, practically applying the ripening fruits of formation with refreshing immediacy. Training includes provision for regular structured reflection, with a Reflector appointed in the locality. This pattern is an excellent basis for establishing the dynamics of life-long learning. The pivotal position of **the local context** renders considerations around 'placements' to a secondary position. However, by force of circumstances some students need to change working contexts during their training and some may discover an emerging interest or specialism that is not part of their existing pattern of experience, so some flexibility in this regard is both necessary and desirable.
105. Apart from those opportunities that can be structured into the relatively short periods of residential training, it is in the working context that relationships involving a range of traditions and ecumenical partners, different faith communities and civic and community organisations are accessed and experienced. In this dispersed pattern, a great deal depends on the local context and it is a critical challenge that in each case it supports the formation of the student.
106. Church Army has control of **supervision for students** who are working through Church Army's own Centres for Mission. The trainee has two key conversation partners: the workplace context contact, currently referred to as a Supervisor, to whom the trainee is accountable for the exercise of his or her ministry; and an external Reflector, within travelling distance of the trainee. There is an added complexity where students are employed or placed with other organisations and in these cases supervision has in effect to be delegated. This points to a continuing need for the briefing and training of local supervisors by Church Army Training. In view of this significance of learning in these situations, and especially in view of anticipated growth, it will be very important to ensure good quality supervision for all students.
107. Especially if the anticipated growth in numbers comes to pass (with a consequential growth in the number and diversity of working contexts), we recommend that the TEI will need increasingly to

focus its attention and, where necessary, resources to ensure as far as possible **the quality and consistency of the student experience in the local context**. This may require further investment in relationships with workplace supervisors both in preparation for the Evangelist-in-Training's start of training and during its course.

### Recommendation 8

**We recommend that Church Army Training continues to seek quality and consistency in the student experience of supervision in their local contexts so that this element of training is a more integrated part of the training programme.**

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

108. The training provision is supported by an appropriate range of **policies** that are shared with the wider Church Army. This means that they are resourced and implemented by appropriately qualified staff from within other service areas (e.g. Human Resources), which is helpful given the relatively small scale of the training operation. Appropriate measures are taken in respect of safer recruitment and **safeguarding**; relevant training is provided for students at induction and teaching staff are prepared for the possibility that the intensity of residential periods of training in particular may act as a catalyst for personal disclosures by students.

109. In terms of the **teaching staff**, given the relatively small numbers involved, it is difficult for them to personally embody diversity in every respect. There is an appropriate balance between male and female, ordained and lay and a range of different ages and backgrounds (including church traditions represented). There is less apparent diversity in terms of ethnicity and as the TEI proactively seeks to extend its reach into new geographical areas (Wales, Scotland and Ireland, as well as some regions of England), there is a need for expertise to interpret those new cultural contexts appropriately. We therefore recommend that the TEI, as opportunities arise with growing student numbers, should seek to extend still further the diversity of its teaching staff and to reflect the provinces from which the EiTs are being drawn.

### Recommendation 9

**We recommend that Church Army Training should seek to extend still further the diversity of its teaching staff and to reflect the provinces from which the Evangelists-in-Training are being drawn.**

110. There is clear evidence that the Evangelists-in-Training value highly the community into which they have been called. Given the dispersed nature of the formational context, it is important that this experience extends from residential out into the working context. The roles of tutors, reflectors and administrative staff based at the Wilson Carlile Centre (WCC) are all important in this regard (as is students' mutual support via social media) and there is a great deal of commitment shown by all parties to ensure that the corporate life of the TEI is sustained in a variety of ways throughout the year. The EiTs for whom this was relevant also valued the involvement of their **spouses** during the process of vocational discernment. Given the nature and timing of residential training, it is difficult to

see how that engagement with spouses and families can be realistically sustained throughout the training period and accordingly their needs and concerns appear to have a relatively low profile.

### **B3 The provision of public, social and private living accommodation is satisfactory**

111. The **Wilson Carlile Centre** is a good resource for the Church Army and for the training operation. It is more than satisfactory in its quantity and range of social and private accommodation, including in its provision for the needs of users with additional mobility needs or other disabilities. The **Chapel** is more than capable of providing for the worshipping needs of the community and can easily be used in a variety of configurations to facilitate different approaches and scales of occasion. The **library** is generously sized and provisioned, as well as easily accessible, providing a resource for Church Army students and also those of the Sheffield School of Ministry. Moreover, the offices included within WCC accommodate a wide range of the Church Army's national functions and this means that there is a clear positive benefit in the synergies and mutual support that derive from the training staff and staff from other departments (e.g. research, operational management and administration), as well as students, being in the same place. WCC is also public facing (for example through its café) and its public accommodation is available to be hired by church-related, commercial and community organisations. The residential accommodation is also available when not in use during residential students' activities and this provides a strong and consistent income stream to secure the maintenance and development of the plant.

### **Commendation 8**

**We commend Church Army for the effective co-location of training services and facilities, the wider administrative / operational services and facilities, and research and public-facing ministry in an urban context commensurate with their core values and priorities.**

112. This models good practice and speaks to their unique contribution to the life and work of the wider church. They are **encouraged** to continue to develop new ways of working and resourcing others from WCC, integrating the Evangelists-in-Training into that process as appropriate in order to enhance their learning experience.
113. The capacity of the **residential** accommodation may in future become an issue if projected growth in student numbers is realised. It currently imposes an effective limit of 33 students in residence at any one time and as all cohorts are currently taught simultaneously (for good reason in terms of the coherence and mutual support of the student body), this appears to put a relatively low limit on growth. However, there are a number of potential solutions available and consideration is already being given as to how to address the situation, should it arise.

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

114. **Corporate worship** is built into each residential weekend. The forms of worship, which aim to hold the life of the Church Army learning community up to God, are appropriate to the Anglican tradition. They are also appropriate to the student body and intentionally offer models of good practice with regard to participation and by providing frameworks for reflection that pick up the

current experience of students. Examples included well-led Godly Play at a Eucharist, the use of guided spiritual reflection during worship, and opportunities during worship for prayer in small groups. **Church Army's published book for daily prayer** is also used which makes a connection with the daily prayer life of students. All this ensures a breadth and extends the experience of formal worship for students, the need for which is noted in the SWOT analysis provided by Church Army Training. Students are offered examples that they could easily adapt for future use. The corporate worship is led by the core and tutorial staff, both men and women. The staff are giving 'careful thought' to whether and how students, after having taken the Church Army training modules in leading worship and preaching, can share in leading the corporate worship during the residential weekends. We **encourage** this possibility. The Church Army's self-evaluation document explains: 'We need to balance community worship, to grow together and be refreshed, with expansion of experience and understanding of Anglican worship.'

115. **The Book of Common Prayer** is introduced and explained in the worship training modules.

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

116. We saw good interaction between staff and between staff and students in learning situations and in social settings. This gave compelling evidence of good integration in the total learning community. In the residential weekends observed, the staff clearly model being an effective team that jointly plans, delivers and reviews the modules. We heard of instances that demonstrate that they can handle individual absences or unexpected changes at the last minute, for example in the case of staff illness. This leads us to strongly commend the teamwork of the teaching staff, which greatly enhances the education provision during a time of significant change.

#### **Commendation 9**

**Church Army Training is strongly commended for the teamwork of the teaching staff which greatly enhances the education provision during a time of significant change.**

117. In their leading of corporate worship and in teaching, the staff convey spiritual awareness and depth, and represent an apt balance between ministry, life and other commitments.

<p><b>The review team has Confidence in Church Army with regard to Criterion B: Formational Context.</b></p>
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## Section C: Leadership and Management

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

118. Church Army's training function is firmly located within the organisational structure of the Church Army. Its governance therefore derives from Church Army (the **trustees** are the trustees of Church Army, who are the members of the Church Army Board) and the effectiveness of the governance arrangements depends largely on the relationship between the Board and the Training Committee. The **Training Committee** has two broad functions: the oversight of the training provision and delivery (including the organisation of panels to carry out students' annual reviews and making recommendations regarding the suitability of Evangelists-in-Training for commissioning) and a delegated governance role in respect of the monitoring and evaluation of courses. The Board is represented directly on the Training Committee and other than when reviewing the progress of individual EiTs, the Committee is chaired by a Trustee (and therefore, importantly, not a member of staff). As well as Board representatives, the Training Committee comprises the Training Manager, student representatives, Church Army Evangelists and senior management with wider responsibilities within Church Army as a whole.
119. In its current form the **Training Committee** is a relatively recent initiative and, given the scope of the training operation, is currently fit for purpose. The Review team observed, however, that the Church Army is still at a fairly early stage in establishing the Committee and its role in handling the delegated degree of governance from the Church Army Board. The Committee's development as a reflective and participatory forum for oversight of the training, with the Board's support for the Committee's holding that role fully and effectively, is essential to the development of the plans for training which Church Army is in the process of implementing. This will be even more the case as the number of courses being delivered increases and if the anticipated growth in student numbers is realised. We therefore make the following recommendation:

#### Recommendation 10

**We recommend that the Church Army keeps the operation of the Training Committee under review with a view to strengthening it and increasing its capacity as needed. In this regard we specifically recommend that:**

- a) **The Committee should meet with sufficient regularity and frequency so as to discharge its full range of responsibilities. It should identify people responsible for carrying out actions in a timely fashion between meetings and if sufficient suitably competent capacity is not available, the Chair should be in a position to seek to increase that capacity.**
  - b) **In order to benefit from the sharing of insight and expertise within YTEP consideration should be given to appointing a suitable member of staff from one of the other centres in the partnership to Church Army's Training Committee.**
120. We also note the critical role of the Chair, a suitably-skilled trustee reporting directly to the Board, who has to steer the Committee's path through its wide-ranging responsibilities and the varied views of its members.

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

121. The leadership of the TEI is held by the **Chief Executive** of Church Army, the **Training Manager and other senior staff**. They have an effective working relationship with each other and with the Governing Body (see section C1 above). A clear and strong strategic direction was set for the Church Army, and the role of training within it, during the period 2012 – 2015 and the implications of the DARE strategy are still being worked through. Strategic planning since 2015 has had less of an emphasis as focus has turned to delivery but there is evidence that the Board continues to enable the strategy to evolve, with new emphases emerging during implementation. The connection between the strategic context and the TEI is clear and widely understood by teaching staff and students and there is a vision for growth and a palpable sense of excitement and energy arising from the implementation of the strategy. There is also **a clear shared identity and vision** for the TEI, based in the desire to seed the renewal of lay evangelism throughout the sponsoring churches. The excellence of the TEI rests in its commitment to discern the vocation to be an evangelist amongst as wide a range of people as possible and to provide the opportunity and support to enable that vocation to reach fruition. That it does so successfully in an academic context, where relatively little academic background may be present, is one of the defining characteristics of the provision.

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

122. The Church Army Board is populated by a wide range of people that represent and reflect the breadth of the work that it seeks to undertake. They provide connections at a senior level to the churches with which the Church Army relates most closely, as well as a variety of backgrounds and specialisms. The process of diversifying the membership of the Board is on-going and can only serve to strengthen its oversight of the implementation of the DARE strategy, including in respect of raising Church Army's profile in general, and that of its unique training provision in particular.
123. A number of trustees are qualified and experienced in the area of training for lay ministry and, given the organisational structures, it is essential that this expertise is deployed effectively through the Training Committee and in any other ways that may be available. To be effective, their approach needs to be relatively 'hands on', to include first-hand experience of the training provision and direct, regular contact with staff and students. We recommend that the TEI reviews the on-going support that it provides for trustees so that they can continue to function effectively in a changing context and also that it undertakes appropriate succession planning.

### **Recommendation 11**

**We recommend that the Church Army reviews the on-going support that it provides for trustees, so that they can continue to function effectively in a changing context and also that it undertakes appropriate succession planning.**

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

124. The TEI sits within Church Army's overall business planning and fundraising functions. The implementation of the DARE strategy has required a significant investment, with **rising expenditure** being resourced from the release of reserves. While significant, this process is being carried out prudently and in a controlled and planned fashion. The strategic and financial context

appears secure in the short and medium term. The outlook in the longer term is dependent on the outcomes of the current strategic investment.

125. The revenue **budget** for the training provision is planned to rise by 50 – 60% over the next 5 years, in order to provide for the anticipated growth in numbers of EiTs. This is sustainable within the Church Army's wider strategic and financial environment. The TEI is **urged** to plan appropriately not only for increased teaching capacity but also for commensurately increased administrative capacity in order to ensure its operational sustainability as it grows.
126. The **fundraising** context (in respect of both donations and/or legacies) is challenging, as it is for many other church bodies. Church Army Evangelists, including EiTs, are made aware of and equipped to respond to the on-going need for fundraising.

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

127. The TEI sits within Church Army's overall management and reporting for finance and risk. The **annual report and accounts** (which are externally audited), as well as the budget, correspond to the wider organisational context and although it is possible for the training provision to be separated out, the integrated nature of the facilities (particularly the Wilson Carlile Centre) and service provision means that the usefulness of such an exercise is relatively constrained. Monthly management accounts are produced for each service area and monitored by the appropriate members of staff.
128. A **risk register** is also maintained, and the risks relating to the Church Army's training function have been identified. Mitigation measures have been identified and implemented, as far as possible. There is, inevitably, some residual risk and the TEI is subject to some external and contextual risks that are largely beyond its control. However, these mitigated risks are assessed as being at an appropriate level for its normal, on-going operation.

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

## Section D Student Outcomes

*The comments and judgements within this section relate to the Church Army 'Learning Outcomes for Initial Training Commissioned Pathway', the 'Key Factors in the Vocation of a Church Army Evangelist' and the 'Evangelists Learning Framework' documentation as well as to the PER evidence requirements.*

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

129. There is evidence that Evangelists-in-Training are growing in their learning and knowledge of Christian tradition, faith and life. They demonstrate openness to grow in discipleship through both formal study and cohort formation. They demonstrate an openness to reflecting and learning through experience and applying reflection to their individual formation. EiTs understand the roles of both local Supervisors and individual Reflectors and are able to articulate their formational path, particularly with regard to the ELF. They clearly evidence their vocation as Church Army Evangelists, and are confident in their sense of belonging within their sponsoring church (Province) identity. Future growth of the student cohort will require high levels of supervision of the Supervisors, and of intentional development of Reflectors to maintain current high standards.

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

130. Evangelists-in-Training are prepared for a ministry that will be world-facing. They evidence an **appropriately contextual enthusiasm** for, and experience of, the practice of mission and evangelism. Their understanding of mission, pioneering and evangelism is nuanced and solid.
131. The formational programme gives ample opportunity for focussed reflection alongside committed staff engagement at an individual level. EiTs are enthusiastic about the ministry they are being formed for, and clearly subscribe to Church Army values and identity. They speak with honesty and commitment to the unique place of Church Army in their ministry.

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

132. Evangelists-in-Training are involved in preparing and leading worship appropriate to the role for a Church Army Evangelist and receive support and feedback. Worship and spiritual engagement is a lived reality of training, and opportunities for individual development are evident. Auditing and commissioned EiTs receive appropriately differentiated development opportunities. The worship training is embedded in the whole course, and is clearly impacting and shaping personal faith. Corporate worship reflects the stated values of Church Army. Traditional spiritual disciplines are embedded in the course in an accessible and engaging manner.

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

133. Evangelists-in-Training demonstrate openness to grow in discipleship through formal study of the Christian faith and are teachable, resilient and stable in the face of pressure and changing circumstances. Representing a wide socio-economic constituency, they show learning that is contextual and grounded. Syllabus design is creative and aims are clear and sustainable. The cohorts show healthy and supportive relationships that flow beyond students to relate to the whole Church Army learning community. They understand and work with professional boundaries in ministry and

pastoral care, reflecting well upon their mission context. Those in Missional Hubs were more confident within this, and local supervisors may need further development if they are supervising single trainees.

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

134. Evangelists-in-Training show evidence of growth in leadership capacity and appropriate collaborative disposition. They understand the inherent tensions between Pioneer and Established modes of operation, and the training provides multiple opportunities for reflection and engagement with potential pitfalls in collaborative ministry. The Reflectors are key to enabling focussed reflection within this area. EiTs understand of issues of authority, responsibility, power and group dynamics.

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

135. Evangelists-in-Training demonstrate a positive **relationship** with the Church Army Community and with the Anglican Church and encourage mission and evangelism in the wider church. They value Church Army's rule of life in personal patterns of prayer and lifestyle and are positively active participants in the Church Army Community, being able to relate a personal sense of calling to Church Army's purpose, vision and values. EiTs understand the significance of and value the Admission, Commissioning and Licensing of the relevant institutional authorities, and speak confidently about their Calling. They are able to articulate their discipleship and ministry within their sending Church institution. This was particularly evident in the way they spoke of their different 'sending provinces', and the strength and weaknesses of each.

**D7 Pioneer ministry training**

136. We commend the pioneering **ethos** of Church Army which is evident in permeating all aspects of the training arrangements and wider organisation. There is evidence that Evangelists-in-Training have enthusiasm for and skills in ministry and mission in unfamiliar contexts, and are flexible, resourceful, innovative and entrepreneurial in their approach to mission and ministry. They evidence high levels of missional awareness. They are confident in their charism, and demonstrate passion and commitment to see people come to faith. They speak confidently and enthusiastically around pioneer mission and engaging with those outside the church is considered normal. They are representative of, and appropriately formationally developed to minister within, the 'margins' of society in a way that is consistent with culture and yet able to speak challenge and support. They are able to function in a fluid and non-traditional environment.
137. The **syllabus** construction allows formal engagement with principles of Project Management, and engages this at both a theoretical and experiential level. Visiting Church Army Evangelists provide honest reflection on ministry and funding, and lectures relate clearly to context, bringing learning that is relevant and applicable into the room.
138. Evangelists-in-Training show understanding of all aspects of Church Army's DARE strategy, although at times locating DARE in the older / more established teaching documentation was not

straightforward. This does show a culture change in the organisation (to stage 2), and going forwards consistency in the implementation of the DARE strategy, particularly in student and training staff recruitment and induction, will be key.

139. EiTs evidenced a desire to build Christian community and showed respect for, and openness to learn from, the breadth of practice within the student cohort, and from different expressions of mission and ministry within Church Army, particularly the four Provinces.
140. EiTs spoke knowledgably about **the vital link between ecclesiology and the mission of the church**; and were comfortable and confident in Fresh Expressions, Pioneering Mission and a Blended Economy of Church. Their understanding of contemporary culture and context was high, demonstrating the relevant skills of understanding and engagement. The Syllabus allows engagement and reflection, and opportunity for further ‘plunging’ into local contexts. These opportunities are more than ‘Missional Tourism’ and can offer deep formational experiences.

### Commendation 10

**We commend the pioneering ethos of Church Army, which is evident in permeating all aspects of the training arrangements and wider organisation.**

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

141. Formational assessment enables Church Army to provide clear and evidenced reports, and trainees’ achievement of ministerial skills is measured effectively against Church Army reporting criteria throughout their training. They are aware of the measures and processes of reviews and reports. The ELF is well understood and represented within Church Army’s formational assessment procedures.

#### **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.**

142. There is evidence that the Church Army community ethos enables development of trainees’ learning and formation. The identity of Church Army is strongly held, and positive. CMD opportunities are available. Some attention should be given to transition from Evangelist-in-Training to Church Army Officer, as the high levels of support in training may not be available in new working environments.

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

143. **Feedback loops** from context to training are good, but demanding. Going forward care will need to be taken to ensure that the current high standard of communication is not lost as numbers increase. Staffing is shared with part-time staff and care should be taken that full-time staff are not overloaded with feedback areas, and that information flow is timely and relevant.

**The review team has Confidence in Church Army with regard to Criterion D: Student Outcomes.**

144. **Conclusion:** Further comment, commendations and recommendations relevant to Church Army are in sections E & F of this report and addressed to YTEP as a whole. With those further findings in mind, the review team concludes that Church Army's training has an important part to play and significant insights to offer with regard to promoting and developing evangelism in the Church of England. The review team has **Confidence with Qualifications** in the Church Army's training and regards it as fit for purpose for preparing candidates to serve as evangelists within the Church of England.

**The review team has Confidence with Qualifications in Church Army in preparing candidates for its ministry of mission and evangelism within the Church of England.**

## REVIEW OF LEEDS SCHOOL OF MINISTRY

145. The Diocese of Leeds was formed in 2014 to bring together three formerly separate dioceses, namely Bradford, Wakefield and Ripon & Leeds. There is now a process of convergence underway to bring diocesan arrangements into a single entity. The creation of the Leeds School of Ministry (Leeds SoM) is one example of this. It has involved bringing together three different diocesan approaches to lay training and development. The Wakefield School of Ministry based at Mirfield and the Bradford School of Ministry based at Kadugli House became '**Hubs**', with the Leeds-Ripon Hub continuing to offer two geographical teaching spaces in Leeds and Ripon, albeit still being led in tandem. However, since the Review these spaces have begun operating as independent Hubs, from September 2018. The four Hubs operate within the overarching **Diocesan Lay Training Team**, as Leeds School of Ministry sits within the remit of the Director of Lay Training.
146. There is a positive plan to create a single unified School in which the training provided in all the hubs works together and under accreditation with appropriate rigour through Durham Common Awards. This university accreditation is a new element for some parts of the new Diocese and therefore a major adjustment. To lead this process, a new Director of Lay Training was appointed and at the time of the PER had been in post about one year. We consider that a good start has been made on a process of significant change and adaptation, though there is still a long way to go, as this Review indicates. We offer a series of recommendations to support and undergird this continuing development and, we hope, to express support and encouragement for this important work. On this basis, we have **Confidence with Qualifications** in the Leeds School of Ministry.
147. This Review involved a visit to the Mirfield Hub of the Leeds SoM for a full day of training, with attendance at worship and teaching sessions, and conversations with a range of staff and students. The Mirfield Hub was visited as part of the Review, and the Review team did not visit the other hubs. However, we were provided with a most helpful comprehensive and careful **self-evaluation** in a set of papers by Leeds SoM, including a formational overview of the whole and parts, a SWOT analysis for the School as a whole and for the effectively four current hubs in Bradford, Mirfield, Leeds and Ripon. This Review is based on the overall understanding derived from the papers, with the visit to the Mirfield Hub as a representative sample occasion of the work of the School in practice.
148. There is a variation in the **take-up of training** at present between the hubs. The Mirfield Hub has a full complement of students (53) and is looking at ways to handle further expansion. In terms of students training for a formal ministry overall, Leeds SoM currently has 65 Readers in training and 11 training to be Lay Pastoral Assistants. The statement of the five year aims comments on the need for 'growth in student numbers for the Leeds, Ripon and Bradford hubs, both in terms of viability and also to develop licensed lay ministry in those episcopal areas'.

## Section A: Formational Aims

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

149. There is a clearly stated vision for the development of the Leeds SoM over the next five-year period which is creative and unifying for the recently formed Diocese of Leeds. The Leeds SoM Formational Overview outlines this as follows:

*'The core vision for formation echoes the Diocesan Vision of creating Confident Christians, Growing Churches, Transforming Communities. We want our students to develop a deep sense of discipleship first and foremost and for that to underpin their sense of vocation to lay ministry. From there we hope that they will be enablers of growth in both spiritual maturity and numbers back in their contexts, whether parish-based or otherwise, using their new-found confidence to inspire confidence in others. This can only lead to renewed confidence as church communities and an inspired sense of mission which will then inspire and invigorate evangelism and service within and to their communities. Community, diversity, contextual relevance and teamwork are all highly prized. Students are encouraged both to think outside the box and beyond their comfort zones, and to work with those whose theology and tradition differs from theirs in order to gain a wider perspective on the life of faith.'*

150. The formational overview for the Mirfield hub adds: 'Within the next five years it is hoped that we will arrive at a point where there is a fully integrated set of hubs forming one School of Ministry.' We commend this vision and its formational aims.
151. A good start on realising this vision and its aspirations has been made in 2017/18 academic year but, understandably, it is taking time to enable a common approach to be in a place across the formerly separate dioceses with their previous specific approaches to training. We make a number of recommendations which aim to assist in building this five-year vision into current practice at this stage in the development. Some recommendations are concerned with the training being more specific to the ministerial tasks of Readers in the diocese so that the formational aims have a closer fit with the provision of training.
152. The **promotional material** drawn up by Leeds SoM gives details of the programme with an emphasis on formation and ministry.

### Commendation 11

**We commend the Leeds School of Ministry's vision for a fully integrated set of teaching hubs forming one school of ministry with shared formational aims.**

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

153. As noted, Leeds SoM has **formational aims** that are an embodiment of the aims of the recently formed Diocese of Leeds. The formational overview of the Mirfield hub explains that from 2014 priority in the new diocese 'was given to building appropriate structures, making key appointments and developing a shared vision. Attention is now turning to further development of diocesan strategy'. The Bishop's working group 'has proposed a **strategy framework** to enable the

implementation of the shared **diocesan vision** “Confident Christians, Growing Churches, Transforming Communities”. The framework will also help the diocese to flourish as an arena of ‘Loving, Living, Learning’ in keeping with its **value statement**. The strategy framework will build on the Church of England's current *Renewal and Reform* programme, whilst taking account of the challenges facing the diocese in the 21st century.

154. The Leeds SoM formational overview adds: ‘The Church of England's Renewal and Reform programme contains a number of key lay training messages, in particular, recognising the changing pattern of ministry within and beyond parish settings; the empowering of the laity and the promotion of ‘whole-life’ discipleship; and the outcome of the report *Setting God's People Free* which gives a clear steer for Clergy and Lay Together, Purposeful Resourcing and Dynamic Partnerships. The Lay Training Team are working closely to these strategic aims...to enable not only coherence but the ability and resources to effectively deliver on these priorities.’
155. The formational aims fit the national criteria for Reader training with its emphasis on forming the whole person in Christ. The staff explained that their aim in training Readers is to develop lay theologians who can make connections between their experience and the Biblical and Christian tradition.

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

156. This Review, in dealing with YTEP, has noted the valuable flexibility built into the possibilities for part-time students to begin the programmes for university credit as independent or ‘private’ students. This is especially helpful for **those with limited formal educational backgrounds** or limited previous opportunities for leadership. In time, students grow in confidence and skills and some of these students experience a vocation to ministry. Following discernment and selection, they can continue the course with accumulated credit. This pathway benefits the overall ministry of the Church because a good number of these candidates have explained to us that it was only because they could begin the course that they found the confidence and skills to offer for a ministry.
157. However, this pathway carries the inevitable prospect that some independent students do not find that formal ministry is appropriate, and some who commence may experience the demands as too great. In our Review of YTEP we found that there are a considerable number of **student withdrawals**, within the first year of registration, of which about 20 were students commencing in the summer of 2017 with Leeds SoM. In looking into this, we have noted that Leeds SoM have made provision for students to enrol for an ‘exploratory’ first year, with support required from their incumbent and PCC, and they are encouraged during this year to consider whether they are being called to the office and ministry of a licensed Reader (or other ministry such as Lay Pastoral Minister) and encouraged to have conversations with their incumbent and other Readers. We recognise that this is an intentional and valuable part of vocational discernment. However, that is not the whole story. With regard to other withdrawals in 2017/18, it has been explained that there was insufficient briefing and preparation for prospective students at the time, especially at one of the hubs, and as a result some began the course before they were ready; and others found the time demands, in addition to existing pressures on them, too much to carry. We have been assured that

new procedures are now in place for briefing and selecting students to commence the course and that such a high number of withdrawals is unlikely to occur again. However, the statistics raise questions about the provision of additional student support and mentoring.

158. With regard to **BAME students**, there was a concerted attempt to recruit but, as explained in the Leeds SoM SWOT document, it was seen in retrospect that some who began training needed additional educational support and mentoring and, at the time, this was not available. We urge that this need for mentoring and support is addressed in the future. It is part of a wider picture with variation between hubs in how well it is possible at present to support and mentor students. For example, the Leeds SoM SWOT analysis refers to the variety of academic experience of students and records 'mentoring available for individuals in some Hubs but not all'. The SWOT analysis from the Leeds and Ripon hubs notes 'no mentoring available for students'.
159. For these reasons we make the following recommendation to the Leeds SoM:

### **Recommendation 12**

**We recommend that all Leeds School of Ministry students are provided with appropriate academic mentoring.**

160. In meeting current students at the Mirfield hub, we found they represented a wide range of backgrounds and churchmanship. Provision is made there for those who do not accept the presidency of women at the Eucharist.

**The review team has Confidence with Qualifications in the Leeds School of Ministry 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 and community organisations to enhance training and formational opportunities for students.**

161. It became apparent to the Review team that, for reasons of distinct approaches to training in the three former dioceses, there is not yet a single approach and understanding of what constitutes an appropriate formational context in the Leeds SoM. This is clearly a priority which is being addressed in Leeds SoM and we encourage this development of a shared approach. For example, the formational overviews and SWOT analyses show that there are or have been different requirements between the hubs with regard to time spent in residence at weekends, regular weeknight teaching, etc. The SWOT analysis overall refers to 'two models of training: monthly all day and midweek evening with a weekend residential'. This has not been easy to resolve and the Leeds SoM SWOT analysis notes a 'significant amount of change as three models of administration and management become one, preventing time for creative reflection on working practices and delivery'.
162. There is also a need to balance the creation of a strong learning and formational community with flexibility for those in paid work, including shift work, as the papers note. The SWOT analyses also raise the opportunity now to find a 'common practical programme across the hubs', albeit one that allows contextually for some valid variations between the hubs in local character and style of delivery.
163. Bearing in mind these opportunities and their benefits to the formation of students, we make the following recommendation:

#### **Recommendation 13**

**We recommend the drawing together of a single pattern of formation, involving common requirements and balance between weeknights and weekend or residential elements, matched by a common practical formational programme.**

164. There are links between the hubs and the parishes with regard to feedback on preaching. Placements are negotiated by the hub Principals.
165. There are some links with civic and community organisations (e.g. food banks) via placements, as well as settings such as hospital, prisons and schools, but these links do not seem to be planned or a criterion looked for when identifying a possible placement parish in all the hubs. The papers from the Mirfield hub speak about developing a sense of 'looking outward to a world which needs the love of God' but the papers about the Bradford hub refer to 'few contacts between the Area and Hub despite requests'.
166. Students are encouraged (e.g. by subject tutors) to reflect theologically on their secular lives and to make connections between this and their course and church lives, but this seems to be left to individual tutors, and feedback does not appear to be systematic (see also section D1). For example, the SWOT analysis from the Leeds and Ripon hubs records 'not enough emphasis on **theological**

**reflection**, thus not making the best use of academic or parish experience during training'. The Leeds SoM SWOT analysis also suggests consideration be given to Leeds SOM offering the TMMI451 module on Reflective Practice in Context.

167. To address the issues of learning from world-facing involvement so as to enhance the future ministry of students:

#### **Recommendation I4**

**We recommend that ways be found to intentionally and systematically make connections between the secular occupations of students and their training and church activities, and to encourage theological reflection on these.**

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

168. The practices of corporate life currently vary between hubs for the reasons outlined in B1 and a recommendation seeks to address this. There are also comments, in some hub papers, with regard to 'non-attendance' by some students and the possible need for residential occasions to be longer in time.
169. The Mirfield Hub has the advantage of having been able to build on the basis provided by the former Wakefield Diocesan School of Ministry, founded in 2007, which has benefited significantly from its location in Mirfield and **links with the residential College of the Resurrection and the Community of the Resurrection**. Students at the Mirfield Hub spoke positively about this. For example, there are opportunities to join in with the worship of the Community, who pray for the Mirfield Hub, and one of the brothers from the Community acts as chaplain to students.
170. The Mirfield Hub seeks to be a community of learners who, when on site, learn, worship and eat together in a collaborative way. There is a strong vision about 'enabling formation into the life of Christ', building on the faith, gifts and skills of students, with accessible and yet challenging training, towards a 'faithful, responsive and purpose-filled living within the call of God.'

#### **Commendation I2**

**We commend the Mirfield Hub of the Leeds School of Ministry for its approach to corporate life as part of being a context of formation.**

171. The papers from Leeds SoM speak of each hub offering 'a prayerful space, community life and time out from the business of life.'
172. The core staff are a mix of men and women, ordained and lay. The papers report that all staff are rooted in church life and also have experience of specialist situations including diocesan senior staff, Cathedral ministry, chaplaincy, church music, education and counselling. In the Mirfield Hub one of the team is a Reader in her home parish and a former student; and in Bradford the Hon. Assistant Principal is a former student and Reader.

173. Leeds SoM has policies which are published in the Student Handbook, including Admissions policy summary; Policy on over-length work; Policy on extensions and late submissions; Student complaints policy and procedures.

**B3 The provision of public, social and private living accommodation is satisfactory.**

174. There is an unevenness between hubs with regard to buildings and facilities and these difficulties are being addressed.

175. **The Ripon Hub** currently meets in the crypt of a church with good ICT and AV facilities, although it is only accessible down a set of stone stairs. Owing to this and the lack of library space, plans are underway to move the hub to Thorpe Prebend, a recently renovated building that is set alongside Ripon Cathedral. This has excellent ICT/AV facilities, a caretaker and will also house a library and resource centre in the long term.

176. **The Bradford Hub** continues to meet at Kadugli House which was the diocesan Office for Bradford but is now defunct. The Resource Centre is still housed there but is only available during teaching sessions. Plans are underway to enable Kadugli House to become a Lay Training Centre which continues to house the library stock but will be open regularly for use as a training base.

177. **The Leeds Hub** is meeting in Bridge Community Church which has custom-built ICT/AV facilities and training rooms, although its library is now housed at Leeds Church Institute, a charity dedicated to educating and resourcing the laity. This Library has good availability. From September 2018, the Leeds Hub will meet weekly during term at Leeds Church Institute, which has good training and ICT/AV facilities. Leeds SoM consider that this new partnership with Leeds Church Institute is a very positive step forward.

178. **The Mirfield Hub**, referred to above, enjoys a well-stocked library. Access to the site complies with legal requirements and a wheelchair user has found this satisfactory. The Student Handbook encourages students with dyslexia and hearing problems to contact the Principal. In terms of accessible space and facilities, no special provision is made for students with learning **disabilities**, although this is available for ordinands. There is no funding for special equipment. A student with hearing difficulties used a portable loop.

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

179. Students are recommended to take opportunities to experience worship different from their home style and current students confirmed that they did this. YTEP is encouraged to debate whether a document giving a policy for this element of formation may be adopted for the whole of YTEP. Placement parishes are usually chosen to reflect a church tradition different from the student's home parish.

180. The Review team were not aware of a systematic introduction to the full range of authorised and innovative rites, other than that covered in the teaching module on Worship, and not aware that BCP is covered or used in course worship.

181. The Leeds SoM SWOT analysis notes that students take part in leading worship at residential as part of formation training, and that different modules call for different styles of worship. The Worship module calls for ‘the creation of an act of worship’. This analysis notes that there is a lack of opportunity for students to lead worship in their parishes and a paucity of variety of worship.
182. At the **Mirfield Hub, Sunday worship** is always a Eucharist using Common Worship, at which normally core teaching staff preach and preside. Tutors vary in style and church tradition. If students have no experience of reading lessons or leading intercessions, this support is provided. The normative use of the eucharist on Sundays reflects the sacramental tradition of many parishes in the former Diocese of Wakefield. However, considering that the Mirfield hub overwhelmingly trains lay ministers in general and Readers in particular, this now has limitations. In the light of this, the review team considers that it is necessary for the Leeds SoM to provide a positive example of lay-led worship, through a Service of the Word, to provide a balance for the very particular circumstances within some geographical areas of their new diocese. This view, while not intended to be a statement of general policy for every TEI and every circumstance, is consistent with the ministry of future lay leaders of worship in this diocese, and therefore, so far as the pattern of gathering permits:

### **Recommendation 15**

**We recommend that a Service of the Word is held on occasion as a main act of corporate worship during regular Sunday training sessions, and that there is deliberate use of a wide variety of styles of worship.**

183. The Review team did not attend worship at other hubs, and this recommendation, whilst specific to the Mirfield Hub, would be relevant also to other hubs.

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

184. The approach of Leeds SoM is based on the core teaching team at the hubs being a model to students of faithful service and witness energised by thoughtful theological enquiry and reflection. The teaching staff have a clear commitment to the growth of the church and to a missional approach to learning and ministry today. Students confirm that the staff are approachable and supportive of student learning.
185. The five-year plan envisages the introduction of **an induction day for new tutors and ongoing annual CMD for all tutors**; this is to take place on the same occasion to enable the mentoring of new tutor with regular tutor. We encourage this.
186. In teaching seen by the Review team at Mirfield, a tutor displayed a sensitive attitude and awareness of the pastoral implications of the topic discussed, giving space for reflection and prayer at the end.

**The review team has Confidence with Qualifications in the Leeds School of Ministry with regard to Criterion B: Formational Context.**

## Section C: Leadership and Management

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

187. The Review of YTEP has shown the valuable role for **YTEP** as a collective network which interfaces for the five members, of which Leeds SoM is one, in relation to the Durham Common Awards and Ministry Division. Leeds SoM, through the Director of Lay Training and the Principal of the Mirfield Hub, is to be applauded for playing a full part in YTEP and specially its regular meetings for the principal staff and trustees, including the Academic Management Team.
188. YTEP benefits from relationships built up over more than a decade through the Yorkshire Regional Training Partnership, of which all three of the former dioceses now included in Leeds Diocese played an active part.

### C2/3 The TEI has effective leadership and trustees are appropriately recruited, supported and developed.

189. The management of the Leeds SoM resides with the **Mission and Ministry Department** of the Diocese of Leeds, led by the Director of Ministry and Mission. The recently appointed Director for Lay Training is a member of this department and accountable to the Bishop through its Director.
190. The four hubs operate within the overarching Diocesan Lay Training Team led by the Director of Lay Training. The plan is that each of the hubs has its own Principal member of staff. This post is 0.8 for the Mirfield Hub, which is by far the largest hub, and 0.3 at the other three hubs (Bradford, Leeds, Ripon). The Formational Overview recorded that two Principals were due to retire during the summer term of 2018, and that there was a process to appoint a 0.6 post to the Bradford and Ripon hubs from September 2018. The Mirfield Hub also benefits from a further tutor at 0.3 who is also Honorary Assistant Principal, with the other three hubs having Honorary Assistant Principals who are retained with a modest honorarium. Leeds currently has a vacancy for an Honorary Assistant Principal.
191. The Director of Lay Training was appointed about a year ago to this new post. She is in the process of drawing together **a staff team** which is committed to the five-year vision for the School, which is unifying for the diocese and which works to appropriate rigour through the Durham Common Awards. We encourage her in this, realising that at present she carries a very considerable workload and responsibility. The continuing implementation of the vision depends on a supportive core staff, and so:

### Recommendation 16

**We recommend that the appointment of a full complement of academic staff with appropriate skills and experience in education and formation be progressed.**

192. **Governance** of the Leeds SoM rests with the diocesan Bishop of Leeds and his staff. In effect, much of this oversight is delegated to senior staff. Leeds SoM describes, in its SWOT analysis, that governance takes place by 'The four hubs working together under the Director of Lay Training with support from the Diocese and collaboration with the Warden of Readers'. Dioceses with

comparable schools or schemes have instituted, as a matter of good practice in collective or corporate governance, a committee to which is delegated a degree of the oversight and governance of the school. The Review team was not made aware of such a committee and were not able to attend a meeting of such a committee.

193. We wish to affirm the valuable arrangements already in place for the **line management**, supervision and staff support of the Director of Lay Training. But in itself this need to be supplemented with regard to effective governance. Given that the Leeds SoM is engaged in and only part way through a challenging task of managing change, creating a new common pattern of training and expecting or anticipating a considerable future growth in student numbers:

#### **Recommendation 17**

**We recommend that a formal forum or committee for exercising a degree of delegated responsibility for the specific governance of the Leeds School of Ministry, on behalf of the Bishop and his staff, be designated to meet regularly and include amongst its members the Director of Lay Training, the Diocesan Director of Mission and Ministry and the Warden of Readers, together with appropriate diocesan members and including appropriate student representation.**

194. This formal arrangement would be comparable with other dioceses and commensurate with the tasks and responsibilities given to the School.
195. In addition, the overall Review team are concerned to fully harness the benefits of the YTEP collective network, and are recommending for each member (which does not already have this), that they appoint to their Committee holding the delegated governance, someone with educational and formational expertise from another member of YTEP. Accordingly, in order to increase cross-fertilisation in sharing good practice in education and formation:

#### **Recommendation 18**

**We recommend that the committee created to hold the delegation of governance for the Leeds School of Ministry should include a member with relevant expertise from another member of YTEP.**

196. Leeds SoM is supported by a full-time **Lay Training Administrator** for whom the SoM is a significant part of their work, including the administration of student applications, enabling tutors to use Moodle and keeping Moodle up to date, and facilitating study days, publicity, web-presence and all administrative functions such as servicing meetings.

#### **C4/5 The TEI has effective business planning and fundraising and the TEI has sound financial and risk management and reporting.**

197. In practical terms, much of the **finance responsibility** for Leeds SoM rests with the Diocesan Board of Finance. They are the body which will have taken the relevant financial risk assessments for diocesan activities that would cover also the operation of Leeds SoM. The Leeds SoM itself maintains a **Risk Register** which monitors and assesses a variety of risks and how these can be mitigated. This is reviewed regularly.

198. Sound finance is crucial if the Leeds SoM is to be able to expand student numbers in the way envisaged. We note in the formational overviews, in the various SWOT analyses, that the ideal is expressed in the five-year plan in terms of 'Clear central **budgeting** with delegation to principals and clear fiscal monitoring and reporting from each hub'. This seems a sensible plan and we urge the diocesan Board of Finance to work with the School of Ministry to prepare a financial strategy which can underpin the anticipated growth in student numbers and so:

#### **Recommendation 19**

**We recommend that the proposed committee for delegated governance for the Leeds School of Ministry formulates an agreed budget that can support the anticipated recruitment and increase in student numbers.**

**The review team has Confidence with Qualifications in the Leeds School of Ministry 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.

199. Leeds SoM express the 'hope that the formational and learning aspect of Leeds SoM will help to develop Christ-like disciples whose character and ministry is permeated by the love of God, showing both grace and discipline in self and praxis.' This **aim** is understood by the students.
200. The **curriculum** covers the basic areas expected of a Reader in training, including Biblical studies, Christian Doctrine and some Church History, Worship and Pastoral Care, as well as modules concerned with aspects of mission and specific work with children and families.
201. However, we noted that some difficult choices in the curriculum had recently been made. Three modules that strongly contributed to formation in terms of making theological links between the life of the students and their faith, training and church life, are no longer taught. These include Ethics, Communicating the Christian story (which included teaching adults and learning styles) and Preaching. With regard to the loss of **Ethics**, the Mirfield Hub have given bursaries for students to attend ethical teaching in other programmes provided on the College of the Resurrection site in Mirfield, with a good take-up. The New Testament and Old Testament modules include teaching on how to preach NT and OT, and the practical programme (including Preaching) is currently being reviewed across the hubs of Leeds SoM, with an action point in the Annual Self Evaluation of 'Stronger development of students' **preaching** skills and assessment of them', to be achieved by the end of the academic year 2017/18. None of the modules teach about the theology of lay ministry as such. In the light of these considerations:

### Recommendation 20

**We recommend that the choice of modules taught reflects the calling of Readers, a) as lay theologians, and b) as ministers who are in secular employment and need to be equipped to reflect theologically on ethical issues, and c) as teachers of the Christian faith to adults.**

202. There is a valuable opportunity for students to study part-time for a fourth year, taking modules not covered in their third year, and gain a **Diploma**.
203. We found respect for **diversity**. For example, a tutor recommended students read books with which they might disagree. The course in Spirituality covers different historical traditions and also makes links between personality and particular spiritual approaches. The introductory course on studying theology has an assignment option of reflecting on three different sorts of worship.
204. We looked into **preparation to be theologically reflective practitioners**. The Leeds SoM formational overview expresses the aspiration that the hubs instil the capacity in students to be reflective practitioners, that students build on this in CMD and use 'their pastoral reflective cycle skills to continually grow as disciples and lay ministers'. In detail, Leeds SoM say that 'in each Hub the students keep reflective records of their year, the ministry engaged in, theological learning and reflections upon what they have learned and how they have developed. This also allows tutors to assess that each student has the relevant exposure to various church traditions, acts of worship and

forms of service.’ However, recent demands on staff time may have limited the achievement of this aspiration. For example, the SWOT analyses note the ‘variety of response from students’ regarding formation in ministry, and therefore the need for closer scrutiny of their progress and developments, noting also ‘variety of practice between hubs in formational aspects of Reader training.’

205. The Review team consider that this aspect of **recording formational needs and outcomes** should be more integrated (see also B1) so that theological reflection arises from the home, work, parish and course experiences of the students. For example, we noted that the placement report marks are heavily weighted towards the academic, and essays in modules which are listed as contributing to formation do not have a mark for self-awareness and reflection. While academic progress is logged, there is not a sufficiently consistent approach to logging the students' formation for ministry. For example, SWOT analyses note that feedback from clergy on preaching is variable. Another example would be a sample placement portfolio which gained a high mark of 74 despite three critical comments about the lack of self-awareness and reflection in the work, especially lack of reflection on ministerial development, vocation and discernment. We understand that the former Wakefield School of Ministry had a suitable document, and the introduction of such a document (which exists at the York SoM) is under discussion. For all these reasons:

### **Recommendation 21**

**We recommend that ways be found consistently to log progress in students' formation in ministry and their theological reflection, and that this be applied across all the hubs.**

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

206. We would simply say that this is a strong theme in the formational aims of Leeds SoM and is backed up by the Ministry and Mission in Context module.

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

207. We understand that there is no longer a taught module dedicated to preaching. The SWOT analyses are positive but the feedback on preaching from assessors says that parishes do not sufficiently follow this up. The suggestion is made in the analyses that the module on preaching, called TMM2381 ‘Developing Preaching in the Contemporary World’ should be offered by Leeds SoM. See the recommendation made under D1.
208. We refer further to worship in B4 and D1.
209. The intention of Leeds SoM is that students have spiritual directors and information about this is made known. In practice, we read in the SWOT analyses that student use of **spiritual directors** dwindles over time. We urge that the use of spiritual directors is followed up with the students.
210. The Director of Lay Training has explained that the intention for the future is that all Readers in training will be offered a weekend retreat after they have been through selection.

**D4/5 Students' personality, character and relationships, and Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community.**

211. The placement reports provide some evidence of students developing the critically **self-reflective awareness** required. See the recommendation made in DI. The Ministry and Mission in Context module also assists. Tutors model different teaching methods, but there is no explicit teaching on how adults learn. Theory of teaching adults is modelled rather than taught.

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

212. For all students, the first year is 'exploratory' and during this time students are encouraged to consider their gifts and calling, in conversation with their incumbents, other Readers, etc. In the new year, after their first entry, students discuss their vocation with the diocesan vocations team, Warden of Readers and/or DDO as well as with the Principal of their training Hub, to explore how they see this developing and to seek guidance through any appropriate diocesan selection process.

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

213. At the end of training the Warden of Readers receives **several reports**: module marks, placement report, and a leaver's sheet detailing the study programme completed. Future needs, both academic and formational, are identified. About half of the cohort choose to do a fourth year with additional modules, leading to a Diploma in Theology, Ministry and Mission, and this is financed out of the Warden's CME budget. This level of take-up is an impressive sign of commitment to CMD.

**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.**

214. There are no **personal learning plans** as such. Before commencing the course, credit may be given to a student for APL, and at the end of the course, future training needs are identified in the report to the Warden of Readers.

215. The introductory module '**Studying theology for the first time**' is available to those who wish it; it runs January to Easter, in preparation for the exploratory year starting in September.

216. All new students have a one-to-one interview with the relevant hub Principal, at which academic qualifications, personal issues (family, work pressure), the need for study skills support and specific learning needs are identified and discussed.

217. Students meet twice a term in **tutor groups**, talking about assessments and preparing group presentations. There are some pastoral elements to the tutor groups, which are geographically based.

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

218. Staff within the hubs work on the development of training programmes; suggestions for the development of the training programme come from tutors, external reviews and across YTEP.
219. The system of **student representatives** is currently in flux, due to the introduction of Common Awards and the reorganisation of the diocese. There used to be a student representative per year group; there is now a group of student representatives who will be asked to join the Principal and Assistant Principal's meeting which deals with, among other items, module planning. The YTEP-wide SWOT analysis mentions, as a weakness, the 'variability of student consultation processes between the Centres'. We make a recommendation in C regarding student involvement in the recommended Committee for delegated Governance, but in addition:

**Recommendation 22**

**We recommend that the intended staff-student consultation takes place in every hub and is minuted, with results fed back to the student body.**

220. Leeds SoM is currently building a **digital learning platform** and exploring the use of short mix-and-match online training modules that will enable lay people to develop a portfolio of skills in theology and its practical application to better equip them for ministry in the future.
221. Leeds Diocese is one of the pilot dioceses for **Setting God's People Free** and is also involved in the current conversations around Reader ministry in order both to have a voice in the discussion and also to ensure that the School is preparing licensed lay ministers for the ministry to which they will find themselves being called and trained within the Diocese.

**The review team has Confidence with Qualifications in the Leeds School of Ministry with regard to Criterion D: Student Outcomes.**

222. **Conclusion:** Further comment, commendations and recommendations relevant to the Leeds School of Ministry are in sections E & F of this report and addressed to YTEP as a whole. With those further findings in mind, the review team concludes that the Leeds School of Ministry has an important part to play in training for mission and ministry as an expression of a recently formed Diocese. Taking into account our recommendations which are intended to assist in the development of the School at this stage towards the vision expressed in the five-year plan, the Review team has **Confidence with Qualifications** in the Leeds School of Ministry and regards it as fit for purpose for preparing candidates for Reader ministry.

**The review team has Confidence with Qualifications in the Leeds School of Ministry in preparing candidates for Reader ministry.**

## REVIEW OF SHEFFIELD SCHOOL OF MINISTRY

223. The Sheffield School of Ministry (Sheffield SoM) has provided lay ministry training for some 15 years, using a university-accredited pathway combined with non-accredited learning. It is well-organised, purposeful and coherent, clearly enjoying the full confidence of the Diocese of Sheffield. It is providing excellent formation for lay ministries in the Diocese of Sheffield, including Readers, Parish Evangelists and Pastoral Workers. The School also helpfully provides for those who are at the early stage of exploring their gifts and calling through a recently developed year-long **foundation course**. As of February 2018, 45 students were training for or exploring licensed or authorised lay ministry with Sheffield SoM, with those in the first year as yet not designated as training for a specific ministry because they were undertaking the foundation course. At that time 17 students were training specifically for Reader ministry.
224. The educational programme of the School is open to further development. We understand that the Bishop of Sheffield has commissioned a series of consultation conversations to develop further the Diocesan Vision Statement and that the School is fully involved in this through the leadership of its Principal, who is also Director of Formation for Ministry. (Technically, she is Principal of St Peter's College, which has a wider remit for training and discipleship, and of which the Sheffield SoM is only part. But for the purposes of this report we will also use the term Principal in respect of her leadership role with the SoM.) The School's Formational Overview explains that this 'may result in a radical rethink and significant change to the way we train Readers in the diocese and thus which lay ministries will be trained through Sheffield SoM. Hence the resources needed to realise these changes should become clearer once this re-envisioning is complete.' In order to provide time for the Principal to develop, manage and enable any required changes, we understand that additional staff help will be provided through the appointment of an Honorary Director of Studies.
225. The Review team has **Confidence** in the Sheffield School of Ministry.
226. This Review is based on a daylong visit to the School for a training day in Sheffield, including attendance at worship and teaching, and the opportunity to meet a range of staff and students. Comprehensive papers had been provided in advance of the visit by the Sheffield SoM, which demonstrated a capacity for self-evaluation and strategic thinking.

## Section A: Formational Aims

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

227. The Sheffield School of Ministry is part of the Diocese of Sheffield's diocesan learning community for mission and ministry, **St Peter's College**. The Sheffield SoM is not an institution as such but is a gathered learning community which meets monthly (12 times a year) and for the rest of the time is dispersed throughout the Diocese of Sheffield. St Peter's College has a website including a section giving information about the Sheffield SoM, describing the courses run and the pattern of training. Within these pages there is a link to **a document outlining selection criteria and a selection process**. However this document is a) difficult to locate and b) out of date according to the latest Sheffield SoM literature, although it is clear from other documentation that those responsible for the School are very committed to the formational aims of the course, which are in line with the YTEP statements of purpose, and that these aims are shared by all those connected with it.
228. We would recommend that the formational aims (May 2014) as followed by the Sheffield SoM in practice are made available via its pages of the St Peter's College website, replacing the out-of-date document currently accessed via the 'On becoming a Lay Reader' link on the Lay Reader page.

### **Recommendation 23**

**We recommend that the formational aims (May 2014) as followed by the Sheffield School of Ministry in practice are made available via its pages of the St Peter's College website.**

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

229. According to the Annual Self-evaluation (ASE) for 2016/7 completed by the Sheffield SoM the formational aims are dictated by the Church of England's Formational Criteria for Reader Ministry (May 2014), and as such are not open to revision. The Formational Overview prepared by the Principal makes it clear that there is a strong link between the way training is planned and developed and the need to meet the requirements of the diocesan vision statement, which emphasises the importance of discipleship and the transformational nature of learning.

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

230. The Principal is a trustee of YTEP and sits on its Management Committee, Academic Management Team and Board of Examiners. The Sheffield SoM is also given recognition and support at diocesan level through the **Lay Ministry Oversight Group**, which meets termly. It includes student representatives and the Warden of Readers as well as the Principal and the Director of Ongoing Ministerial Development. The Director is also a member of the Bishop's Senior Staff team and attends Bishop's Senior Staff meetings.

**The review team has Confidence in the Sheffield School of Ministry 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 and community organisations to enhance training and formational opportunities for students.**

231. The Sheffield School of Ministry provides training for Readers, Parish Evangelists and Pastoral Workers using the Durham Common Awards framework and under the umbrella of **YTEP**. The Principal is included in the management structure of YTEP and so is well placed to draw on its resources for learning and good practice. The need to develop the use of the YTEP Moodle to enhance the digital pedagogy of the course is acknowledged in the Principal's Formational Overview. Further training for tutors is also needed.

### **Recommendation 24**

**We recommend that the use of digital pedagogy should be improved to enhance the learning experience of the students at Sheffield School of Ministry, and that its tutors should be given further training to enable them to make better use of digital pedagogy resources.**

232. Sheffield SoM is a gathered community which meets on average once a month (10 Sundays and 2 Saturdays per year). Because of this it is assumed that the students will be immersed in the context of their sending parish and be involved in the wider community through those **local relationships**, including relationships with other faith groups and civic and community organisations. Due to the gathered nature of the learning community at Sheffield SoM, it is considered that the development of these relationships local to the School would not be helpful or appropriate. Thus, while contextual learning is seen as a key part of the training programme, the actual context is given by the sending parish, not as a result of being part of Sheffield SoM. Also, tutors are encouraged to stress the role of context in their teaching. Students are therefore very much dependent on the level of support they are given in the parish and on placement, but are vulnerable to circumstances changing, such as an interregnum. When such difficulties do arise support is given by the Sheffield SoM staff, including where appropriate a move so that a different incumbent can take responsibility.
233. Students at Sheffield SoM undertake a **placement** in their second year of training, for a period of three months. This is normally arranged with a parish having a different tradition from that familiar to the student. If a student is interested in chaplaincy rather than parish-based ministry, appropriate arrangements can usually be made.

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

234. As the main TEI, YTEP has appropriate **policies in relation to welfare, equality and conduct**, which are applied and supported at Sheffield SoM. However, the School lacks a detailed policy on worship – the policy on p.4 of the School of Ministry Handbook is inadequate.

### **Recommendation 25**

**We recommend that a more detailed policy on worship should be produced and added to the Sheffield School of Ministry Handbook.**

235. The teaching team at Sheffield SoM is balanced with regard to lay/ordained personnel and gender. The lack of ethnic mix is a feature of the tutors as well as the student body. This is regarded as acceptable as it reflects the mix within local Anglican churches although not the wider community. The members of the staff team are all well-qualified academically and between them have a great deal of adult education experience.
236. The Principal's Annual Self-Evaluation report for 2016/17 notes that appropriate **safeguarding procedures** in line with diocesan and national requirements are in place and that all students have safeguarding **training** as part of the first year foundation course or the Pastoral Care module. The Placements handbook places responsibility for ensuring the student has the appropriate level of DBS clearance with the placement parish. The student is responsible for making sure that they obtain the necessary DBS clearance.
237. Sheffield SoM is a **gathered community** meeting on a monthly basis. There is a strong sense of community which is evident among the students, particularly at meal times. **Foundation course** students also meet in mentor groups at other times in local gatherings; and on two Saturdays a year partly to study different types of worship leading. The sense of community at the School is enhanced by the level of hospitality afforded by the accommodation and staff of the Wilson Carlile Centre (WCC). The use of the WCC puts a financial burden on the finances of the course, but the benefits are considered worthwhile and the Principal is to be commended for this emphasis on the well-being of the students.

### Commendation 13

**We commend the Sheffield School of Ministry for its emphasis on hospitality which encourages and enhances formation through the building up of a corporate life.**

#### **B3 The provision of public social and private living accommodation is satisfactory.**

238. The Sheffield SoM uses the Wilson Carlile Centre (**WCC**) which has adequate mobility access for students who use wheelchairs or have other mobility needs. There is a lift to the first floor where the teaching rooms and chapel are situated; there are also mobility access toilets on both ground and first floors. However, neither the teaching rooms nor the chapel have a hearing loop, and a recent student who was deaf provided her own signer. In other respects the teaching rooms are of a high standard and well equipped with audio-visual equipment; and the chapel is also well equipped. Sheffield SoM does not have funds to support students who have hearing or sight impairments, so that students with visual impairments requiring Braille texts are also not currently catered for. It is not clear where responsibility for making provision would lie: the sending parish, the School, the diocese or YTEP. We recognise that this is likely to be a funding issue across YTEP - see **Recommendation 33** at Section E2.

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

239. Sheffield School of Ministry begins its **monthly teaching day** with a service of the Eucharist. While it is necessarily led by one of the ordained members of the teaching staff or a visiting priest, students are given roles including deacon, server, reading the lessons, leading intercessions and assisting with

the administration of communion. Students are prepared for these roles by one of the mentors. At the end of the day there is a brief time of worship which takes place within the teaching groups and is mentor- or student-led. This takes whatever form the individual groups wish to follow.

240. Because of the gathered nature of Sheffield SoM, there is an assumption that students will experience a range of traditions and rites during their in-parish training and their placement – this latter normally being in a parish with a different tradition from that of the sending parish. If a student undertakes their placement within a chaplaincy setting, the opportunities for taking part in a wide range of liturgy may be limited. Thus the experience that any student has of the breadth and diversity of Anglican worship may be limited and in any case is dependent on the set-up within the sending church and the willingness of the incumbent to enable the student to share in the full range of worship experience.
241. The worshipping community of Sheffield SoM includes a fairly wide range of traditions and as far as possible these are catered for over the academic year (ten Sunday and two Saturday sessions). The language of the liturgy of the Eucharist is inclusive, and there was a good gender balance amongst the student participants in the various roles in the service observed. The Sheffield SoM reported that the Book of Common Prayer is used in teaching and training on leading services and liturgy.

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

242. During the meal breaks on the Sunday session observed at Sheffield SoM there was abundant evidence of good **interaction between staff and students** in a relaxed social setting. This good interaction extended to the teaching sessions, leading to a generally relaxed and happy atmosphere and an obvious sense of enjoyment at being part of the learning community.
243. **Staff** are keen to continue their own academic interests, including attending the annual Common Awards Staff Conference. It is clear from responses in interviews that they value their roles within the School and are committed to providing students with the best possible learning experience. They give extra help and support to students who request or who appear to be struggling with written work. This may be done by the tutor him/herself or through an academic mentor. Students are encouraged throughout the course to develop their reflective skills, and these skills are modelled by the tutors. Involvement in the Lay Ministry Oversight Group, which meets termly to discuss all matters relating to lay ministry, shows that the tutors are committed to encouraging students to continue their studies through the programme of Ongoing Ministerial Development. The teaching staff also model lifelong discipleship through their long (in many cases) commitment to the course.

**Commendation 14**

**We commend the Sheffield School of Ministry for its good interaction between staff and students in an effective learning community.**

**The review team has Confidence with Qualifications in the Sheffield School of Ministry with regard to Criterion B: Formational Context.**

## Section C: Leadership and Management

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

244. As is evidenced in the annual self-evaluation, governance rests with the Principal, who also holds the role of Diocesan Director of Formation for Ministry, and with the Bishop's senior staff team in the Diocese of Sheffield, assisted by the excellent operations of **YTEP** as a collective network. There is a Lay Ministry Oversight Group (**LMOG**) to give feedback on modules and the teaching. The Principal is directly responsible to the Diocesan Bishop and is a member of the senior staff team.

### C2 The TEI has effective leadership.

245. Reviewers consider the Principal and senior staff team to be directive and collaborative and have an effective working relationship. The Reviewers consider there is evidence of effective progression of issues between all stakeholders and that colleagues are clear about the TEI's strategic direction and that there is a widely owned vision of excellence.

246. As a member of the Diocesan Bishop's senior staff team, and through involvement in diocesan strategy as the Diocesan Director of Formation for Ministry, the **Principal** has an influence outside the Sheffield School of Ministry. Within the School the Principal has changed the first year of study to a Foundation year with a positive effect on the welfare of students. As was evidenced through documentation and interviews, the Principal has a good relationship with YTEP staff, the Warden of Readers and staff and students. LMOG is made up of Wardens of the various lay ministries, three student representatives, the Principal and the Director of Ongoing Ministerial Development. Stakeholders are well represented in this group. Supporting evidence was found in three consecutive meetings and interviews. LMOG minutes and interviews with stakeholders agree that there is a clear strategic direction to refine and improve and their role in achieving this.

247. The overall Review team has recorded the part played by YTEP as a collective network for all its members in relation to the Durham Common Awards and the Ministry Division. In order to even more fully harness its benefits, the review team has recommended that each member has someone with expertise in formation and education appointed to its Committee from another member of YTEP, wherever this is not already in place. Accordingly, and in order to further help cross-fertilisation amongst YTEP members with regard to formation and education:

### Recommendation 26

**We recommend that the Sheffield School of Ministry appoints someone with expertise in formation and education from another YTEP centre to serve on its Lay Ministry Oversight Group.**

**C3 The Trustees are appropriately recruited, supported and developed**

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

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

248. In so far as these matters belong to the Diocesan Board of Finance as part of the overall arrangements for the diocese, we believe them to be well handled.

**The review team has Confidence in the Sheffield School of Ministry with regard to Criterion C: Leadership and Management.**

## Section D: Student outcomes

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

249. We are confident that students are growing in their learning and knowledge of Christian tradition, faith and life. Interviews and documented feedback gave evidence of a growing interaction with tutors, mentors and parish groups in both positive support and development. The same sources provided concrete evidence that students after placements in the second year possess a greater knowledge and respect for the diverse traditions of the Anglican Church. Sheffield School of Ministry's annual self-evaluations showed that students are encouraged to participate in theological reflective practice on placement and in their home church.

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

250. There was clear evidence from students' reflective portfolios, with feedback, that students are called to expand their ministry to the wider community. They have an articulate and prayerful enthusiasm for **mission and evangelism** and wish to engender it in others, by 'making worship accessible to all people and taking the word outside to the community', in the words of summary reports provided by Sheffield SoM. Growth in others is encouraged with students able to help grow disciples by using their talents effectively, as we found from interviews.

## Commendation 15

**We commend the Sheffield School of Ministry for its capacity to engender effective growth in understanding the Christian Faith amongst the students, and in the students being committed to an articulate and prayerful enthusiasm for mission and evangelism.**

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

251. Coaching in leading worship and preaching is given through the involvement of **mentors** and the **placement** of students to different churches, as the placement handbooks set out. There is growth in individual and corporate prayer life through leading worship at the end of lecture sessions, in host or placement churches, as the annual self-evaluation return reflects, and mentors are used to enable this in the Foundation Year. Growth in prayer life and spirituality are engendered by mentors' involvement with students and individual spiritual direction that is actively encouraged throughout the course, as we heard in interviews.

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

252. The progression of most of the students to the subsequent year indicates that they are receptive to learning, and competent in handling pressure and change. As we found from summary reports and written feedback, there is honest and critical reflection observed in students interacting with others. There is an understanding and professionalism in the ministry of students throughout the course, involving pastoral care for others and an awareness of self-care for themselves, as we found from interviews and documentation.

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

253. Students' leadership skills and a wish to work collaboratively with others are grown throughout this course, as we found from samples of students' assessed written work, with feedback. Their reflections, supported by the evidence of interviews, on how others lead and direct worship highlight the skills necessary for the development and release of others to use their gifts in mission and ministry. This produces a greater understanding of issues regarding authority and group dynamics.

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

254. From interviews and from reflection contained in its annual self-evaluation document, we were assured of the benefit of the course's Foundation Year in order to enable a more realistic evaluation of students' call to a particular ministry. Preparation for placement and module teaching encourage students to work in parishes with a different tradition to their home church.
255. Feedback through the involvement of ministers and the Warden of Readers shows that there is a strong grasp of Lay Readership and its requirements. There is however little evidence of a specific **Reader selection process** as outlined in the 'Selection and Formation Guidelines for Readers (2014).' Despite this fact the process seems to work well, as we found from interviews and summative assessments.

**D7 Pioneer Ministry**

256. The recruitment of a Pioneer Minister to a parish has enabled a student with this enthusiasm and calling to develop pioneer skills on a placement. Feedback from this student is both reflective and positive concerning their newly learnt skills being of use in their own parish context.

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

257. As was clear from summative reports and interviews, formational and summative assessments of students' development are strong points of this course. This is carried out through tutors, the Principal and the Warden of Readers. Ministerial skills are developed and measured and appear to be based on the Church of England's national criteria, the 'Selection and Formation Guidelines for Readers' (2014), although this link is not made explicit. Reporting of student achievement includes the assessment from placement incumbents and the Warden of Readers, as we heard from interview.

**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.**

258. Students reaching the conclusion of their training are aware of their strengths and areas for development in their ministry and formation, as was clear from interviews and evidence of feedback.

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

259. The development of the Foundation Course is direct evidence that the Sheffield SoM has acted on the particular needs of its students. Students and the Warden of Readers commented on the beneficial outcomes of this change. The course's annual self-evaluation for 2016/17 and interviews with reviewers are further evidence of this.
260. **The student voice** is evident from successive minutes of the LMOG. The observed interaction of the Principal, mentors, tutors and students meeting informally over lunch and a structured mentor reporting procedure, set out in the course handbook, enable more immediate feedback to occur.

**The review team has Confidence in the Sheffield School of Ministry with regard to Criterion D: Student Outcomes.**

261. **Conclusion:** Further comment, commendations and recommendations relevant to the Sheffield School of Ministry are in sections E & F of this report and addressed to YTEP as a whole. With those further findings in mind, the review team concludes that it has **Confidence** overall in the Sheffield SoM and that it is fit for purpose for preparing candidates for Reader ministry.

**The review team has Confidence in the Sheffield School of Ministry in preparing candidates for Reader ministry.**

## REVIEW OF YORK SCHOOL OF MINISTRY

262. The York School of Ministry offers training programmes to students preparing for licensed lay and ordained ministry, as well as students engaging with theology for their personal discipleship or as part of a process of vocational discernment. At the heart of **its stated vision** is a desire to 'to see men and women grow and flourish as disciples of Christ and ministers of his Church, equipped to be interpreters of God's life-giving Word, exemplars of Jesus' loving service and instruments of the Spirit's dynamic activity in the world'. As at February 2018 the York SoM had **64 active students**, of whom 28 were in Reader IME (phase 1 and phase 2), one an ordinand, two curates and eight were undertaking Reader CMD. The other students were listed as undertaking discernment or CMD for a local ministry. In addition, the York SoM was serving St Hild College by having 10 of its students study modules delivered by York SoM, of whom eight were ordinands. There were also one Baptist student and one Methodist student.
263. In our review we found the York School of Ministry to be well organised and purposeful; and it clearly carries great confidence from the Diocese of York. There is a supportive staff and staff handle well a wide range of students, including those with less prior formal educational experience, so much so that the students show that they are growing in confidence and capacity. Overall, we found a good integration of academic learning with ministerial formation. There is a new strategy for growth being developed in the Diocese of York, which will have implications for the York School of Ministry in terms of probably a greater emphasis on training students for a variety of missional work in their local parishes. This will require adjustments from the TEI, though we note that some adjustments are already under way. We have **Confidence** in the training provided by the York School of Ministry.
264. We received thorough and comprehensive paperwork and the Review team spent a day in York, meeting a variety of staff and students; and also attended evening teaching sessions.

## Section A: Formational Aims

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

265. The formational aims of the York School of Ministry (York SoM) are clearly stated in its **'formational overview'**, and envisage the students as an inter-related whole in all aspects of their development. The aims include preparing for a ministry that is missional, able to provide theological teaching and interpretation, and which models Christ in service and example. From our meetings with a range of staff and students, including the Chair of the Leadership and Management Committee, the Diocesan Director of Ordinands and the Warden of Readers, we found that the formational aims are understood and owned. There is a website which is kept up to date. The minutes of the Leadership and Management Committee note that there is a Prospectus in preparation in outline form, but that it has not progressed yet 'due to limited staff capacity' to gather the necessary detailed information. This is being followed up.

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

266. The formational aims of the York SoM, as set out in its formational overview, accord closely with the learning outcomes set by the Church of England for Reader ministry. These aims include the theological and spiritual formation of students, with growing self-awareness, who can collaborate and lead, and monitor themselves with accountability once licensed. There is a clear understanding of the Reader as a teacher of the faith, enabler of mission and leader in the community, which is in line with national reports such as *Setting God's People Free* and *Serving Together* (see criterion D10). In addition to the Durham Common Awards teaching, there is an additional weekend meeting each year on a three-year cycle for those preparing to be admitted to the ministry of Reader, which is specific to Reader ministry. In the most recent of these weekends, the topic was the Reader as a teacher and educator and it was led by someone who has held national responsibility in this field in the Church of England. In the other two years, the topics are Preaching and Leading Worship.

267. In their **Annual Self-Evaluation** document, York SoM record that they serve the diocese of York 'with a specific **focus** to provide formation for ministry (primarily Initial Ministerial Education) which is rooted in practical ministerial experience in local churches and mission centres'. They note also that York SoM offers Level 6 modules to IME phase 2 Readers and curates in York diocese and to those undertaking Reader and clergy CMD. York SoM also works in collaboration with St Hild to offer Level 6 modules for IME phase 1 ordinands, and those attending have been a positive part of the York SoM learning community. The School also noted that discussions have begun regarding formational provision for locally recognised lay ministries, such as **Pastoral Assistants**.

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

268. The York SoM is purposeful in its aims, activities and achievements and clearly carries great confidence from the Diocese of York. There is a **review of training** being carried out within the diocese of York which connects with an emerging new strategy for growth and mission. This will inevitably have implications for the York School of Ministry in terms of probably a greater emphasis

on training students for a variety of Missional work in their local parishes, including catechetical, evangelistic, diaconal and pastoral outreach, all alongside a distinctive ministry for Readers. The York SoM will be likely to need to make some adjustments in the training in future, to fulfil the new strategy when it is formulated and announced, but we consider that there is potential in the current staff and leadership to meet this challenge. For example, two modules have recently been re-shaped, placing more emphasis upon mission and evangelism and upon preparing to build up lay Christians in their discipleship in daily life (See Criterion D10).

269. There is currently an impressive range of students in terms of educational background. This is assisted by some **valuable flexibility**. It is possible for students to begin studies towards university credit under the Durham Common Awards under the YTEP umbrella as an independent or 'private' student who is gaining a taste of the course and considering whether or not they have the capacity and vocation to be considered for a formal Church ministry. This is especially important where students have a limited or even negative prior experience of formal education, and also where their prior experience of formal leadership and responsibility may be limited.
270. This flexibility allows for confidence, capacity and the sense of vocation to grow and we had conversations with a number of students who, having begun in this tentative way, later became candidates for Reader or another formal ministry. They certainly felt that they would not have had the confidence, skills and capacity to offer for such a ministry without having first grown through the preliminary stages of study. They have then undertaken discernment and the course of formal training for a specific ministry but, in appropriate cases, carrying prior credit with them into their qualification. This step by step process is enhancing the ministries of the Church. As a consequence of this step by step approach, we noted that there are some **withdrawals** from studies across YTEP, some during the first year of registration. This is to some extent an inevitable by-product of the arrangements that overall benefit the ministries of the Church. For some students, a future licensed ministry turns out not to be appropriate. The number of those withdrawing in relation to the York School of Ministry are quite small and not a matter of concern.
271. There is also some **stakeholder feedback that seeks the training to be available at a greater number of venues** or hubs across the full extent of the widespread geography of York Diocese. There are currently hubs in York and Middlesbrough (with a local part-time member of staff) and the Beverley hub is to be restored in due course following the appointment of a future part-time member of staff. The Beverley hub had to be suspended a year or so ago due to the lack of available expert staff time, leaving the east coast towns and the Hull and Bridlington areas without easy access to training provision. However, there is a triangle of pressures to consider, namely the accessibility of training across the Diocese; the establishment and retention of proper quality in the training; and the financial cost to the Diocese in terms of having sufficient and geographically well located staff who are suitably qualified and skilled.

**The review team has Confidence in the York School of Ministry with regard to Criterion A: Formational Aims.**

## Section B: Formational context

### **BI 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.**

272. The York School of Ministry draws on a well secured history of **regional cooperation** through the Regional Training Partnership. This good practice in partnership continues well through the Yorkshire Theological Education Partnership (YTEP) of which the York SoM is a founding member and very active participant. There is no doubt that YTEP provides great support, cohesion and representation for its members. In turn, York SoM takes a full part in mutual planning, moderation and curriculum design, including e-learning and Moodle, within YTEP, including chairing for YTEP and as a Trustee of YTEP (see C I, below). Its very committed involvement in YTEP is to be commended.

### **Commendation 16**

#### **We commend the committed involvement of the York School of Ministry in YTEP.**

273. York SoM fosters **contacts with sending churches**. For example, when a new trainee begins, the Director of the School gives each Training Incumbent a CD or USB stick with all the Reader files needed, and also offers to visit every Incumbent who has a trainee Reader beginning training.

274. **Placement churches** are negotiated between the student, Director of York SoM and the respective Sub-Warden. There is analysis of the student's learning needs and a SWOT analysis, as a result of which a placement church is sought that differs from the student's home church in terms of either social context or church tradition.

275. **Ecumenically**, York SoM used to have Methodist students and cooperated fully with the Methodist Church before the Methodist Church centralised all its training. There is currently one student from a Baptist church and one Methodist student attending the course.

276. In terms of **other faiths**, York SoM does not currently have relationships or any relevant element of training. In raising this, we learned that other faiths are not widely present across the York diocese, probably reflecting post war patterns of immigration. Nevertheless, the Review team recommends that York SoM considers introducing some teaching on engaging with other faiths.

### **Recommendation 27**

#### **We recommend that the York School of Ministry considers introducing some teaching on engaging with other faiths.**

277. With regard to civic and community organisations, students are offered the option of a placement in as **community organisation**, though we understand that the take-up is small. Nonetheless many of the students' churches will have good community links locally.

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

278. The York SoM **Handbook** contains **all relevant policies**, including the School's Equal Opportunities Policy, Safeguarding Policy, Complaints and Grievance Policy, and statement on Responding to Student Feedback.
279. Core **staff** (employed by the Diocese for their particular jobs within York SoM) are mostly female and lay; numerically, ordained male staff make up the majority of the tutors, and they are mostly incumbents who provide part-time teaching.
280. With regard to **Safeguarding**, York SoM documents indicate that Readers in training access the C1 and C3 Safeguarding modules during phase I training, and licensed and PTO Readers are required to attend the C3 module and update every three years by attending a C5 module. An introductory session is included for the Reader induction weekend which lays out the national and diocesan requirements.
281. There are elements in the training that contribute to **forming a learning community**. Reader trainees attend an annual residential weekend at Wydale and students were very positive about this. Documents from York SoM indicate that the annual Formation evening and the Pastoral Skills day are both well attended.
282. We found that students relate well to each other in a relaxed and supportive atmosphere. Students demonstrate strong loyalty to the School.

**Commendation 17**

**We commend the York School of Ministry for its supportive staff, who are creating a learning environment which assists teaching and which enables formation to take place.**

**B3 The provision of public social and private accommodation is satisfactory.**

283. The York hub of the York SoM is located with the **diocesan office**, which is out of town with good parking. It provides very good learning and teaching facilities, including IT provision and a small kitchen.
284. According to staff, the library could be bigger, and the chapel is small; when the group exceeds the space in the chapel, worship takes place in one of the larger teaching rooms.
285. The Diocesan Office/York SoM accommodation is wheelchair accessible and has facilities to use a portable loop system.

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

286. York SoM has an agreed worship policy. The School meets before each group session to pray and worship together and shares Holy Communion before Sunday teaching days begin. The chapel is also available at other times for students to reflect and pray individually or with others.
287. The broad pattern of worship is rooted in the Anglican liturgical tradition of the daily prayer and regular Eucharist. At the **annual residential weekend**, Common Worship and BCP Morning and Evening prayer are used as well as the CW Compline and also an informal late evening worship service, which can take a variety of forms often with a Celtic or Taize flavour, or something experimental.
288. **Worship services** are led by lay and ordained, men and women, in accordance with the Canons of the Church of England. York SoM assents to the Church of England 5 Guiding Principles (on women being bishops) and these are available to students in its Handbook. Staff encourage and model the language of inclusion and invitation in worship, and preaching reflects the breadth of theological conviction.

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

289. Interaction between staff and students is relaxed and reflects trust. Students evidently have great confidence in core staff and approach them with issues of concern.
290. As a **Diocesan Office staff**, Morning Prayer is said every Monday at 9 am; and every Wednesday at 12 noon there is a time of prayer and worship. There is a monthly Eucharist, usually on a Wednesday lunch time. York SoM staff and students are welcome to join these services. Core staff are present at key Diocesan acts of worship, for example the Chrism service, ordinations and Reader licensing.
291. Core staff and associate tutors model a life of daily prayer and worship as the centre point of their discipleship and ministry. The fact that the Director is herself an active Reader adds to the modelling.

**Commendation 18**

**We commend the role models offered by the tutorial staff of the York School of Ministry.**

**The review team has Confidence in the York School of Ministry with regard to Criterion B: Formational Context.**

## Section C: Leadership and Management

### C1/2 The TEI has clear and effective governance structures and effective leadership.

292. From our conversations, we consider that York School of Ministry is effectively led and managed. We found that good teamwork existed between the principal, core staff and associate tutors. From the paperwork provided, including the Formational overview, the SWOT analysis and the Annual Self-Evaluation, there is evidence that there is a continuing process of review, monitoring and assessment.
293. The governance rests ultimately with the Archbishop and his Leadership Team. In effect, this governance is delegated for most purposes to the **Leadership and Management Committee**, which is chaired by the Diocesan Director of Training for Missional Ministry, who is in turn a member of the Archbishop's Leadership Team. This relationship seems to ensure good mutual understanding and communication, with, for example, York SoM being consulted with regard to the development of the new Diocesan strategy. We were not able, due to limited time, to observe a meeting of the Leadership and Management Committee, which meets termly, but the minutes and our meetings with some of the members indicate that oversight is exercised effectively and reflect that this is done with a good grasp of the issues and challenges to be met and the opportunities to be taken. There is good cooperation within the Diocese across the initial selection, initial training and post-licensing or CMD phases of ministerial development.
294. The papers provided by York SoM (for example, the SWOT analysis) reveal a slight concern about effective collaboration and partnership over **arrangements with St Hild College**, for whom York SoM provides a learning hub for weekly teaching, but note that the new appointment of a Vice Principal of St Hild for the Mirfield Teaching Centre, who will serve as the link person from the Autumn of 2018, should enable this to be well organised in future.
295. There are effective relationships with **YTEP** and the Director of York SoM chairs the YTEP Academic Management Team and along with the York Academic tutor attends all YTEP Management Committee meetings. The Chair of the School's Leadership and Management Committee serves as a YTEP Trustee and also provides a helpful link with St Hild College by chairing the Formation Committee of the St Hild Council. We welcome the cross-fertilisation of thinking that this relationship affords. However, the Leadership and Management Committee of York SoM does not have a parallel appointment of someone from a different member of YTEP. In order to even more fully harness the benefits of YTEP through cross-fertilisation of good practice with regard to education and ministerial formation:

### Recommendation 28

**We recommend that the York School of Ministry appoints to the Leadership and Management Committee someone with training and formation expertise from a different member of YTEP.**

296. Our meeting with the administrator confirmed that York SoM receives effective administrative support. The documents provided by York SoM report that staff reviews for academic members of staff were conducted in the Spring of 2017, for both core and associate academic staff members. The

two subsequent management Committee meetings record some need for further development. The June meeting in 2017 speaks of the need for a wider system of staff review to be in place, for example for module tutors and those who are not part of the training team. The November 2017 minutes of this Committee refer to staff review and add that: 'the term staff included all core and associate members of staff but the degree of rigour of the review has not been clarified. An informal conversation will be held with associate tutors and noted. Core staff will have a full review'. In developing this basis:

### **Recommendation 29**

**We recommend that a rigorous system of staff review, for all academic and administrative staff, be fully implemented.**

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

297. The membership of the **Leadership and Management Committee** includes the Director of York SoM, the core staff, members of the Diocesan Training Team and elected student representatives from each level of training. From 2017 a YTEP student representative from York SoM has also been a member of the YTEP Management Committee. We **urge** the Leadership and Management Committee to continue to ensure that all members feel confidence in their governance role and, if appropriate, further training be provided.

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

298. The papers provided by York SoM, for example the Annual Self-Evaluation, indicate that budgeting and financial monitoring is handled through the Diocesan Training Team as part of the general Diocesan budget and finance strategy. By September 2018 York SoM will have completed the first round of BA degree 'top-ups' and Graduate Certificate and Diploma qualifications. Preparations are being made to expand the provision of training to include locally recognised lay ministries, such as Recognised Parish Assistant, and other ministries that may emerge from the new Diocesan Strategy. However, the uncertainty arising from the waiting period for the Diocesan Strategy limits how far an effective business plan can be developed at this stage in the process.

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

299. There is close collaboration between the Director of the York SoM and the Diocesan Secretary for York Diocese. In essence, the School is a sub-department of the Diocesan Board of Finance and comes under DBF financial management and risk assessment. From our conversations, we detected that York SoM experiences support in financial terms from the Diocese, and the appointment to a part-time Academic Tutor post to undergird the Beverley hub which can now re-open is evidence of this.

**The review team has Confidence with Qualifications in the York School of Ministry with regard to Criterion C: Leadership and Management.**

## Section D: Student Outcomes

300. We have confidence in all the Criteria set out in section D and commend the York School of Ministry for its achievement.

### Commendation 19

**We commend the York School of Ministry for the quality of its achievement of Student Outcomes, measured against all the criteria of section D.**

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

301. We met with a range of students and they were able to articulate an evident breadth in their **spiritual growth**, their theology and their pastoral understanding. Students have a wide range of experience of prior formal education, which for some was limited and even negative. We commend York SoM for how well it handles this wide range of students and we also commend the course for the way in which there is an integration of academic learning with ministerial formation.

### Commendation 20

**We commend the York School of Ministry for its successful integration of academic learning with ministerial formation for a wide range of students.**

302. A short session on being a reflective practitioner is included in the Reader Induction programme, alongside work on planning ministerial formation. Additional emphasis and attention is also given to developing reflective practice in the Level 4 Foundations for Ministry and Mission in Context and Level 5 Reflective Practice in Context modules. From 2018/19 the Level 4 Pastoral Care, Ethics and Ministry module is being revised to enable students to integrate pastoral experience and theoretical models more effectively. Greater understanding of the diversity of the tradition is present after the completion of placements, with some being taken to a greater depth of understanding of their calling through this process.

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

303. In our discussion with students, they were able to convey that they are growing in confidence and capacity. This was impressive.
304. Core staff particularly emphasise the relevance of theological and ministerial study to everyday life in the world, and the emphasis is not only on preparing students for a Sunday ministry. All Readers in training access the Level 5 'Developing Preaching in the Contemporary World' module either with accreditation or by auditing the module.

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

305. All students participate in **the leading of prayer and worship before weekly sessions** and at residential weekends on a rota basis; they are encouraged to volunteer to lead forms of worship with which they are not familiar. Guidance in preparing for this can be sought from academic tutors as necessary. Informal feedback is offered to those students who are preparing for ministry by participating staff.

306. The approach to **the pre-session Sunday Eucharist** has been changed, to enable students to take a more active part in leading the worship, and this is supported by guidelines for worship leaders. Students act as the liturgical deacon, read, lead intercessions and offer a 'thought for the day'.
307. All students are expected to have a **home church context** in which they are worshipping regularly and, where appropriate, participate in the leading of worship. Reader trainees and ordinands are strongly encouraged to have a structured pattern of daily prayer and to work with a spiritual director through their formation period and on into ministry. Guidance about finding and working with a spiritual director is given during the Reader Induction weekend and the Spirituality and Discipleship module. The minutes of the Leadership and Management Committee indicate that further work is being done to ensure that students do have a spiritual director.
308. Readers in training have **an annual retreat weekend**, which is wholly or partially silent, an annual Archdeaconry quiet day or evening and an Advent quiet evening.

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

309. We found the students are enthusiastic about learning. They spoke about recognising the value of being challenged and taken outside of their comfort zone. They consider the course as a whole and as a process is shaping them as ministers, one of them using the words 'utterly transformative'. They spoke of being given the resources to enter ministry but affirm that learning will continue life-long.
310. Students are encouraged to reflect on their own spiritual development throughout the formational programme and to review this with their Sub Wardens. The format for supporting this **self-reflection process** is under review within the 2017-2020 Development Plan.

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

311. Students are active within their sponsoring churches and may be given responsibility for groups, activities or certain areas of ministry. The **parish placement** focuses on students' development as a minister and, at the end of placement, logs their progress in a detailed **Formation Report**, which covers academic, ministerial and spiritual formation.

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

312. Especially in the first year, but also later, students reflect on their calling on their own, with others and with their incumbent. For example, two trainee Readers spoke of also enquiring about ordination. All areas concerning vocation and ministry in the Church of England are addressed in TMM 1301, Foundations of Mission and Ministry, and TMM 2531, Reflective Practice in Context.

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

313. **End of year reports** are written with input from the student's respective Sub Warden (who functions as a mentor) and their incumbent. This also takes account of the Formation Report (see D5). We found that the students have trust in the assessment processes.
- D9 The student has, during and at the end of initial training, a personal learning plan or the clear basis from which to learn and grow further in ministry and discipleship.**
314. Students have individual learning plans covering ministerial, theological and spiritual formation. These are revised annually through consultation between their training facilitator and Sub Warden. Within these, there is an emphasis on context-based learning and formation, which allows for the integration of academic study and practical ministry skills and development. Development needs are stated on the **Ministerial Formation Review**. In the case of a student with particular needs, the **learning** plan will contain additional information.
- D10 The TEI learns from the pattern of its students' ministerial and formational achievement and acts on areas of particular need.**
315. Set alongside the Diocesan Strategy are the national *Setting God's People Free* and *Serving Together* initiatives and the Central Readers' Council consultations re-envisioning the distinctiveness of Reader ministry as 'Teachers of Faith, Enablers of Mission and Leaders in the Community'. **The call for reimagining and change** emerging from these initiatives is taken seriously with discussions facilitated at the Sub Warden Development Day (June 2017), CMD evenings (Autumn 2017), Reader CMD weekend (March 2018), Diocesan Synod (March 2018) and in the Reflective Practice in Context module.
316. The School has responded to the Archbishop's evolving strategy by replacing the current Level 4 Ministry and Mission module with Mission and Evangelism, offering a vehicle for a more outward facing engagement by students in the early stages of their formation which opens up the possibility of introducing a focus on ministry and leadership at Level 5.

**The review team has Confidence in the York School of Ministry with regard to Criterion D: Student Outcomes.**

317. **Conclusion:** Further comment, commendations and recommendations relevant to the York School of Ministry are in sections E & F of this report and addressed to YTEP as a whole. With those further findings in mind, the review team concludes that the Review team has **Confidence** in the York School of Ministry and regards it as fit for purpose for preparing candidates for ordained ministry and for licensed ministry as Readers.

**The review team has Confidence in the York School of Ministry in preparing candidates for ordained and Reader ministry.**

## SECTION E: PARTNERSHIP WITH THE UNIVERSITY

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

318. The overall quality control and assurance procedures governing the partnership were confirmed through the initial validation process in 2014.

#### *Management and oversight*

319. As noted above, the Yorkshire Theological Education Partnership (YTEP) was created as a Charitable Incorporated Organisation in 2014 as the umbrella organisation on behalf of its constituent centres, which could enter into a legal agreement with the University. As such, each of the constituent members nominates a trustee for the purposes of the **YTEP Board of Trustees** – the members being St Hild College, Church Army Training and the three Schools of Ministry in York, Leeds and Sheffield Dioceses. At the time of the review, an ex-officio charity trustee from the Yorkshire Regional Training Partnership was also a member. The Board is chaired by an area bishop from one of the member dioceses. There are no external trustee members.

320. **The Management Committee** is responsible for the oversight of the programmes offered under the contract with the University, and reports to Durham's Common Awards Management Board. The Management Committee comprises representatives from the centres, as well as student representatives and the YTEP Academic Co-ordinator. The **Academic Management Team**, which meets 5-6 times a year, complements the Management Committee. The Academic Management Team comprises the YTEP Academic Co-ordinator and senior representatives from each centre.

321. **Each centre** has a different management and governance structure, developed in the light of its individual needs. For instance, the Church Army has a 'Training Committee'; Sheffield SoM has an 'Oversight Group'; St Hild a 'Formation Committee'; and York SoM a 'Leadership and Management Committee'. It was clarified in meetings with staff that these committee meetings fulfil the formational and academic needs of the centres. In light of this, the composition of their agendas varies.

322. It was clear to the review team that staff in constituent centres felt that meaningful discussions and **connections** were apparent between staff within and **between centres**, and that this was, in their view, most strongly evidenced within the Academic Management Team meetings. While the review team was encouraged by this, they noted that the remit of, and relationship between, the Academic Management Team meetings and the Management Committee was not clear. Minutes of Academic Management Team meetings have been shared with the Management Committee only since autumn 2016. This lack of clarity was also evident for the formal link between the various committees within each constituent centre, and the YTEP Management Committee. For instance, the review team noted that the Management Committee does not routinely receive written reports from each constituent centre. Whilst the agenda for each Management Committee does include a verbal report from each centre, this has the potential to result in a lack of clarity for matters for which the Management Committee has overall responsibility.

323. In all, it was not completely clear that the **Management Committee**, which has responsibility for the **overall oversight of programmes** delivered in centres, fully exercised this oversight, and made decisions on behalf of the whole TEI. The review team was concerned that, currently, the TEI

could not effectively formally identify any potential cross-cutting issues which affected all constituent centres. In some cases, this had the potential to result in: a lack of clarity regarding decision-making; missed opportunities to share good practice and benefit from economies of scale; and negatively impact on the student experience. The review team noted a range of instances where this was the case (for example in relation to the review of Module Evaluation Questionnaires (c.f. paragraph 431; ensuring oversight of academic staffing and staff development (c.f. paragraphs 377, 379, 380 and 383); ensuring the consistency of programme information (c.f. paragraph 355); the provision of study skills (c.f. paragraph 357); and student engagement (c.f. paragraph 350). These matters are expanded on in more detail in throughout this report. This was compounded further by the **Terms of Reference** for the **Church Army** Training Committee, which stated it has a role in the monitoring and evaluation of programmes, and the Terms of Reference for the **York SoM** Leadership and Management Committee which reflect in their entirety the Terms of Reference for the Common Awards Management Committee.

324. The review team considered that the TEI would benefit from making more formal use of **the** Management Committee as a forum for reviewing and enhancing provision collaboratively. For example, the **collective development of TEI-wide baseline requirements** would help to ensure consistency, remove unnecessary differentiation, and standardise provision and practice where appropriate. Shared baseline requirements would enable the Management Committee to measure, monitor and review provision across the whole TEI while accepting the deliberate and justifiable variations across constituent centres. Such institution-level reviews would help the TEI to maximise the potential of its diversity by identifying examples of good practice that could be rolled out more widely and enhance provision across all constituent centres. In light of this, the TEI is also required to ensure that Management Committee continues to consider relevant matters from within and across all centres, and to document this consideration clearly within the minutes.

### Condition I

The review team requires:

- (a) that the **YTEP Management Committee routinely exercises oversight of the matters specified in the Standard Validation Contract to ensure that there is a single point of oversight for the whole TEI, and that its decisions are fully informed;**
- (b) that constituent centre **governance arrangements (including Terms of Reference) accurately reflect the role of the YTEP Management Committee in ensuring oversight of the Common Awards programmes and partnership;**

### Recommendation 30

**The review team recommends that the TEI works collaboratively with its centres to develop baseline requirements or minimum expectations that would help to improve consistency, share good practice and enhance provision.**

325. The review team has specifically identified instances where this is required (noted at paragraph 323) but encourages the TEI to undertake a full review of its practices to ensure that the TEI maximises its potential from the model adopted by YTEP (i.e. constituent centres) and the practice observed within these centres (e.g. paragraph 355).

326. Despite the condition and recommendation in the previous paragraphs, the review team reiterates that there is evidence of the TEI considering matters of importance, albeit not always formally. The implementation of this condition will ensure that the TEI Management Committee improves oversight of all matters relating to quality assurance of the programmes delivered at constituent centres, and of any matters pertaining to the partnership between the University and the TEI. The University has legally contracted with YTEP, and as such, the TEI is responsible for exercising fully its oversight of the matters discussed above.
327. The review team was encouraged by the **use of the single YTEP key contact to communicate matters to the University**. Whilst in practice the key contact was a combination of the two administrators at YTEP (c.f. paragraph 355) – which was not necessarily unusual within the Common Awards Framework – matters from individual centres were being effectively channelled via these colleagues to the University. The University was in regular contact with these colleagues, rather than individuals from constituent centres. Staff at the TEI considered this a further example of exercising oversight. This was encouraging, however; the review team reiterated that some matters reported to the University, such as those highlighted in paragraph 323, require due consideration by the Management Committee before being submitted to the Common Awards Team.
328. The review team was concerned with the regular reference to the perceived infancy of the Common Awards programmes and partnership and the notion that **YTEP was still ‘bedding in’** as a TEI. Whilst it is recognised that YTEP is one of the more complex TEIs within the Common Awards partnership, the review team would have expected a stronger sense of stability from staff within the respective centres regarding the operation of YTEP given that the partnership is now in its fourth year of operation. The review team felt that working collaboratively on the areas identified within this report would help strengthen the informal communication channels already utilised and bring a stronger sense of unity and thus stability.

#### *Business Plan and Risk Register*

329. The TEI informed the review team that YTEP does not have an overarching business plan or risk register that pertained to matters at a TEI level; the majority – but not all – of the centres maintain such documents for their own purposes. It was explained to the review team that YTEP felt that it was agile enough to respond to matters and that the informal communication channels, as noted in paragraphs 322 and 326, enable matters to be shared with YTEP in an efficient manner. Notwithstanding this, the review team considered that it was important that YTEP formally monitor and manage any risk relating to Common Awards programmes and the partnership with the University. This was particularly important given the reservations noted by the review team with regards to the TEI’s ability to effectively identify cross-cutting issues.

#### **Condition 2**

**The review team requires that:**

- (a) a YTEP Business Plan and Risk Register be developed;**
- (b) these documents be developed in consultation with all constituent centres;**

- (c) **these documents are subject to regular review in order to effectively monitor and manage any potential risks related to the Common Awards programmes and partnership.**

*Engagement with the University*

330. The review team noted that the part played by the **University Liaison Officer** was positive; however, the TEI would welcome clarity on what matters can be discussed with the ULO, and which matters need to be considered at a 'national' level, either by the Common Awards Management Board, or the Common Awards Team. Further clarification from the University on the roles and responsibilities of University Liaison Officers could improve the effectiveness of this mechanism. Related, some staff in the TEI were not completely sure on the process for recommending changes to the national curriculum; for instance, how to make recommendations to change the learning outcomes for some modules, and to clarify the 'categorisation' of some modules.
331. The TEI reported its frustration with the late release of the data from the **Common Awards Student Survey**. It was reported to the review team that the **Common Awards Staff Conference** was often scheduled at a time when internal centre-level staff development opportunities were made available to staff at the TEI and which sometimes hindered colleagues' ability to attend. Notwithstanding this, at the most recent Common Awards Staff Conference (2017), 15 colleagues were able to attend, which meant that, comparatively, YTEP was very well represented at the Conference.
332. **Student and staff access to journals and library resources at the University** was cited as a strength but the TEI welcomed the anticipated contract with a well-known publisher to permit Common Awards students access to ~100 core books via the Common Awards Hub. Ministry Division was leading on this development. The TEI queried whether it would be possible to extend the University's journals provision to those students registered on Taster Modules, but not full Common Awards programmes. It was confirmed that this would not be possible.
333. The TEI conveyed its thanks for the increased flexibility permitted through the **new Assessment Patterns Guidelines**. The TEI also expressed its appreciation for access to the Durham University Learning and Teaching Award (DULTA), which the TEI confirmed a small, but significant number of staff, had participated in.
334. In further discussions regarding possible enhancements to the partnership with the University, YTEP reported that it would welcome additional guidance from the University on **dyslexia support**. Whilst it was understood that Ministry Division would provide financial support for Ordinand students, the same provision was not afforded to all students. It was confirmed that the agreement between the University and the Archbishops' Council restricted the student status of Common Awards students, which meant that facilities such as the Disability Support Service were not available to Common Awards students. Notwithstanding this, the Common Awards Team intended to work closely with the Disability Support Service at the University to enhance the existing guidance made available to TEIs.
335. The TEI also highlighted that the timing of the current **campus card** productions did not fully align with the timing of their entry points and thus queried whether it would be possible to have a more flexible approach to campus card production. It was confirmed by the review team that this was not

currently possible, but that the process was under regular review to ensure the timely release of campus cards to TEIs.

336. Overall, the TEI felt that it had a very good relationship with the University and looked forward to continued working with Durham to make enhancements to its provision.

#### *Applications and admissions*

337. The TEI's admissions policy and entry requirements apply to all programmes delivered by the constituent centres. All students are interviewed. The TEI's policy on Admissions is monitored by the Management Committee, and associated matters, such as recruitment, achievement and admissions targets are monitored via the Annual Self-Evaluation process. Applications are made on **centre-specific application forms** which reflect the varied nature of the ministries for which applicants will be training. Notwithstanding this, details required by YTEP, and by extension the University, for the purposes of registration are collected in a consistent manner. Applicants are informed that information is shared with YTEP and the University. YTEP constituent centres are responsible for ensuring that all members of staff involved in the recruitment and admissions process are fully aware of its Admissions Policy; YTEP provides appropriate induction, training and support for this.
338. Applicants normally apply to Centres where they will undertake the majority of their programme. Information provided to potential applicants makes it clear that the offer of a place as an Ordinand will depend on the outcome of selection by a Bishops' Advisory Panel and subsequent sponsorship by a Bishop. It is also confirmed that applicants who will be studying a Common Awards programme as part of their training for lay ministry should have been accepted (or already be engaged in the appropriate process of selection) for ministry prior to beginning their study. Independent students are also required to apply to a constituent centre.

#### *Accreditation of Prior Learning*

339. The review team reviewed a sample of APL requests considered by the TEI. An APL Sub-Committee of the YTEP Board of Examiners considers APL requests which can be approved by the TEI, in line with the University's policy and processes. The sample of APL requests considered by the review team demonstrated that the process for considering and approving APL requests was operating effectively, and in line with the University's policy and processes.
340. However, it became clear to the review team that the relationship between APL and Common Awards **taster modules** was not fully understood by the TEI and that that this could have the potential to lead to an inappropriate APL request being approved by the TEI. The review team explored colleagues' understanding of the operation of APL and taster modules. The University permits individuals to undertake one 10- or 20-credit module (known as a 'taster module') without being formally registered on a Common Awards programme. This option provides students a 'taster' of Common Awards study without having to commit to full registration on a programme. After successfully completing a taster module, the student may wish to register on a Common Awards programme. In this case, the TEI can register the student with the University at the next student registration point, providing that the student's assessment and mark have been through the normal quality assurance procedures (e.g. marking, moderation, review by the external examiner and

confirmation of the module mark by the Board of Examiners). A student record is subsequently created and the credit is added to the student's record.

341. In instances where it has not been possible to undertake the quality assurance procedures outlined above (for instance if the student did not inform the TEI they wished to formally enrol on the programme in sufficient time), the APL process may be used, ensuring that comparable processes as those described above are subsequently undertaken by the TEI.
342. A Level 4 20-credit module had been identified as an appropriate taster module in Sheffield SoM. On review of the documentation provided by the TEI it was noted that students who had completed the taster module had been formally awarded either a pass or fail – rather than a numerical mark – for each component of assessment of the module. In discussions with staff it was reported that each assessment had undergone the quality assurance processes as outlined above, but it had not fully understood that students could be formally awarded the credit for this module, rather than it be considered as AP(C)L. As such, the centre had decided to use a pass/fail model, rather than numerical marks. Notwithstanding this, it was explained that these students were required to attend a meeting with the first marker where their feedback was discussed in more detail and a numerical mark was in fact provided. The centre explained that this was to provide students with a sense of how they would have achieved had they been officially registered on a Common Awards programme, and to consider any problems identified. For instance, two candidates had been informed that they had failed a module component: one due to plagiarism and another due to significantly going over the word-count permitted.
343. It was confirmed in discussions with the TEI that the candidates in question had passed the module overall at the Level 4 pass mark. The review team noted that it was not entirely clear from the documentation for this APL request that these students had in fact passed the overall module, and thus would be permitted to claim APL. The TEI confirmed that this was an isolated incident in Sheffield SoM.

### **Recommendation 3 I**

**The review team recommends that the TEI ensures that all relevant staff are familiar with the procedure and process for the use of taster modules, and that APL requests in relation to taster modules are clearly documented for review by the APL Sub-Committee.**

#### *Concessions*

344. The review team reviewed a sample of concessions requests considered by YTEP and confirmed that the process for considering and approving concession requests was operating effectively, and in line with the University's policy and processes.

#### *Assessment*

345. YTEP has effective internal processes and practices for managing assessment. Plagiarism detection software (**Turnitin**) is used for assignment submissions. Students submit their assessed work via this software, which is available through the Moodle virtual learning environment. YTEP complies with the requirements of the Common Awards scheme in relation to the anonymous **marking** and moderation of students' assessments. The quality of **feedback** is monitored by the internal moderators and the external examiner.

346. A single TEI-level **Board of Examiners** confirms module marks and considers progression decisions for all students on Common Awards programmes. A good working relationship has been developed with the University to ensure that the required data and meeting documents are generally provided on time for the TEI'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 TEI to provide the data in the required format directly from this system. The use of Moodle has also enabled the TEI to prepare meeting papers and student profiles for the TEI-level Board of Examiners meeting. The External Examiner notes some teething problems with the operation of Moodle for the Board(s) of Examiners processes but the review team understands that this has been addressed for the upcoming TEI Board of Examiners meetings, particularly in relation to the inputting of data from constituent centres.

#### *Student Engagement*

347. YTEP uses a range of effective mechanisms to gather **student feedback** in order to assure and enhance the quality of provision. Upon the completion of every taught module students are required to complete a module evaluation questionnaire (MEQ). The TEI also participated in the Common Awards Student Survey in 2017 and 2018. Each centre holds regular in-year discussions with their students, as well as end-of-year discussions. Feedback collected as part of residential weekends is not anonymous but students did not report that this hinders their ability to provide feedback.
348. The students whom the review team met spoke positively about the seriousness with which their views were considered by staff at the TEI. The review team heard examples of how provision had been improved as a result of student feedback; for instance, students had reported that they had been involved in the timetabling of teaching sessions. Students felt that they were regularly encouraged to complete MEQs and that they were routinely informed of the action taken in response to their feedback. Students were satisfied that they had sufficient formal and informal opportunities to ensure their voice was heard, collectively and individually. The **Common Awards Student Survey (2017)** further highlighted students' satisfaction with the opportunities to provide feedback on their programme, with 78.43% agreeing that these opportunities were appropriate. 79.61% of students felt that students' views were valued by tutors. The results in 2018 show an even higher level of student satisfaction with 83.33% and 85.71% of students in agreement with these statements.
349. In addition to student surveys, the TEI also ensures **student representation** within the TEI's governance structures. Student representatives attend the YTEP Common Awards Management Committee, as well as centre-level management committees and groups throughout the year. The student representative on the YTEP Common Awards Management Committee is also a student representative for one of the constituent centres. A YTEP student had recently been elected to the national Common Awards Management Board.
350. The review team therefore did not have concerns that student engagement was lacking or ineffective. Staff were able to identify specific actions taken in response to student feedback. The students whom the review team met confirmed this. They also confirmed that they felt engaged with the development of programmes, and that the centres were keeping them informed of action taken or not taken in response to student feedback. The review team noted, however, that there was variation between the systems of student representation within each constituent centre and that

there was a risk that not all constituent centres were represented to the YTEP Management Committee.

### **Recommendation 32**

**The review team recommends that there should be a consistent approach of student representation at both centre and programme level, with students at each centre being effectively represented to the Management Committee.**

#### *Conclusion*

351. The review team considers that quality control and assurance procedures governing the partnership are in place, but that the TEI is required to address the conditions noted in paragraphs 324 and 329.

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

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

#### *Induction*

353. Induction processes are organised by each respective centre within YTEP. In each case this is a day or evening hosted by the centre which effectively introduces students to their programme of the study and the centre itself. The students with whom the review team met confirmed that the various induction processes were valuable. However, it was highlighted by students that the relationship between individual centres and YTEP was not always immediately clear. For some students, the only interaction they had with YTEP was via the Moodle site and in that respect the concept of YTEP as a TEI felt 'virtual' and 'remote' but this did not necessarily hinder or affect their experience at their respective centres. Staff at the TEI have acknowledged this and the review team encourages the TEI to explore potential opportunities for providing clearer information to students on the relationship between centres and YTEP.

#### *Programme information*

354. **Moodle** contains information on programme documentation, relevant policies and procedures, and teaching materials. Students whom the review team met spoke positively about the importance of Moodle as a central space to access key information and learning materials. Students confirmed that they receive a Handbook for each module giving details of learning outcomes, assignments and a bibliography of the relevant material. The YTEP **Student Handbook**, which is supplemented by a centre-specific Student Handbook, is also provided. The **Staff Handbook** is an exact replica of the Student Handbook, annotated with important additional information for tutors.

### **Commendation 21**

**The review team commends YTEP, and its centres, for its approach to the Staff Handbook and its role in ensuring the accuracy and consistency of information communicated to students.**

355. The TEI confirmed that there is not a standard template for the generation of information to be included within the centre-level handbooks, nor are regular checks of programme information routinely undertaken by the TEI. It was reported that the YTEP administrators had previously undertaken a 'random sampling' approach to check programme and module handbooks against the

Module Overview Table (T4) to check for accuracy but that this was not routinely undertaken each academic year. The review team identified that this an area that could be usefully enhanced by ensuring appropriate oversight by the YTEP Management Committee. As it is recognised that administrative support within YTEP itself is limited (c.f. paragraph 384), such checks could usefully be undertaken by another centre, and a report presented to the Management Committee. This could also help facilitate the sharing of good practice, and reduce the burden on the administrative team in YTEP. Notwithstanding that, no concerns were raised about the accuracy of the information presented to students.

356. YTEP informed the review team that minimum expectations are in place with respect to the information provided on Moodle. The sample of modules the review team observed demonstrated some consistency in approach.

#### *Tutorial and Study Skills Support*

357. The review team heard of varied approaches to supporting study skills within each constituent centre. For instance, Sheffield SoM provides academic support through the academic mentors who support students as they develop their study skills and undertake written assignments. Specific study skills sessions are also available as part of induction and study skills videos are uploaded to Moodle. The Director is also available to support students if the need arises. Students with additional academic support needs such as dyslexia are given support by Sheffield SoM, and depending on the severity, special arrangements may be made so that the student can present their assignments orally rather than in writing. However, the provision of special software would present a funding issue. We also note at paragraph 238 the challenge of funding support for students with mobility needs or visual or hearing impairments. For Leeds SoM, academic support is specifically targeted in tutorials which discuss, in advance of the submission deadline, upcoming assignments and other relevant topics. A study skills specialist attends the centres throughout the year, providing group and individual study support sessions. Students confirmed that they were sufficiently supported in skills development, but it was clear from the Ministry Division review team's discussions with staff and students that the approaches to supporting students vary.

#### **Recommendation 33**

**The Ministry Division review team recommends that clarity should be sought regarding the issue of funding for students with disabilities or sensory impairments. This should be done before such a case arises so that students are not disadvantaged.**

#### **Recommendation 34**

**The review team recommends that the TEI reviews the opportunities to share resources and practice across the TEI to ensure that all students have access to consistent study skills support.**

#### *Pastoral Support*

358. Each centre manages its own approach to pastoral support. As part of the initial validation process, it was noted that this need not be entirely consistent across the TEI, as it was recognised that the particular constituencies of the different partners made some variability desirable. The initial validation team noted that YTEP should establish a baseline of minimum expectations for tutorial

support, including: the role/responsibilities of the personal tutor, the frequency of meetings and secondary sources of support for students. The students with whom the review team met confirmed that they had appropriate members of staff within each centre to approach regarding pastoral matters, and they were confident in the identification of these members of staff, even if their role title differed between Centres. For instance, at St Hild College, each ordinand is a member of a Prayer Group. Personal tutors – who are independent to the staff team at St Hild College – support students throughout their programme and are regularly used to support students in negotiating their learning pathways. At Sheffield SoM, Mentors have the responsibility for maintaining the social, ministerial and spiritual development of individual students, and student mentors are also used to support their peers on any pastoral matters. The review team considers that the differences between centres remain appropriate; however, it would encourage the TEI to review the potential opportunities to share good practice in this area, and that oversight of the approach to pastoral support be maintained by the Management Committee. **This contributes to Recommendation 30 in paragraph 324.**

### *Complaints and Appeals*

359. The TEI maintains a student complaints policy; this is available to students and staff via Moodle and is referenced in the YTEP Student Handbook. The TEI encourages complaints to be dealt with informally in the first instance and at centre-level. Notwithstanding this, the policy clearly outlines the formal mechanisms for raising a complaint, the timescales for its consideration, and the stages involved. YTEP's complaints process has three stages. The first is informal resolution by the centre, the second stage seeks formal resolution at YTEP-level, and the third and final stage is referral to the University. The students with whom the review team met confirmed that they were aware of the process for submitting a complaint, and the mechanisms for informal resolution. Students also recognised the role of student representatives in seeking resolution, where appropriate. Students confirmed that the relevant policies were signposted to them in their Student Handbook and were available on Moodle.
360. The review team noted that one centre (York SoM) also maintained its own complaints policy. Whilst it was understood by the review team that this centre-level policy covered matters which did not exclusively relate to Common Awards programmes, it was important to ensure that the centre-level policy aligned with the YTEP-level policy, where required.

### *Disability Support*

361. Students spoke very highly of the disability support provided to students. Students reported that the TEI had purchased specialist equipment for students with hearing impairments; that a student with specific complex needs had been supported with an interpreter; and that students had been appropriately supported with in-year mitigation, such as extensions, when required. One student highlighted that whilst the information was readily available regarding support for dyslexia, the student felt that they had to be proactive to receive this support.
362. The Ministry Division review team also found that the TEI and all constituent centres are able to cater for students with a range of learning needs. The Ministry Division review team reiterated the importance of identifying students with any type of need at the earliest possible opportunity and ensuring the required measures are put in place to support them.

363. The Ministry Division review team understands that a **policy** is currently being progressed through the Formation Committee at St Hild College which better draws together the various supports which are available.

### **Recommendation 35** [St Hild]

**The Ministry Division review team recommends the full implementation of the learning needs policy which has recently been adopted.**

#### *Feedback on assessed work*

364. Students whom the review team met were broadly happy with the provision of feedback they received. This was supported by the results of the Common Awards Student Survey (2017 and 2018). Students regularly received their feedback within the expected three weeks. **A marking schedule** is provided to students at the beginning of the academic year which outlines the expected return date for feedback. In the unusual instances where this was not returned on time, students are informed of the reason why and provided with a new return date. **Feedback forms** are used across the TEI to ensure a consistent approach to providing assessment feedback, and typed annotated comments are often made via Turnitin/Moodle. Students particularly welcomed the combination of in-text comments and the overall feedback form in order to help them to better understand the feedback on their assessments. Students considered that their feedback was helpful and detailed, and highlighted what improvements could be made for future assessments.
365. YTEP has developed local guidance to all staff on the moderation and double-/second-marking processes, as expected by the University. Moderators are required to review the quality of feedback, although the focus of their attention on enhancing the quality of feedback varies by centre. For instance, In York SoM, moderators also identify any training needs that might be required; at Sheffield SoM a report on the overall quality of the feedback is provided to the Director; and in Leeds SoM moderation specifically ensures that 'feed-forward' feedback is provided. Again, the review team encourages the TEI to review the potential opportunities for sharing practice in this area. **This contributes to Recommendation 30** at paragraph 324.

#### *Conclusion*

366. The review team considers that the provision for academic and pastoral support and guidance is adequate but the TEI is required to address **Recommendation 34** at paragraph 357.

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

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

#### *Library and Electronic Resources*

368. In the early stages of Common Awards the External Examiner had commented on some variance in the use of e-learning resources and engagement with contemporary sources in assessments. The Common Awards Student Survey (2017) illustrates that students are dissatisfied with the provision

of books and resources in the libraries to which they have access; only 46.08% of students are satisfied with this provision. This equates to a -9.16% difference to the level of satisfaction across the TEIs who participated in the survey. The results in satisfaction vary significantly by centre: 41.94% of students are satisfied in LSOM, 30% at SSOM, 32.35% at St Hild College and 73.08% in YSOM. Student numbers are too few to report the satisfaction level of those studying at Church Army.

369. While it had not been possible to share with YTEP the results of the CASS 2018 in advance of the PER, the results available to the review team indicate that satisfaction with the provision of books and resources has not improved; overall satisfaction remains constant at 48.33%, and satisfaction continues to vary significantly by centre: 31.82% of students are satisfied in LSOM and 35.19% in St Hild College. The results for SSOM and YSOM are however noticeably better (62.5% and 76.92% respectively). The review team heard that there is some effective cross-sharing of resources between centres but that students did not routinely access each centres' library resources. Students noted that in most instances distance can be a limiting factor. Students also commented that it was not always possible to see which books had been taken out by other students due to limitations in the recording procedures used by individual centres.
370. The TEI's most recent Annual Self Evaluation submission recognises that both the External Examiner and the CASS results (2017) have highlighted the variability in students' access to resources, and that the TEI needs to take a coordinated approach to addressing this. It was not fully clear to the review team, however, how this had been co-ordinated by the TEI. Students whom the review team met were on the whole more positive than the results of the CASS suggested, and offered examples where the library provision has been improved by centres in response to student feedback. For example, St Hild College had recently undertaken a survey to establish a clearer sense of the texts most commonly used by students and thus ensure sufficient copies of these in the library.
371. The Ministry Division review team also understood from the students studying at St Hild College that they have welcomed a recent review of Library provision, as they feel the need for greater support with learning resources. This has recently been discussed at both the Resources and Formation Committee meetings.

#### **Recommendation 36** [*St Hild*]

**The Ministry Division review team recommends the implementation of the action points in the St Hild review of library provision so as to further enhance student learning.**

#### **Recommendation 37**

**The review team further recommends that YTEP should review the provision of library and electronic resources to ensure this is effective for all YTEP students, taking into account student feedback.**

372. Students and staff of YTEP highlighted that the anticipated access to additional **e-book resources** via the Common Awards Hub would be a welcome addition, but also requested that Durham University investigate the potential to expand its provision of electronic journal access.
373. Students whom the visit team met spoke positively about the **rooms and facilities within centres**. There was some frustration reported with computer equipment failing during teaching

sessions and the subsequent impact or delay this has on the teaching delivered. However, instances of this were few and students did not feel materially affected.

#### *Conclusion*

374. The review team was satisfied that the overall learning support and infrastructure were adequate, but requested that the TEI address the issues in paragraphs 368-371 and **Recommendation 37**.

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

##### *Teaching staff*

375. 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.
376. An updated 'Staff CV Summary' (T9) document was provided with the PER documentation, 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.
377. The review team did note that whilst appropriate recruitment practices appeared to be utilised by the constituent centres, the Management Committee was not currently exercising oversight of the Staff CV Summary document (T9). **This contributes to Condition 1 and Recommendation 30** at paragraph 324.

##### *Teaching quality*

378. The TEI monitors and enhances teaching quality in a number of ways including marking and moderation processes; the effective use of the External Examiner reports and ULO reports; through the Annual Self-Evaluation process; and seeking regular student feedback. **New staff** to the centres are paired with a more experienced academic tutor, in a mentor/tutor capacity, and are invited to observe teaching sessions as part of their induction. The review team heard examples of new staff being asked to undertake targeted observation tasks to monitor the effect of particular learning activity on students, which is then used to enhance teaching in the future. Tutors often undertake co- or shared teaching within centres, and often deliver teaching across more than one centre. YTEP has developed local guidance to all staff on the moderation and double-/second-marking processes, as expected by the University. Students spoke positively about the way in which teaching staff request, respond to, and act on student feedback promptly and regularly throughout the year.

##### *Staff development*

379. The TEI makes use of extensive team teaching, and co-teaching, of modules within and often across centres, which in turn helps support more inexperienced tutors, or those new to the TEI. New staff are supported in their role and allocated mentors or supervisors. **Staff mentoring and appraisal** are also conducted at centre-level, with no formal monitoring at TEI-level, although it was confirmed that all core staff across the TEI are subject to an annual appraisal.

380. Staff development is largely undertaken at centre-level with no formal monitoring of any such activities at the TEI-level. As a result, staff development tends to be reflective of the needs of the individual centres, and not necessarily of those of the TEI. It was also not clear to the review team how such needs could be routinely and securely identified (c.f. paragraph 323). The review team did hear, however, that in response to needs expressed by centres, a YTEP-wide training session was developed to support the practicalities of using Moodle and Turnitin, and a training session on the operation of the Board of Examiners was also delivered. The review team heard from staff that such TEI-wide sessions are welcomed.
381. Staff take advantage of University staff development opportunities including the Durham University Learning and Teaching Award (**DULTA**), and attendance at Common Awards Conferences and TEI Forum meetings. Staff value these opportunities.
382. The review team heard of varied centre-level approaches to sabbaticals and research leave, with a lack of consistency to their length and frequency. The review team heard examples of staff being seconded to different centres within the TEI.
383. It was confirmed that a YTEP-level system of supervision has not been developed, despite this being an identified action for the Annual Self-Evaluation for the past few years. The review team also felt that there had been little significant progress on the recommendation arising from the initial validation process in this area.

### **Recommendation 38**

**The review team recommends that the TEI reviews its approach to staff development and**

- (a) establishes a clear policy of staff development opportunities available at the TEI level, working collaboratively to identify opportunities which could be usefully led by constituent centres;**
- (b) formalises the process of identifying and sharing good practice within and between the centres (c.f. Recommendation 30);**
- (c) ensures oversight of all training and development opportunities at the TEI Management Committee (c.f. Condition 1).**

#### *Professional Support Staff*

384. YTEP has an **Academic Co-ordinator and Administrative Officer** dedicated to the management of the relationship between the TEI and the University, Ministry Division and the five constituent centres. In discussions with staff of the TEI, the review team learnt that centres are contributing more to the associated costs – in terms of financial support and the provision of resources – at the YTEP level. YTEP staff regularly attend TEI Forum and Common Awards training events.

#### *Conclusion*

385. The review team was satisfied that the staffing within the TEI is appropriate to enable the requirements for the awards to be met, but recommends that the TEI reviews its approach to staff development, as outlined in paragraph 383 above.

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

386. YTEP maintains a **website** but it is Moodle-based and not externally facing in the traditional sense; each centre maintains their own website and publicity materials for the purpose of recruitment. Announcements for students are regularly posted on this site. YTEP recognises its role in the oversight of the accuracy of public information, publicity and promotional activity. For instance, YTEP played a key role in keeping under review the information shared with respect to the merger between St Barnabas Theological Centre and the Yorkshire Ministry Course to establish St Hild College.
387. YTEP was aware of the need to liaise with colleagues in the Common Awards Team at Durham University to ensure that any publicity materials and promotional activity related to the partnership or its programmes were shared in advance of making use of such materials.

*Conclusion*

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

**Conclusion**

389. Having considered the evidence encountered before and during the visit, the review team considers that the Yorkshire Training Education Partnership successfully meets all the PER criteria relating to partnership with the University, subject to addressing satisfactorily the recommendations outlined in the above paragraphs. The review team also identified two conditions that must be met.

## SECTION F: TAUGHT PROGRAMMES ACROSS YTEP CENTRES

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

390. Taught programmes with the following target awards are offered by each centre within YTEP:

Centre	Fndn Awd	Cert HE (120)	Cert HE (180)	Dip HE	BA	Grad Cert	Grad Dip	PG Cert	PG Dip	MA
LSoM	✓	✓	✓	✓						
SSoM	✓	✓	✓	✓						
YSoM	✓	✓	✓	✓	✓	✓	✓			
St Hild	✓	✓		✓	✓	✓	✓	✓	✓	✓
Ch Army	✓	✓		✓						

391. YTEP alluded to the impact of **the changing landscape for church training in the local area**. A different TEI within the Common Awards Scheme was in discussions with the relevant bishops with a view to providing full-time context-based ordination training in a new location in the East Midlands. It was recognised that this might have an impact on YTEP's future numbers.
392. It was confirmed that the TEI does not have an overall **target for student numbers**; individual centres managed their own targets. It was reiterated by colleagues at YTEP that there was an understanding that individual centre targets were set to ensure that the programmes remained viable and that the student experience was maintained. Colleagues in Church Army indicated that they would like to expand their provision to the BA in future years and that this would create an opportunity for future growth in student numbers.
393. YTEP anticipated that approximately 45 students would be enrolled on the new Common Awards programmes in September 2014 (roughly 35 new students and 10 existing students). In 2015/16, it was predicted that that all training delivered by the Schools of Ministry and Church Army would transfer to Common Awards; this would include 120 students starting at Level 4 and 80 at Level 5.
394. In **2014/15**, 34 students were registered with the University. In **2015/16**, numbers increased to 193 students – in line with expectations. In **2016/17**, 263 students were registered with the University. As of **February 2018**, YTEP reported 312 students studying Common Awards programmes. St Hild College has the highest proportion of students registered; Church Army the lowest. The review team noted that there was a significant variation between the numbers registered at these two centres. However, it was also recognised that Church Army has a very discrete target audience which – notwithstanding the potential programme expansion noted above (paragraph 392) – contributed to these respectively lower numbers.
395. It was reiterated to the TEI at the time of the visit that, whilst the TEI does not have an overall target for student numbers, the TEI was responsible for ensuring that the programmes approved for

delivery remained viable, and that this might usefully be considered in the development of the YTEP **business plan and risk register (c.f. Condition 2)**.

#### *Conclusion*

396. The review team concluded that the programmes are viable in terms of market and likely numbers of entrants, but that YTEP should give consideration to monitoring this via the development of its business plan and risk register.

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

397. 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.

398. 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 new programmes for new and existing delivery centres; the inclusion of approved Common Awards modules, and changes to assessment options within modules. Despite the incremental changes brought about through the curriculum development process, the TEI's programmes remain similar to those that were originally approved.

399. As noted in paragraph 390, some centres only teach students to Level 4, while others teach to Level 7. There is therefore a great deal of variation in the modules available at each centre. The current programme regulations – as they have done since the initial validation process – list all the modules available in all the centres across the partnership; they do not represent the modules that are available in any one centre. The programme regulations therefore do not accurately represent the range of choice at any individual centre, and are therefore not an accurate reflection of the range of modules available to individual students. Indeed, some centres offer very limited choice. YTEP reported to the review team that they intended to create programme regulations (and Module Overview Tables) for each centre. The review team was of the view that this would be beneficial and more in line with the requirements of the Consumer and Markets Authority (CMA).

#### **Recommendation 39**

**The review team recommends that the TEI reviews and revises the programme regulations, Module Overview Tables and curriculum mappings to create centre-specific programme documentation.**

400. The University would give consideration to how best to record the modules that were approved for delivery across the whole TEI.

### Conclusion

401. The review team concluded that the structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

### **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.**

402. 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. As had been approved through the initial validation process, in a small number of cases the assessment methods for a given module differed between delivery centres; in each case, the TEI had produced a clear pedagogic rationale for the difference. Consequently, the modules remained common and consistent between delivery centres but with appropriate and limited variation for pedagogical reasons.

### *Teaching and Learning and Assessment*

403. The students whom the review team met commented positively on **the quality of the teaching**. Students spoke highly of the support they received in the classroom, and the diversity of teaching styles. Students appreciated the upload of teaching documentation to Moodle – although practice varied between centres as to whether or not such materials were uploaded before or after the teaching sessions. Students valued teaching which was informed by research, and particularly welcomed when this was specifically highlighted to students during teaching.

404. Students felt that, on the whole, the volume of assessment was appropriate and supported them in their learning. The results of the Common Awards Student Survey supported this, with 82.35% of students reporting that the assessments undertaken had helped them to learn and develop in 2017, and this figure rose to 92.44% in 2018. Students also felt well supported to understand what was required of them at each level of their programme. The Common Awards Student Survey had indicated that satisfaction with the guidance available when completing assessments had increased from 58.25% to 74.79% in 2018. In discussions, some students reported that a key mechanism in supporting their understanding of the different requirements at each level was the use of **anonymous/exemplar essays**. Students to whom this did not apply were very keen to have such opportunities extended to them in order to support their learning. The review team highlighted the opportunity for this provision to be incorporated into the recommendation related to study skills support (Recommendation 34; paragraph 357). Students reported that they felt assessments became increasingly relevant to their ministry as they progressed through the academic years.

405. The review team were provided with an example of **students studying at Level 6 and at Level 4 in the same classroom**. Whilst this would not necessarily be inappropriate, it was important to ensure that students were receiving clearly differentiated assessment tasks, supported by differentiated module and assessment information and guidance. Furthermore, there would be a value in ensuring that the External Examiner was confident that such safeguards were in place to ensure that students were enabled to meet the relevant module and programme learning outcomes. It was also recognised that the University (potentially via the Chair of the Common Awards Management Board) would wish to assure itself that there was a clear academic justification and

rationale for why such an arrangement was appropriate, and potentially review the differentiated aspects explicitly to ensure that students were enabled to operate and achieve at the appropriate respective levels. The review team explored this in detail with students. In discussions with them it was confirmed that they understood that the assessments were different and that these assessments demanded very different requirements of them; that students were also provided with different handbooks for the module, differentiated by the level of study; and that the shared level teaching was complemented by differentiated seminars and directed reading. The review team considered that there would be a value in making these requirements explicit within the Common Awards TEI Handbook.

406. The External Examiner has consistently confirmed that the **range of assessment** is appropriate to the curriculum and the intended learning outcomes.
407. It was confirmed to the review team that there was no TEI-wide **assessment strategy**. The TEI felt that the Module Overview Table gave a false impression of an overreliance on written assessments, when in fact there was a flexibility and diversity within this. The TEI reiterated its thanks to the University for the revised Assessment Patterns (undergraduate and postgraduate) and the greater flexibility this now permitted TEIs.
408. The Ministry Division Reviewers observed teaching and found that **observed teaching sessions** were well structured and used an appropriate variety of methods: presentation, questioning, small group discussions, feedback. Students were committed and enthusiastic. Informal discussions with staff indicated that assessments were varied according to the abilities of students. Given the wide variety of abilities of the students, particularly those with additional learning needs, e.g. dyslexia, alternative assessment methods should be encouraged.

#### *Conclusion*

409. 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.**

410. The initial validation team was satisfied that appropriate arrangements were in place for field trips and placements but requested that YTEP design and put in place a **shared policy** for placement design, monitoring and support across the partnership; a policy was subsequently developed. The policy outlines the expectations with respect to purpose and organisation of placements, students' preparation for them and the support provided to them while on placement. The review team noted however, that this TEI-wide policy was not included in the TEI-wide Student Handbook, and the accompanying **Placement Agreement Form** did not appear to be used consistently by centres, although all centres did have similar requirements in place. **Supervisor handbooks** are provided by each centre, which outline expectations.
411. The **students** whom the team met confirmed that they felt adequately supported during the placement, had a placement agreement with the supervisor and personal tutor (or equivalent) before the placement, and also had access to specific guidance in the form of a centre-specific Placement Handbook. They were also appreciative of the fact that they were allowed to suggest placement contexts, as well as being supported by staff to seek placements if they were not readily forthcoming.

Students whom the review team met were broadly positive about their placement experiences and were confident that they understood what was expected of them.

412. The results of the Common Awards Student Survey (2017) show that there is a below 'national' average level of satisfaction with placements, which is something which has been recognised by the TEI in the recent Annual Self Evaluation submission. It should be noted, however, that overall satisfaction with placements at YTEP is reported at 79% (2017) and 85.88% in 2018. Support available to students before, during and after placements is in line with the 'national' average for both 2017 and 2018.
413. There remained some clear deviation at centre-level. The review team considered that this was a further area where good practice could be usefully shared at TEI-level. For instance, St Hild College reported that placement supervisors regularly convened to reflect on the operation of and progress with placements.

#### **Recommendation 40**

**The review team recommends that the TEI reviews constituent centres' approaches to (a) the organisation of placements, (b) students' preparation for them; and (c) the support provided to them while on placement, to establish where good practice could be usefully adopted across the TEI.**

#### ***Ministry Division review team comments on the suitability of placements for formation:***

414. The Ministry Division review team explored the operation of Placements with the individual Centres, as part of their visits to and observations of the TEI.
415. With respect to St Hild College, the Ministry Division reviewers reported that the senior staff stressed how full-time contextual training relies on a high level of trust with the contextual supervisor. The students and placement supervisors the Ministry Division reviewers spoke to were able to describe the supervisory process. There are two meetings per academic year between St Hild's staff and contextual placement supervisors. Students were also able to describe the experience of their placements enthusiastically. Exactly how students divided up their time varied according to their placement setting. It was noted, however, that there was no uniform way of leading theological reflection within the supervisory relationship, and placement supervisors were unable to give a consistent account of the theological methods used to help students make sense of their experiences.
416. The Ministry Division review team queried the integration between the **models of theological reflection** promoted and taught within the academic curriculum and the practice of the placement supervisor. They considered that there is an opportunity to develop the full-time contextual pathway by enabling the placement supervisor to be briefed about the models of contextual theology being introduced by the academic teaching.

#### **Recommendation 41**

**The Ministry Division review team recommends that provision is made for contextual placement supervisors to receive consistent briefing and training for their task, which would include the models of theological reflection currently being offered to the students throughout the course.**

417. With regard to ‘ordinary placements’, now that St Hild is relating to eight dioceses, all students are asked to research placements and make a proposal which is screened by the Pastoral Tutor, who has responsibility for placements. Often this screening involves challenging the student, should more thought be needed. Placements are for a minimum of 40 hours in total, recognising that for someone working full-time this strikes a practical balance of what is possible. Placements are framed by the mission and ministry model of which they are part. Tutorial support ensures that the theological reflection – which needs to be approved by the Pastoral Tutor – is not too broad and includes reflection on the personal implications of the experience for the Ordinand. The overall process is guided by the **Church Placement Handbook**. All placements are screened for disability and access issues, and this is discussed where appropriate with the student. At all times the importance of self-management is stressed. The Pastoral Tutor reported that dioceses are taking a greater interest in where placements are happening.
418. There is evidence that St Hild’s contextual theology offer is strengthening, with new modules emerging on social anthropology and Islam. ‘Mission in Practice’ is a weekly space (not modularised) to assist contextual theology placement students to reflect further on the relationship between context and practice. Urban and rural theology modules are also offered.
419. However, the Ministry Division Review team found that it was not possible to find an over-riding or controlling understanding or statement made by St Hild as a TEI which sets out what it means by the terms ‘contextual training’ or ‘contextual theology’. The Review team found different emphases in different St Hild documents, which may reflect the history of the two different institutions that have merged to become St Hild. In discussion and conversation with the TEI, the Ministry Division review team found varied interpretations. For example, the Ministry Division review team heard that value was placed on ‘context’ as a particular situation into which there needed to be effective communication and presentation of what is the ‘received’ or ‘given’ theology. In this approach, the context is a locus for the ‘delivery’ of received theology. Another example the Ministry Division review team heard from the TEI was that ‘context’ is important because each situation is one in which God is already at work in the setting or culture, and that God is seeking to bring God’s mission there. In this different approach, context is a locus for discovery, rather than delivery, as the Church seeks to learn from God about what God is already doing. The Ministry Division review team considers that the TEI needs to debate these matters further and to arrive at a statement that brings together and distils the differing emphases that the Ministry Division Review Team found. This would then enable the TEI to see how the overt commitment to including context throughout the programme was evidenced in the overall structure of the programme. At the present time, there was a doubt about whether one model of contextual theology was an integrating factor in curriculum design or whether there was an intention to promote a variety of models. Accordingly:

**Recommendation 42 [St Hild]**

**The Ministry Division Review Team recommends that the staff and trustees/directors think through more thoroughly the understandings of contextual theology that the institution currently holds to assist in clarifying the coherence of the educational programme.**

420. The Reviewers would not, however, wish to lose the point noted at paragraph 415 that students genuinely value their experience of the supervisory relationship while on placement, and they

commend St Hild for that. This was true both for the full-time contextual pathway and also for students undertaking 'ordinary' placements.

## Commendation 22

**The Ministry Division reviewer team commends the supportive relationship evident between students and placement supervisors at St Hild College, which is clearly leading to some effective formational outcomes.**

421. The Church Army has control of supervision of students who are working through Church Army's own Centres for Mission. The situation is more complex where students are employed or placed with **other organisations** and in these cases supervision has in effect to be delegated. This points to a continuing need for the briefing and training of local supervisors by Church Army training. In view of the significance of learning in these situations, and especially in view of anticipated growth, the Ministry Division reviewers view that it will be very important to ensure good quality supervision for all students. Especially if the anticipated growth in numbers comes to pass (with a consequential growth in the number and diversity of working contexts), the Ministry Division reviewers recommend that the TEI will need increasingly to focus its attention and, where necessary, resources to ensure as far as possible the quality and consistency of the student experience in the local context. This may require further investment in relationships with workplace supervisors both in preparation for the Evangelist-in-Training's start of training and during its course. Paragraphs 103-7 and **Recommendation 8** refer.
422. The Ministry Division team's findings about the Leeds SoM in regard to placements are reflected in sections BI and DI and Recommendations 14 and 21 of this report. We reiterate here the need for a more intentional connection between local training context and theological reflection, and between the assessment of placement-related assignments, and ministerial formation.
423. Students at Sheffield SoM undertake a placement in their second year of training, for a period of three months. This is normally arranged with a parish having a different tradition from that familiar to the student. If a student is interested in chaplaincy rather than parish-based ministry, appropriate arrangements can usually be made. The Placement Handbook provides clear documentation signed by all stakeholders and outlines the purpose of the placement. The module requirement ensures there is a clear process for the review of placement learning. The Sheffield SoM documents confirm that continual review of the academic and pastoral needs of students whilst on placement is carried out by tutors, placement incumbents and mentors. Relevant health and safety, insurance and DBS checks are completed before the placement commences.
424. York SoM fosters contacts with sending churches. For example, when a new trainee begins, the Director of the School gives their Training Incumbent a CD or USB stick with all the Reader files needed, and also offers to visit every Incumbent who has a trainee Reader beginning training. Placement churches are negotiated between the student, Director of York SoM and the respective Sub-Warden. There is analysis of the student's learning needs and a SWOT analysis, as a result of which a placement church is sought that differs from the student's home church in terms of either social context or church tradition. The 2017 entry saw a larger cohort of trainees than in previous years and this raised some issues about finding suitable placements and supporting students during the experience. An additional introductory session has been built into the preceding term for the 2018/19 entry, to enable more effective planning and clearer engagement from the students.

Students whom the Ministry Division review team met were pleased with this new procedure. The impact of this will be reviewed following the delivery of the module. The 'Reflective Practice in Context Placement Student Handbook' clearly outlines the requirements of staff, students and placement providers. A learning agreement is signed by all parties. Relevant health and safety, insurance and DBS check processes are dealt with in this document.

#### *Conclusion*

425. The review team concluded that there are appropriate arrangements for placements but that there would be value in enhancing this provision across the TEI, drawing upon the practice observed within constituent centres.

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

426. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Curriculum. Students with whom the review team met were able to provide examples of **research-led teaching**. For instance, students were able to identify multiple instances of tutors' own research being integrated into the curriculum.
427. The students 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.
428. Students reported that appropriate support and guidance is provided when undertaking **independent learning projects** and that students were allocated a specific academic tutor (supervisor) for their project. The TEI highlighted that discussion forums were organised on Moodle to support students, and that these were accessible by the External Examiner.

#### *Conclusion*

429. The review team concluded that the programmes appropriately address the University's Principles for the Development of the Taught Curriculum.

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

430. Members of staff in the TEI are involved in the TEI's **processes for curriculum monitoring, review and enhancement**. Student feedback on teaching is obtained. The TEI has recently requested that new modules be introduced to the overarching suite of Common Awards modules, in the area of Anthropology and Christian Mission; these modules have been approved for delivery from the 2018/19 academic year. In discussions with the TEI however, it was raised that colleagues were not confident of the process of requesting a broader change to the Common Awards curriculum, such as a proposed change to the requirements outlined in the Programme Specification. This process was reported to colleagues at the time of the review visit; however, there would be a value in making this more explicit on the Common Awards website.

431. Teaching staff actively request **student feedback** via module evaluation questionnaires (**MEQs**). Each Centre collects this in different ways. For instance, some Centres issue MEQs during scheduled teaching sessions, and others issue electronic surveys. This has led to varied response rates; YTEP has found that where students are requested to complete MEQs in class time the response rates are significantly higher.
432. It was confirmed that **module reviews** are conducted at Centre level with limited co-ordination at TEI-level. For instance, the results of MEQs at Centre level are not considered by the TEI Management Committee. The review team considered that this was a missed opportunity to review satisfaction, identify potential trends and share good practice for the modules which were delivered in more than one Centre. The TEI also felt that programme level feedback was mostly obtained via the Common Awards Student Survey (CASS) and not via internally generated mechanisms. The TEI therefore reported that it was somewhat hindered by the later than hoped release of this data by the University. Notwithstanding this, the review team found that the lack of co-ordination of the results of MEQs, and programme-level student satisfaction data, at TEI-level contributes to **Condition I** detailed at paragraph 324.
433. The TEI demonstrated in meetings with the review team that closer links are apparent in respect of joint planning of the delivery of modules shared by different centres.
434. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (**ASE**) process. The TEI expressed the opinion that the ASE process has been helpful in providing a structured approach to reflection; however, it would prefer to complete the exercise earlier than the November deadline specified by the University and Ministry Division. It was clarified that TEIs are welcome to undertake the process at any time suitable to their needs; the deadline was set as November to permit all TEIs sufficient time to undertake the process. The report could be submitted by YTEP earlier than this deadline.
435. The review team noted that, while the TEI engaged with the ASE process and produced a detailed submission, there were a number of identified actions which, on more than one occasion, had been rolled over to the next academic year for implementation. The review team encouraged the TEI to ensure that identified actions were addressed by the TEI in good time.
436. The TEI expressed some frustration at the lack of a co-ordinated and substantive response from the University and Ministry Division to its ASE submissions.

#### *Conclusion*

437. The review team concluded that the programmes are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement, but that consistency across constituent centres could be usefully implemented (see also E3).

## LIST OF COMMENDATIONS

### St Hild College

#### Commendation 1

We commend St Hild for its development of a generous and supportive network of personal tutors, contextual and placement supervisors and spiritual directors.

#### Commendation 2

We commend St Hild for the positive way in which students are enabled to engage with community life, to the benefit of their learning and formation.

#### Commendation 3

We commend the way that students of St Hild College are able to articulate theory and outcomes from learning and from growth towards readiness for ordination.

#### Commendation 4

We commend St Hild for the high quality of the teaching for the most part from the core staff, wider staff and guests.

#### Commendation 5

We commend St Hild College for the energy and conviction amongst the students and staff for mission and evangelism in ways appropriate to local contexts.

#### Commendation 6

We commend the college for the way that its students were able to articulate their development of a spiritual rule of life and felt provided with a range of tools to assist them to attain an appropriate personal pattern.

#### Commendation 7

We commend St Hild for students' positive view of formal assessment, both annual and pre-ordination, which takes serious account of their self-evaluation as well as wider perspectives and which are distilled by their personal tutor.

### Church Army

#### Commendation 8

We commend Church Army for the effective co-location of training services and facilities, the wider administrative / operational services and facilities, and research and public-facing ministry in an urban context commensurate with their core values and priorities.

#### Commendation 9

Church Army Training is strongly commended for the teamwork of the teaching staff which greatly enhances the education provision during a time of significant change.

### **Commendation 10**

We commend the pioneering ethos of Church Army, which is evident in permeating all aspects of the training arrangements and wider organisation.

### **Leeds School of Ministry**

#### **Commendation 11**

We commend the Leeds School of Ministry's vision for a fully integrated set of teaching hubs forming one school of ministry with shared formational aims.

#### **Commendation 12**

We commend the Mirfield Hub of the Leeds School of Ministry for its approach to corporate life as part of being a context of formation.

### **Sheffield School of Ministry**

#### **Commendation 13**

We commend the Sheffield School of Ministry for its emphasis on hospitality which encourages and enhances formation through the building up of a corporate life.

#### **Commendation 14**

We commend the Sheffield School of Ministry for its good interaction between staff and students in an effective learning community.

#### **Commendation 15**

We commend the Sheffield School of Ministry for its capacity to engender effective growth in understanding the Christian Faith amongst the students, and in the students being committed to an articulate and prayerful enthusiasm for mission and evangelism.

### **York School of Ministry**

#### **Commendation 16**

We commend the committed involvement of the York School of Ministry in YTEP.

#### **Commendation 17**

We commend the York School of Ministry for its supportive staff, who are creating a learning environment which assists teaching and enables formation to take place.

#### **Commendation 18**

We commend the role models offered by the tutorial staff of the York School of Ministry.

#### **Commendation 19**

We commend the York School of Ministry for the quality of its achievement of Student Outcomes, measured against all the criteria of section D.

### **Commendation 20**

We commend the York School of Ministry for its successful integration of academic learning with ministerial formation for a wide range of students.

### **Partnership with University**

#### **Commendation 21**

The review team commends YTEP, and its centres, for its approach to the Staff Handbook and its role in ensuring the accuracy and consistency of information communicated to students.

### **Taught Programmes**

#### **Commendation 22 [St Hild]**

The Ministry Division reviewer team commends the supportive relationship evident between students and placement supervisors at St Hild College, which is clearly leading to some effective formational outcomes.

## LIST OF RECOMMENDATIONS AND CONDITIONS

### Yorkshire Theological Education Partnership

#### Recommendation 1

We recommend that YTEP appoints an External Quality Adviser.

### St Hild College

#### Recommendation 2

We recommend that St Hild College continues to make developing its partnerships with other faith communities a priority.

#### Recommendation 3

We recommend that St Hild consolidates its reflection and practice for worship with a view to a corporate worship policy which supports the students' formation for future ministry.

#### Recommendation 4

We recommend that St Hild reviews and clarifies the specific responsibilities held by the members of the academic staff in order to increase staff teamwork and collaboration towards arriving at a single distinctive culture for St Hild.

#### Recommendation 5

We recommend the further development of a programme of induction and briefing for members of the St Hild Council, as there are many new members serving at a time when the merger is still very recent.

### Church Army

#### Recommendation 6

We recommend that Church Army finds appropriate opportunities to clarify the relationship between its formational aims and the key factors of its Evangelism Learning Framework.

#### Recommendation 7

We recommend that Church Army should re-double its efforts to widen the range of its student applicants and be explicit and intentional in encouraging applications from within currently under-represented communities.

#### Recommendation 8

We recommend that Church Army Training continues to seek quality and consistency in the student experience of supervision in their local contexts so that this element of training is a more integrated part of the training programme.

### **Recommendation 9**

We recommend that Church Army Training should seek to extend still further the diversity of its teaching staff and to reflect the provinces from which the Evangelists-in-Training are being drawn.

### **Recommendation 10**

We recommend that the Church Army keeps the operation of the Training Committee under review with a view to strengthening it and increasing its capacity as needed. In this regard we specifically recommend that:

- a) The Committee should meet with sufficient regularity and frequency so as to discharge its full range of responsibilities. It should identify people responsible for carrying out actions in a timely fashion between meetings and if sufficient suitably competent capacity is not available, the Chair should be in a position to seek to increase that capacity.
- b) In order to benefit from the sharing of insight and expertise within YTEP consideration should be given to appointing a suitable member of staff from one of the other centres in the partnership to Church Army's Training Committee.

### **Recommendation 11**

We recommend that the Church Army reviews the on-going support that it provides for trustees, so that they can continue to function effectively in a changing context and also that it undertakes appropriate succession planning.

## **Leeds School of Ministry**

### **Recommendation 12**

We recommend that all Leeds School of Ministry students are provided with appropriate academic mentoring.

### **Recommendation 13**

We recommend the drawing together of a single pattern of formation, involving common requirements and balance between weeknights and weekend or residential elements, matched by a common practical formational programme.

### **Recommendation 14**

We recommend that ways be found to intentionally and systematically make connections between the secular occupations of students and their training and church activities, and to encourage theological reflection on these.

### **Recommendation 15**

We recommend that a Service of the Word is held on occasion as a main act of corporate worship during regular Sunday training sessions, and that there is deliberate use of a wide variety of styles of worship.

### **Recommendation 16**

We recommend that the appointment of a full complement of academic staff with appropriate skills and experience in education and formation be progressed.

### **Recommendation 17**

We recommend that a formal forum or committee for exercising a degree of delegated responsibility for the specific governance of the Leeds School of Ministry, on behalf of the Bishop and his staff, be designated to meet regularly and include amongst its members the Director of Lay Training, the Diocesan Director of Mission and Ministry and the Warden of Readers, together with appropriate diocesan members and including appropriate student representation.

### **Recommendation 18**

We recommend that the committee created to hold the delegation of governance for the Leeds School of Ministry should include a member with relevant expertise from another member of YTEP.

### **Recommendation 19**

We recommend that the proposed committee for delegated governance for the Leeds School of Ministry formulates an agreed budget that can support the anticipated recruitment and increase in student numbers.

### **Recommendation 20**

We recommend that the choice of modules taught reflects the calling of Readers, a) as lay theologians, and b) as ministers who are in secular employment and need to be equipped to reflect theologically on ethical issues, and c) as teachers of the Christian faith to adults.

### **Recommendation 21**

We recommend that ways be found consistently to log progress in students' formation in ministry and their theological reflection, and that this be applied across all the hubs.

### **Recommendation 22**

We recommend that the intended staff-student consultation takes place in every hub and is minuted, with results fed back to the student body.

## **Sheffield School of Ministry**

### **Recommendation 23**

We recommend that the formational aims (May 2014) as followed by the Sheffield School of Ministry in practice are made available via its pages of the St Peter's College website.

### **Recommendation 24**

We recommend that the use of digital pedagogy should be improved to enhance the learning experience of the students at Sheffield School of Ministry, and that its tutors should be given further training to enable them to make better use of digital pedagogy resources.

### **Recommendation 25**

We recommend that a more detailed policy on worship should be produced and added to the Sheffield School of Ministry Handbook.

### **Recommendation 26**

We recommend that the Sheffield School of Ministry appoints someone with expertise in formation and education from another YTEP centre to serve on its Lay Ministry Oversight Group.

### **York School of Ministry**

#### **Recommendation 27**

We recommend that the York School of Ministry considers introducing some teaching on engaging with other faiths.

#### **Recommendation 28**

We recommend that the York School of Ministry appoints to the Leadership and Management Committee someone with training and formation expertise from a different member of YTEP.

#### **Recommendation 29**

We recommend that a rigorous system of staff review, for all academic and administrative staff, be fully implemented.

### **Partnership with University**

#### **Condition 1**

The review team requires:

- a) that the YTEP Management Committee routinely exercises oversight of the matters specified in the Standard Validation Contract to ensure that there is a single point of oversight for the whole TEI, and that its decisions are fully informed;
- b) that constituent centre governance arrangements (including Terms of Reference) accurately reflect the role of the YTEP Management Committee in ensuring oversight of the Common Awards programmes and partnership.

#### **Recommendation 30**

The review team recommends that the TEI works collaboratively with its centres to develop baseline requirements or minimum expectations that would help to improve consistency, share good practice and enhance provision.

#### **Condition 2**

The review team requires that:

- a) a YTEP Business Plan and Risk Register be developed;
- b) these documents be developed in consultation with all constituent centres;
- c) these documents are subject to regular review in order to effectively monitor and manage any potential risks related to the Common Awards programmes and partnership.

### **Recommendation 31**

The review team recommends that the TEI ensures that all relevant staff are familiar with the procedure and process for the use of taster modules, and that APL requests in relation to taster modules are clearly documented for review by the APL Sub-Committee.

### **Recommendation 32**

The review team recommends that there should be a consistent approach of student representation at both centre and programme level, with students at each centre being effectively represented to the Management Committee.

### **Recommendation 33**

The Ministry Division review team recommends that clarity should be sought regarding the issue of funding for students with disabilities or sensory impairments. This should be done before such a case arises so that students are not disadvantaged.

### **Recommendation 34**

The review team recommends that the TEI reviews the opportunities to share resources and practice across the TEI to ensure that all students have access to consistent study skills support.

### **Recommendation 35** [*St Hild*]

The Ministry Division review team recommends the full implementation of the learning needs policy which has recently been adopted.

### **Recommendation 36** [*St Hild*]

The Ministry Division review team recommends the implementation of the action points in the St Hild review of library provision so as to further enhance student learning.

### **Recommendation 37**

The review team further recommends that YTEP should review the provision of library and electronic resources to ensure this is effective for all YTEP students, taking into account student feedback.

### **Recommendation 38**

The review team recommends that the TEI reviews its approach to **staff development** and

- a) establishes a clear policy of staff development opportunities available at the TEI level, working collaboratively to identify opportunities which could be usefully led by constituent centres;
- b) formalises the process of identifying and sharing good practice within and between the centres (c.f. Recommendation 30);
- c) ensures oversight of all training and development opportunities at the TEI Management Committee (c.f. Condition 1).

## Taught Programmes Across YTEP Centres

### **Recommendation 39**

The review team recommends that the TEI reviews and revises the programme regulations, Module Overview Tables and curriculum mappings to create centre-specific programme documentation.

### **Recommendation 40**

The review team recommends that the TEI reviews constituent centres' approaches to (a) the organisation of placements, (b) students' preparation for them; and (c) the support provided to them while on placement, to establish where good practice could be usefully adopted across the TEI.

### **Recommendation 41**

The Ministry Division review team recommends that provision is made for contextual placement supervisors to receive consistent briefing and training for their task, which would include the models of theological reflection currently being offered to the students throughout the course.

### **Recommendation 42** [*St Hild*]

The Ministry Division Review Team recommends that the staff and trustees/directors think through more thoroughly the understandings of contextual theology that the institution currently holds to assist in clarifying the coherence of the educational programme.