

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

### **All Saints Centre for Mission and Ministry**

**February-March 2019**

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## **GLOSSARY**

ASC	All Saints Centre
ASE	Annual Self-Evaluation
BAME	Black, Asian and Minority Ethnic
BAP	Bishops' advisory panel
BCP	Book of Common Prayer
CMT	Course Management Team
DDO	Diocesan Director(s) of Ordinands
DoS	Director(s) of Studies
IME	Initial Ministerial Education
LT	Leadership Team
NSS	National Student Survey
PER	Periodic External Review
RME	Resourcing Ministerial Education
RTP	Regional Training Partnership
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution
ULO	University Liaison Officer

## LIST OF REVIEWERS

*For Ministry Division*

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## THE PERIODIC EXTERNAL REVIEW FRAMEWORK

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

On behalf of the sponsoring churches, review teams are asked to assess the training institution's fitness for purpose in 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, PER 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 review team as a whole.

### *Recommendations and Commendations*

PER reports include Recommendations which may be developmental, naming issues that the reviewers consider the TEI needs to address, or 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 are 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 are informed by the views, recommendations and commendations of the Durham-appointed reviewers in the case of TEI offering Common Awards programmes.

### **Confidence**

Overall outcome: commendations and 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, but 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.

### **Confidence subject to recommendations**

Where Common Awards programmes are part of the PER, the reviewers' judgements for sections E and F are normally expressed as 'Confidence, subject to the implementation of the recommendations in this section', recognising that university validation practice is not to apply a hierarchy of quality judgements but to grant continuing approval subject to the fulfilment of conditions expressed in those recommendations.

### **No confidence**

Overall outcome: 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.

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

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

# REPORT OF THE PERIODIC EXTERNAL REVIEW OF ALL SAINTS CENTRE FOR MISSION AND MINISTRY

February-March 2019

## SUMMARY

### Introduction

The All Saints Centre for Mission and Ministry (All Saints) had its roots in the Southern North West Training Partnership (SNWTP) which was established in 2006, whose founding members were the dioceses of Chester, Liverpool and Manchester, working together with the Free Churches in the region. The aim of SNWTP was to establish a unitary and fully ecumenical theological education and training partnership for the region offering a course called 'Learning for Mission and Ministry.' By 2010, SNWTP had become predominantly Anglican, and subsequently became renamed as All Saints Centre for Mission and Ministry.

All Saints today fulfils a strategic role in the delivery of theological education and ministerial formation in the North-West of England. It is a numerically large, geographically dispersed and organisationally complex TEI. All Saints provides part-time theological education for ordinands and trainee Readers, together with some independent students. It is currently evolving into a stronger, more coherent and more purposeful institution for theological education and ministerial formation.

All Saints currently serves six dioceses, though not all in the same way or to the same extent. The dioceses of Blackburn, Chester, Liverpool and Manchester are 'members' of the Trust (the company) and fully integrated into the operation (except that Chester Diocese does not send trainee Readers to All Saints). There is a sense in which the members are the company or own the company. The members exercise their responsibility for All Saints mainly through the Trustee body. The diocese of Sodor and Man uses All Saints to train its ordinands and Readers part time, but is not a member of the company. The Diocese of Derby has a unique arrangement: it is not a member of the company, retains more control of training in its own hands than do the other partner dioceses, and has a Link Tutor who is employed by All Saints and is part of the core staff and a member of the Course Management Team, to provide oversight and support to tutors. The relationship between the Diocese of Derby and All Saints is evolving and currently involves an element of uncertainty. At the time of the PER there were 194 students registered with All Saints, of whom 131 were training for licensed ministry in the Church of England (50 of these were training for Reader ministry).

All Saints has the potential to serve other dioceses in the region for part-time training. Its capacity to offer numerous individually tailored pathways for study puts it in a strong position for wider recruitment in the region.

Like all TEIs, All Saints faces a number of challenges in order to be able to deliver excellence across the board (and the Reviewers insist that excellence in all areas is an achievable goal). Some of the challenges are generic to theological education in the Church of England today, while others are specific to this TEI. Some of the challenges, of both kinds, are discussed under 'Context' below. With regard to the challenges that are within the institution's power to meet, this report makes a number of practical recommendations for the reform and improvement of practice within the TEI.

## Periodic External Review process and evidence

### *Initial validation by Durham University*

At the time of initial validation by Durham University, in spring 2015, approximately 270 students were studying at All Saints and it was expected that some 105 students would undertake the Common Awards programmes in 2015/16. All Saints had at that stage a team of 47 members of academic staff – 3 full-time and 3 part-time core staff and 41 associates - who would contribute to the delivery of the Common Awards programmes. Following a comprehensive review and approval process, with a number of conditions and recommendations which All Saints addressed satisfactorily, the University approved the proposed partnership and programmes. On 1<sup>st</sup> September 2015, the University entered into a validation contract with All Saints Centre for Ministry and Mission.

Since the initial validation, there have been two major partnership changes. One, in 2016, was the inclusion of the Diocese of Blackburn as a new member of the All Saints Trust, and consequent approval of a new delivery site for weeknight teaching for levels 4 and 5 of the validated programmes to be opened in Blackburn Diocese, with additional academic and administrative staffing, and appropriate responsibility for academic and pastoral support. Second, in 2017 the TEI was approved to introduce the Postgraduate Certificate, the Postgraduate Diploma, and the MA that now form part of the All Saints suite of programmes.

### *Current Periodic External Review*

The Periodic External Review of The All Saints Centre for Ministry and Mission took place in February and March 2019. The Senior Reviewer for the Ministry Division made a preliminary visit to the All Saints offices, situated on the Warrington campus of the University of Chester, on Thursday 6th December 2018, in order to meet the Principal and central staff of the institution and to outline the purpose and process of the Review.

The Common Awards component of the Review took place at Warrington on Thursday 7th February, led by the Director of the Common Awards programme of the University of Durham, together with colleagues, and with the Senior Ministry Division Reviewer also participating. The academic programmes under review were:

- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446);
- Certificate in Higher Education (CertHE) in Christian Ministry and Mission (V60346);
- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447);
- BA (Hons) in Theology, Ministry and Mission (V604);
- 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).

The main Ministry Division part of the Review took place from the evening of Tuesday 5th March to the late afternoon of Sunday 10th March, based first at the Warrington site and then, from Friday p.m. to Sunday p.m. at the ordinands' residential training weekend, held at the Wychwood Park Hotel and Golf Club,

Crewe. The team is grateful to the Principal, senior colleagues and all staff of All Saints, together with all the students, for their cordial welcome and careful arrangements for the comfort and convenience of the Review team.

The Ministry Division team gathered evidence for the Review in the following ways: observing many teaching opportunities and seminars; individual interviews with the Principal, the Vice-Principal, the Director of Post-Graduate Studies (who is also the Safeguarding Officer), the Academic Registrar, the Directors of Studies and the Derby Diocese Link Tutor; meetings with a diocesan bishop and a former diocesan bishop from the North West region; attendance at a meeting of the Trustees (governing body), followed by conversation with Trustees over lunch and at other times; a meeting of the Course Management Team and a meeting of the support staff; a meeting with the Leadership Team; a subsequent telephone conversation with the Chair of the Trustees; conversation with a senior academic of the University of Chester; attendance at and participation in worship, especially at the ordinands' residential, together with observation of the worship debriefing session; meetings with tutors for ordinands and tutors for Reader-training; interviews either in person or by telephone with placement supervisors (incumbents), receiving incumbents, and Readers.

In addition, the Ministry Division facilitated a number of written submissions from stakeholders in the institution, and a large quantity of documentation was provided, via the institution's online platform, Moodle, for the purposes of the Review. The documents included:

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

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

- a. the core regulations for the Common Awards programmes;
- b. programme specifications;
- c. module outlines;
- d. assessment criteria and assessment guidance;
- e. contact hours parameters;
- f. the Common Awards TEI Handbook;
- g. the Guide for PER Reviewers Appointed by Durham University (incorporating the PER Criteria that were developed in conjunction with the Church of England).

The Review team would like to thank all the staff and students for the warmth of their welcome, the kindness of their hospitality, their thorough planning and preparation for this review, and their patient co-operation throughout.

## Summary of outcomes

<b>CRITERIA</b>	<b>OUTCOME</b>
A Formational aims	Confidence with qualifications
B Formational context	Confidence
C Leadership and management	Confidence with qualifications
D Student outcomes	Confidence
E Partnership with university	Confidence, subject to recommendations
F Taught programmes	Confidence, subject to recommendations
<b>Overall Outcome</b>	<b>Confidence with qualifications</b>

Additionally, the Durham University Common Awards review team is satisfied with the quality and standards of the programmes listed at page 11, recommends that they should be revalidated for a period of six years, and is satisfied that All Saints Centre for Ministry and Mission continues to be a suitable collaborative partner for the University. The review team has identified a number of recommendations for the TEI to address in relation to the partnership and programmes, and the TEI's action in response to these will be reviewed in advance of the partnership renewal process towards the end of the initial validation term. One condition identified by the review team will also be required to be addressed by the time the new contract takes effect.

### General observations

#### *i. The context of the All Saints Centre for Ministry and Mission*

During the past two years, the All Saints Centre has been undergoing a process of transition, which still continues. In the judgement of the Reviewers, it has emerged from some recent difficulties into a much stronger place. It started the academic year 2017-18 under-staffed owing to several factors: one key staff member resigning at short notice and another colleague moving posts within their diocese; late decisions in one partner diocese about collaborating on a new project; and significant changes in the personal circumstances of senior staff. These stress points have now largely been resolved and the TEI is currently poised for further consolidation and development.

In spite of strains, All Saints has experienced remarkable growth during the past three years. In 2016, Blackburn Diocese became a member of the company and the new postgraduate awards were launched. All Saints has been working with the Diocese of Derby for eight years and launched a new approach in 2017,

the Derby Integrated Programme. The Church's initiative to increase the number of ordinands by fifty percent over five years, led to a thirty percent increase in All Saints' intake in 2017, which was sustained in 2018. To cope with the recent expansion, the staffing of All Saints was restructured and enlarged, and a comprehensive pay review was undertaken. The re-shaping of the lead support post as an Academic Registrar, and the appointment of an IT/VLE Officer and a Finance Officer has greatly strengthened the administration. The appointment of a Director of Postgraduate Programmes and a new Vice-Principal with extensive Higher Education experience has strengthened the academic core of All Saints and enhanced its quality assurance credentials. The appointment of the Derby Link Tutor has lifted a substantial part of the burden of the Derby Integrated Programme from senior staff, but maintaining this programme still absorbs much of the time and energy of staff. A Personal Assistant to the Principal and Vice-Principal took up her post early in 2019.

The All Saints Centre offers a broad and flexible training portfolio of pathways to a wide spectrum of students. Approximately half of All Saints' ordinands follow individually tailored learning pathways (i.e., with some variation from the standard pathways). The undergraduate curriculum, teaching programme and assessment culture are currently undergoing review; diocesan partners are being consulted about future needs with a view to re-launching the undergraduate course in September 2020. Postgraduate awards, including for continuing ministerial development, are another area of opportunity for All Saints that are currently being explored.

## ii. *Challenges and opportunities*

- (a) The period 2016-18 saw significant changes in the way that ordination training is funded by the Church of England, with a continuing move towards ordinands training for two rather than three years. The trend towards bishops approving, as the norm, a two-year training for ordinands (as well as Readers) puts a great deal of pressure on student learning and formation and on the staff in striving to cover – part time – the national requirements for ordination within that time span. The difficulties are exacerbated when, occasionally, students are sent for only one year of training. Most All Saints' students succeed with Common Awards, but at a cost: the Church of England's formational requirements are rightly demanding, but the credit-yield that is needed in order to achieve the required formational outcomes through the Common Awards programmes means very long study-hours for part-time students – and it is clear to the Reviewers from various sources, that students are feeling the strain. The reviewers recognise that All Saints is alert to this issue and that addressing it is one of the aims behind the curriculum review commissioned in autumn 2018 and described at paragraph 6.

There is also a financial aspect to the current changes in training patterns. Ordination training is All Saints' largest source of income and the shorter average time in training increases the volatility of All Saints' income from year to year and puts pressure on recruitment to increase numbers in order to maintain income to support the staff needed to train the students.

- (b) Following publication of the report *Setting God's People Free* (GS 2056), a broader vision for lay ministries is emerging in parts of the church. In 2017 All Saints widened its offer to dioceses in relation to lay training. All Saints has stated that it intends to consult diocesan partners in 2019 about future part-time training needs for Readers and other lay ministries. While the picture varies from one diocese to

another, 2016-18 has seen a reduction in the overall number of Reader-candidates training with All Saints. Reader training is All Saints' second largest income-stream.

- (c) The All Saints' Trustees have identified the future of the Derby Integrated Programme as a significant risk financially, reputationally and possibly even to those Derby students who are already in training through the All Saints Centre. The Trustees have taken steps to reduce this risk. Following a change in diocesan personnel and policy, the Diocese has sought to withdraw from the Integrated Programme. A Joint Steering Group is now meeting to ensure good communication. All Saints staff continue to work with diocesan colleagues to reduce the risk and to ensure both that student's rights are protected and that the quality of the programme is not compromised. The Board will review the programme and its risks at each of its meetings.
- (d) The establishment in 2013 of the St Mellitus College North West, based at Liverpool Cathedral (i.e. within one of the partner and member dioceses of the All Saints Centre and thus also within its catchment area), introduced a rival training offer into the region and thus a challenge to All Saints. This is a situation that involves both competition and complementarity for both institutions:
- i. *Competition* To the extent that students have some discretion about whether to train part-time or full-time, there is an element of choice in the situation which mirrors the issue of student choice between residential colleges, especially where there is more than one such college in a university city, as there is in Cambridge and Oxford. We regard an element of institutional competition and student choice as generally healthy and bracing for the institutions concerned. But it also challenges them to keep their 'shop window' refreshed, to continually improve their 'product', and to promote effectively and persuasively the good things that they offer.
  - ii. *Complementarity* The most fundamental factor is that there is an agreement between the parties responsible for All Saints and St Mellitus respectively that the former will continue to train only part-time students, while the latter will train only full-time students. We regard this as a sensible division of labour and as a responsible and ethical approach to the juxtaposition of the two TELs. But there is probably also a complementarity of ethos and spirituality between the two institutions. The complementarity does not lie in one institution being more mission-focused than the other, whatever may sometimes be said; both institutions are highly mission-focused. Nor does it lie in one institution taking theology or the study of the Bible more seriously than the other, whatever may sometimes be assumed. The difference in ethos and spirituality may lie partly in the fact that many part-time students (i.e. at All Saints) are holding down very demanding 'secular' jobs during their training, as well as being embedded in parish and sector placements; while those undertaking full-time training (i.e. at St Mellitus) have left their previous 'secular' work and are heavily engaged in parish ministry while studying at the same time. All Saints and St Mellitus offer a distinctively different training experience which will appeal to different kinds of students. Not all students of All Saints would fit in at St Mellitus, not would all students at St Mellitus thrive at All Saints. The one is not necessarily of greater value to the student and to the church than the other. Their co-existence should be regarded as a healthy and fruitful complementarity in the region. There is plenty of work for each to do.

## FULL REPORT

### SECTION A: FORMATIONAL AIMS

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

1. All Saints' key formational aim is set out in handbooks issued to students and to tutors: Under God, to help the people who train with us to be the best disciple, Reader, Deacon or Priest you can be.
2. This key aim is then unfolded very comprehensively in terms of:
  - i. five qualities: a growing confidence in the Gospel; a developing spirituality; an openness to God; a willingness to work in mission; and a growing understanding of the Church's requirements.
  - ii. four aspirations: all welcome; learning from each other; enjoying God's presence; and enjoying one another's company.
  - iii. six further aims: education in theology; ministry and mission; equipping reflective practitioners; enabling lifelong learners; developing attitudes and disciplines for Christian ministry and mission; meeting the range of vocational criteria; and providing a basis for further study.
3. These aims are recognised and owned by staff, students and Trustees. In meeting us, one ordinand spontaneously used the exact phrase 'to be the best priest I can be'. It was encouraging for the Reviewers to see the consistency with which that goal was repeated across several of the institution's internal documents, as well as some outward-facing materials such as the Principal's termly bulletin and Bishops' Briefing. Of course, it is the work of their whole training (and beyond) to begin to understand what being the 'best' disciple, Reader, deacon or priest might mean for them.
4. However this initial consistency of focus is not maintained across the full range of the Centre's communications, where its aims are expressed in a number of ways - admittedly in documents with differing purposes and audiences, some external and some not, so some diversity of focus is understandable:
  - i. As part of the validation process for Common Awards accreditation, an undated document was prepared, entitled 'Towards an Intentional Learning Community'. This describes the purpose of All Saints as being 'to form men and women for ministry and mission as licensed or ordained ministers in the Church of England ... an inclusive community which welcomes diversity in all parts of its life, grounded in the wide-lived experience of the working life of both students and staff'.

The document adds that the Centre is a community striving to be open to God, and which places the responsibility for learning on each individual adult learner. It goes on to list ten features of the community: work, biblical study, prayer and worship, ministerial placements, preaching, concern for the vulnerable, individual learning plans, virtual learning, mixed economy of lay and ordained training together, and theological reflection. There is no mention of being the best disciple, Reader, deacon or priest.

- ii. In the same way, on the website, the language of being the best disciple, Reader, deacon or priest does not occur at all. There it speaks instead of ‘creative, mission focused ... training’ with the aim of ‘giving people biblical, theological and spiritual foundations for practical ministry in local churches and communities’ with two distinctive features: (1) training people for lay and ordained ministry together; and (2) taking seriously each person’s ministerial context.
- iii. In the Business Plan (December 2018), there is a much briefer mission statement, giving three aims: to help each person who trains to be, under God, the best disciple, Reader, deacon or priest that they can possibly be; to provide a blend of theoretical, practical and experiential learning which embraces all the elements of formational development required by the Church; to work in partnership with others and to collaborate – with God, other ministers and Christians, and with other people for the common good of the communities we serve.
- iv. Finally, in a document prepared for the PER, there is stated a ‘Vision for Formation’, which unpacks the familiar overarching aim (helping those who study ... to be the best disciple, Reader, deacon or priest that they can be) in terms of four aspects: exploring what it means to be a public representative of Christ and the gospel; understanding and commitment to what the Church of England expects of its ministers; developing the skills which a flexible and fruitful ministry requires; developing the personal and spiritual practices and disciplines that help to sustain ministry.

This ‘Vision for Formation’ also contains the only explicit theological or biblical rationale for the aims of All Saints. It grounds them in Jesus’ summary of the law, which is interpreted to mean a commitment to loving God, loving others, and loving oneself.

5. Recognising that All Saints is in the process of consolidating its vision and mission in response to changes in expectations and needs from partner dioceses and the wider church, we urge that as part of this process and to ensure consistency, there is a need to update or remove documents that are no longer current and to clarify which are for internal use and which are for wider circulation.
6. The Review team learned from staff interviews and feedback from placement supervisors of a perception that All Saints lacks a clear and distinctive public profile that would include a succinct statement of its vision, values and aims. There is a need for briefer formational aims and values which relate to the distinctive strengths of the institution. The Vice-Principal and the Academic Registrar respectively have been commissioned to lead collaborative processes to achieve a far-reaching review of the curriculum (for implementation in September 2020) based on a clear agreed vision for All Saints, a new website and brand identity for September 2019 based on the clarified vision and designed to support the introduction and promotion of the new curriculum during 2019-20. This is a much-needed piece of work. The overriding impression formed by the Review team was that the formational aims of the institution need to be (a) better discerned and articulated by the TEI itself and (b) more clearly and consistently communicated to stakeholders.

## **Commendation I**

**The Review team commends the All Saints Centre for Ministry and Mission for a purposeful, far-reaching and ongoing process of review, reform and restructuring, accompanied by the**

**augmentation and enhancement of its resources of theological education and ministerial formation.**

### **Recommendation 1**

**The Review team recommends that the TEI should**

- i. shape a clearer sense of its vision, owning and articulating concise formational aims that are well-grounded theologically and relate to its distinctive ethos and strengths; and**
- ii. communicate this consistently across all of its publications, including its website, and other media.**

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

7. The Formational Mapping documents that All Saints provides for each group of students that it serves are very clear and highly serviceable. They carefully work through each of the formation criteria of the Church of England for both Readers and ordinands. A significant effort has been made to ensure that All Saints' practices, training and accredited courses relate to and satisfy each of the criteria. There is no doubt that, in planning the training provided by All Saints, great pains are taken to meet the expectations of the wider Church.
8. A similarly thorough approach is taken by the Trustees and staff as part of the annual self-evaluation process and the regular meetings of the Academic Management Committee and the Course Management Team.
9. The staff and students show a clear awareness of the changing context for ministerial training, the missional challenges facing the Church, and recent developments in its understanding of lay ministry. In the courses offered, the teaching witnessed by the Reviewers, and in conversations with students there emerged a genuine commitment to creative and collaborative leadership. All Saints is consulting with its partner dioceses to formulate future training needs for Reader and other forms of lay ministry, in the light of the report *Setting God's People Free* (GS 2056).
10. One form of ministry which is less evident, either in terms of teaching or staff awareness, is the 'distinctive' diaconate. While in recent years the Church of England centrally has produced resources to help to define and support such a ministry, All Saints has had no candidates for this ministry, nor does the distinctive diaconate feature in any of its courses or publicity. Here is a point where the Church's recognition of vocations to the distinctive diaconal ministry and All Saints' expertise in designing individual pathways might meet. We believe this is an area that the TEI should explore further. The known availability of training for this ministry within the region may well help to trigger a sense of calling to it.

### **Recommendation 2**

**The Review team recommends that All Saints should formulate and promote a pathway for training for the distinctive diaconate.**

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

11. It is clear to the Reviewers that All Saints has many strengths and achievements that are worth celebrating and sharing more widely. We found a TEI that possessed: a strong sense of community, despite its dispersed nature; a collaborative approach to mission and ministry; a strong commitment to contextual mission and ministry and to careful theological reflection; and a heartening openness to a breadth of diverse traditions across the church. Truly, the name 'All Saints' is well-chosen.
12. These strengths are valued by placement supervisors, receiving incumbents and diocesan staff, particularly directors of vocations and directors of ordination. What is less clear is how far these achievements are known to other key stakeholders, particularly the diocesan bishops in partner dioceses. These key stakeholders do not seem to be sufficiently aware of All Saints' merits and strengths. There seems to be a very modest amount of regular and direct personal communication between the senior staff of the TEI and the Trustees, on the one hand, and the sponsoring bishops (including 'members') on the other. Though a bishop often preaches at the valedictory service, the bishops do not appear in its regular training programme, or (for example) at residential or study days.

**Recommendation 3**

**The Review team recommends that the TEI should establish and maintain regular personal contact between its Trustees, senior staff and students, on the one hand, and the bishops and other senior persons of its partner dioceses, on the other, including regular opportunities for those bishops to be involved in the teaching and formation that it offers.**

13. The Centre takes steps to inform and shape its public profile, by way of events like an annual open day, an annual lecture, and publicity leaflets like the Principal's Bulletin. But, because of the current lack of a clearly articulated, distinctive vision, the Reviewers believe that other (potential) stakeholders will not have a clear idea of all that All Saints has to offer. We have in mind potential ordinands, Readers and independent students, as well as those who support and guide them from the earliest days, both from the NW dioceses and even possibly from further afield.
14. All Saints definitely welcomes and integrates BAME students (a note of these is kept and BAME students' progress is reviewed), but probably it can be said to receive, rather than actively to recruit such students. It needs to be more pro-active in attracting them to study at All Saints. Similarly, while the reviewers recognise that the diversity of the student intake lies mainly outside All Saints' control, in promoting on a broader canvas what All Saints offers, action should be taken with a view to achieving a better balance of women and men and bringing down the age profile of the student body overall.
15. We have already recommended that the institution should develop a sharper vision for its work and to communicate it much more effectively online. While most students will continue to come to All Saints from the NW of England, institutions now operate in a global media environment and therefore need to maintain their profile and reputation online as well as in other ways, so that anyone in the UK or the whole world, searching for information about the kind of theological education and ministerial formation that All Saints offers, will find an arresting, attractive and informative website, together with an effective social media presence. The All Saints' website calls out for urgent attention. It is visually

cluttered and wordy. The text is too small, making navigation difficult. On the homepage – which is as far as some enquirers will get, as things stand – key identity terms that are critical for internet searches in this field – ‘Bible’, ‘theology’, ‘Jesus Christ’, ‘diaconate’, ‘priesthood’ – are absent. In places the website is seriously outdated: the list of Trustees is out of date; the names and photographs of the two most recent members of staff are not yet shown, despite one of them having been in post for 18 months. While revision of website content has been taking place for some time, All Saints plans to re-launch the website in Autumn 2019 to support the launch of the new curriculum in 2020. If All Saints is to attract a good number of ordinands and trainee Readers and build confidence in the minds of other stakeholders (existing or potential), an urgent overhaul of its internet presence (both website and social media) is required; hence, we urge the continuation of the work that All Saints already has in hand.

#### **Recommendation 4**

**The Review team recommends that the TEI should update and redesign its website so that it is more visually attractive, focused on the messages that it seeks to convey and regularly kept up to date.**

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

## SECTION B: FORMATIONAL CONTEXT

- B1 The TEI draws on partnership with theological educators in the region and local faith community organizations to enhance training and formational opportunities for students.**
16. All Saints' Formational Context Overview document emphasizes the significance of partnership and collaboration as a basis for the delivery of theological education in the region. It states that the regional context for partnership is particularly rich because the North West has a highly diverse population with many opportunities for engagement with ecumenical partner churches and other faith communities.
17. In principle, partnership lies at the core of the All Saints methods of delivery. It is expressed in key relationships between the TEI and the dioceses, the TEI and Durham University and critically, the TEI and placement parishes. There is a clear recognition in the policy documents of the importance of effective partnership. Partnership is vital because 'students are on placement for the whole of their time ... with the aim of learning experientially, developing a sense of how learning is applied and embodied in real-life situations' (p. 2). Furthermore, these 'placements are built around a core of collaboration' (p. 3)
18. Many of the documented claims have been verified through the Review team's observations and interviews. In a variety of ways, these observations support the conclusion that All Saints operates through a partnership system involving shared resources and joint learning opportunities. The All Saints' main partner library is provided through access to Luther King House (LKH) that contains a specialist theological library and librarian service that is widely praised and appreciated by students. Feedback from students also indicates a recognition that the core team, based in Warrington, extends itself in support of a wider network of tutors embedded in the dioceses and beyond and that this constitutes a recognizable learning community. The Review team's observations at mid-week teaching events and in particular on the weekend residential confirm this sense of a community and also the contribution of practitioners in ministry and mission to teaching and learning.
19. Several mechanisms are in place to facilitate the sharing of good practice. These include a comprehensive range of serviceable and well-presented Handbooks and tutor induction. Also, on most modules there is a commitment to team-teaching facilitated by the role of module teams in planning delivery. The team observed some high quality teaching and learning, though not all was of this standard. Most students appear to have a positive experience of learning. In a meeting with ordinands at the weekend residential there was general agreement that the teaching provided is generally good, or at least acceptable.

### Commendation 2

**The Review team commends the All Saints Centre for its comprehensive, clear and attractive range of course and community Handbooks.**

20. However, it became clear through informal discussion with students and in the general meeting with ordinands that more needs to be done to raise the standard of practice among tutors. Conversations with students tended to confirm statements in the ASE 2017-18 that the quality of tutorial support is

variable. Instances of poor practice, according to students' perceptions, included practical matters such as the distribution of incorrect course material (including reading lists), substitution of tutors' own material for that provided in the modules, last minute changes in teaching arrangements, and tutors' lack of familiarity with module assignments. Written evidence provided by stakeholders gave further support to the points raised by students the reviewers met. As also noted in the ASE 2017-18, Student Liaison Groups have not been seen as an effective means of communicating such concerns to staff; students generally seem not to be motivated to participate in this mechanism.

- 21.** All Saints relates effectively with churches, including in the provision of a range of placement and learning opportunities which reflect a range of traditions and include ecumenical partners. The relationship between All Saints and placement churches is clearly a vital aspect of delivery of training. The Review team's discussions with many students indicate that these relationships are largely effective in terms of ministerial formation.
- 22.** A typical pattern involves a first placement with the 'home' parish of the student, followed by a second placement with another parish which is normally selected on the basis of differences in approaches to worship and tradition, or social location, the structure of the benefice and the size of the congregation.
- 23.** Discussions indicated that students feel that they are consulted effectively about these arrangements. The Review team regards the range of experiences provided across different Anglican traditions as a strength of All Saints, one that enables effective dialogue between traditions. The positive engagement of students in this kind of dialogue was evident in the discussions and patterns of worship over the weekend residential.
- 24.** Students spoke highly of placements as a means of gaining wider experience of the Church of England and growing in confidence in ministry. Presentations given by Masters students also demonstrated that opportunities are provided for substantial engagement with Fresh Expressions, including outreach into deprived housing estates and explorations of new ways of thinking about the Church.
- 25.** However, conversations with at least two placement supervisors revealed that All Saints does not always communicate well with them and they saw this as a concern. It was sometimes left to the student to pass on the placement documentation and requirements – even on one occasion the request for the placement supervisor's report. Clearly, communication between All Saints (in this case presumably the Directors of Studies) and placement supervisors should be timely, efficient and direct (not via students).
- 26.** The teaching programme and other activities during the residential indicated that there are constructive relationships with some other faith communities. These relationships are cemented by systematic teaching on Islam and Jewish-Christian relations. There is an interfaith 'Independent Learning Project' built into the curriculum. There are opportunities for students to learn about inter-faith issues and to observe these at first-hand. Regular visits are made to Menorah Synagogue and various Mosques in the region.
- 27.** Placement experiences of students indicate that there are effective relationships between All Saints and civil and community organisations. Structures vary slightly between dioceses, reflecting different opportunities in local communities, but all ordinands undertake a placement in a chaplaincy linked to

health, education, the prison service and a range of other public services, including emergency service providers, and these opportunities are also open to Reader-candidates. These experiences are built into the framework of placements in either years 2 or 3. Conversations with students indicated that these placements are considered to be of equal importance with church-based placements and that they provide irreplaceable pastoral experience. Meetings are held with the Directors of Studies to discuss the options for chaplaincy placements and students are involved in influencing these decisions. Interviews with DoS's demonstrated the importance attached to non-church placements. For example, in one case, 'Sector placements in the prison, airport, faith networks and ambulance service' were mentioned.

### **Commendation 3**

**The Review Team commends the All Saints Centre for the comprehensive, imaginative and formative nature of its student placements.**

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

28. Students and staff expressed much appreciation of the sense of community that they experience at All Saints. Given the diverse and dispersed nature of the community, it is no small achievement that students express such a sense of support and belonging. Many spoke warmly of how much they enjoyed being part of such a diverse community, not only in terms of walks of life but also in terms of theology and church tradition. The team saw a high level of gracious and collaborative interaction between students, in teaching sessions, worship and in routine social interaction.
29. Students spoke warmly of their experience in a learning community that intentionally mixes Readers in training and ordinands, as well as students from different year groups. It came then as no surprise that receiving incumbents spoke highly of students' ability to lead and work in a collaborative manner.
30. There are various intentional practices of the institution that foster community effectively: a community handbook for students; corporate worship; residentials (including a week-long Summer School or Easter School); study days and retreats; teaching in small groups; meeting in diocesan cohorts; the availability of the Centre's support staff by email and telephone; the care given by the chaplain and her team. Venues for the residentials and study days are carefully selected: Wychwood Park Hotel is deliberately used, partly because of its accessibility for disabled students.
31. Mention should certainly be made here of the personal dedication, character and gifts of the Principal who knows, and engages superbly with, every one of the students. His personal knowledge of them and high degree of pastoral availability is impressive and is much appreciated by students and staff.
32. These practices are underpinned by comprehensive employment policies in relation to the Centre's staff, as well as a number of helpful policies for students and tutors that are set out in the Handbooks. These policies cover equal opportunities, safeguarding, access, inclusion, equality, disability and grievance. The policies are complemented by a member of staff (who is deaf) who acts as disability advocate, and the Vice-Principal who co-ordinates support for people who have a disability.

33. There is a mix of male and female students (men 35%, women 65%), but a preponderance of students are 50 years old or more (64%). The staff also reflect a good spread of ages, a good mix of gender and of church tradition.
34. The institution is committed to the mutual flourishing of those in the church with differing convictions about the ordination of women, and works in line with the Five Guiding Principles (which are a subject of study and discussion). So, if the president at the corporate Eucharist, at any residential or study day, is female, provision is made for students to receive Holy Communion elsewhere at a different time. At the residential, the PER team attended sessions, preparing students for ordination, that discussed the Five Guiding Principles and what it meant to assent to them. Students participated with generosity, honesty and sensitivity.
35. The team witnessed some strong pastoral support of disabled students, including those with dyslexia and dyspraxia, as well as a number of students whose first language is Farsi. They were not only supported pastorally, but were also well-integrated as active and confident learners.
36. There is an impressive level of commitment to safeguarding at All Saints. A member of the core staff is Safeguarding Officer, with a nominated deputy. There is a model safeguarding policy, excellent expert advice from a well-regarded external consultant, regular training at all levels, including Trustees, academic and support staff and students. Particularly in view of the number of stakeholders involved (the TEI and its staff, dioceses and their staff, students), the safeguarding policy sets out clear pathways for the handling of referrals which are easy to follow. Safer recruitment checks are made for all appointments. Procedures for reporting and recording referrals follow the best practice and are regularly reviewed.

#### **Commendation 4**

**The Review Team commends the All Saints Centre for its commitment to effective safeguarding and for the quality of its safeguarding procedures and practice.**

37. However, the Review team also found a number of features of both policy and practice that hampered the sense of community and inclusion of All Saints.
38. There are currently very few BAME staff or students. As mentioned above, the Reviewers were not aware of any proactive effort to encourage applications from BAME communities. However, testimony from placement supervisors, and what the team saw for themselves, showed that there is very good inclusion and support of Farsi-speaking students for whom English was their second language. All Saints sensibly takes the view that the sponsoring of students who have little English, without providing language support for them, effectively sets them up to fail. Helped by the fact that one of the core team spent their previous career in teaching English as a second or other language and in teaching teachers to do so, an English language course has now been developed and is being offered to dioceses and other TEIs and ecumenical theological colleges.

#### **Recommendation 5**

**The Review Team, recognising that some positive steps have already been taken, recommends that the All Saints Centre, in consultation with its partner dioceses, should review its recruitment, policy and practice to encourage a higher number of BAME students.**

39. While there is a clear grievance procedure set out in the Course Handbook, there is no disciplinary policy to be found there. (There is, of course, an academic disciplinary policy, handled by Durham University through the Common Awards provision.) The ASC is already aware that it should have a disciplinary policy and is taking advice from an external consultant to formulate one. The Reviewers agree that this is an essential piece of work.
40. Best practice – not least in an institution training students for pastoral ministry – suggests that, as a part of any such policies, there should be a named person who is available to provide pastoral care in situations of either discipline or grievance. All Saints already provides strong pastoral support through the Principal, the Director of Studies/Personal Tutor and the Chaplain. Such pastoral provision should be clearly signposted in the course documentation.
41. Similarly, though there are a few paragraphs in the Course Handbook headed ‘Access : Inclusion : Equality : Disability’, these are very brief, and fall short of full accessibility and equality statements or policies.
42. Some – though not all – students with disabilities, particularly those suffering from dyslexia, have keenly felt a lack of support after their initial diagnosis. They sensed that ‘No-one knew what to do’. The recent appointment of a Vice-Principal whose role includes the co-ordination of this area is intended to correct this deficiency. He now follows a very clear and helpful Learning Support process and benefits from the advice of an external consultant for Learning Support assessments. But a more detailed policy and procedure is needed.

### **Recommendation 6**

**The Review team recommends that the TEI should formulate, communicate and implement, in accordance with best practice**

- i. **its own disciplinary policy and**
  - ii. **a fuller accessibility and equal opportunities policy.**
43. Although families of ordinands were present for the Eucharist and following lunch at the residential attended by Reviewers, this was the first time this had ever happened. While it is right that, in such a dispersed learning community, the main responsibility for supporting ordinands’ families should fall on the diocese, at All Saints the students’ families seem to be almost invisible. They are barely mentioned in the Community Handbook. This weakness could be corrected by a specific paragraph heading and fuller mention of the contribution and needs of students’ families in the Handbook, as well as during student induction sessions. In the Handbook and during induction there could be signposting of where families can turn for a listening ear (whether the chaplain or a diocesan contact) or to connect with other families. The welcome to families at the residential that we attended was warm and clearly appreciated. We believe this practice is worth making a part of the regular life of All Saints.

### **Recommendation 7**

**The Review team recommends that the contribution of students’ families and their needs be given specific mention in the Community Handbook and as part of the induction process, and**

**that guidance be given about where they can turn for support and how they might make contact with other families.**

44. One difficulty that the PER team experienced with the All Saints Centre's documents is the large number that are undated. Formal policies and governance papers are dated but the Course handbooks do not show their date of origination and of any subsequent review. Such documents should indicate not only who is taking responsibility for them, but also at what dates they were first drafted and last revised.

### **Recommendation 8**

**The Review team recommends that all policies, handbooks and communications from the TEI should show the date of publication and, where relevant, of review.**

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

45. All Saints is not a residential course and does not own any accommodation. The only social accommodation provided for students is in the various study centres in the dioceses. Students spoke well of these, particularly Luther King House in Manchester. Where a particular centre had proved unsuitable, because the area was deemed unsafe, alternative arrangements were swiftly made. One concern expressed to us was the difference in accommodation provided for Reader study days (held at Warrington campus) and ordinand residential weekends (in good hotels). However, this situation reflects the Church's different requirements for training ordinands and Readers respectively and the different funding arrangements between them.
46. All accommodation used for teaching and residential training is specifically chosen not only for its suitability for teaching and accommodation space, but also for its access for students with disabilities. After each residential, staff review the accommodation used, taking into account the feedback received from students. Some less expensive venues have been rejected for residential weekends because of their lack of suitability for disabled students. We commend All Saints for its rigour in this respect.
47. The hotel used for the residential weekend that we observed had a good standard of residential and teaching accommodation and plenty of space where students could gather in small groups to discuss and share experiences. The food was good and the support provided by the hotel to address any issues that arose was excellent.
48. Disability access for All Saints' office accommodation is not so good, though issues are successfully managed; this is covered below.
49. There is now no dedicated chapel space in the administrative centre on the Warrington campus of Chester University; liturgical offices said during the day take place either in the Board Room (before or after meetings) or in the staff room; this works reasonably well.
50. The Reader study days and ordinands' residential weekends do not have dedicated sacred spaces and the rooms used for worship are designed for large hospitality events. Students are encouraged to think about how to take a secular space and prepare it appropriately for worship, a skill they are likely to need in their ministries. As far as possible, the room set aside for worship at a residential weekend

is not used for teaching or any other purpose, thus ensuring that there is a quiet space available for students during the whole weekend. This is not always possible but is a clear aspiration and was the case on the weekend observed by the PER Team.

51. The final (Sunday) worship at residential weekends is expected to be creative, and certainly the one attended by the Reviewers demonstrated an imaginative use of space and had considerable impact.
52. Retreats are intentionally organised in a retreat house or similar type of venue with a dedicated chapel and in addition a quiet space is set aside for students to use for prayer and reflection.
53. The All Saints administrative centre on the Warrington campus of Chester University is not ideal. The offices are together in one building, which is good, but the stairs are steep and the corridors are narrow, although there is a lift. This is obviously not ideal for students with mobility problems who are visiting the course offices. However, this does not seem to be problem in practice; most student contact happens in the regional teaching spaces and at residential events or study days; access needs are inquired into ahead of admission interviews so that any necessary arrangements can be planned in good time when needed. There is a small meeting room located with the offices and this is used for staff meetings, as a rest or breakout room, or for prayer during the day. The room also contains a small library for the use of staff.
54. Meetings of the Board, Board committees, SLT and CMT meetings are usually held in another building to accommodate the numbers involved. The restaurant and coffee shop are in another location, although joined to the building with the meeting room. Weekday teaching is held in yet another building. This dispersal of activities across the campus is not uncommon in a non-residential setting and has not prevented the building up of a sense of community at the heart of All Saints.
55. The rooms that are used for Board and other larger meetings are good, being light and spacious. The Board room has video-conferencing facilities, though All Saints does not make much use of it because it uses alternatives such as PCs, tablets and other modern IT equipment which better facilitate teaching, tutorials and meetings that need to be held online. The room used for teaching is located on the ground floor and has excellent disabled access, with breakout rooms located very close by.
56. There is no public WiFi on campus, but All Saints has negotiated logins for all staff and students. Problems can occur, however, for visiting tutors and Trustees, for whom it is necessary to use the portable hotspot. This is not ideal.
57. All maintenance work is carried out by the University.
58. The strategic plan mentions the possible relocation of All Saints to another venue, possibly still in Warrington. The current leases have recently been renegotiated and are on a six-month rolling notice period, giving All Saints useful flexibility if it wished to move. We urge All Saints to consider moving in due course to a venue where the different aspects of its work – administration, teaching and meetings, could be accommodated in one place, with suitable WiFi provision, so increasing its sense of focus, belonging and community.

- B4. The TEI's corporate worship and liturgy are balanced in range and tradition, including authorised and innovative rites.**
- 59.** The Reviewers shared in worship at in a variety of settings: an Ash Wednesday Eucharist with ashing, Morning Prayer and Night Prayer at the residential, and an innovative all-age Eucharist to which ordinands' families had been invited. At some of these services, students used their own Common Worship: Daily Prayer books, or the Daily Prayer app; at others, a specially-printed order of service was provided; and at the All-Age Eucharist, liturgy and songs were projected onto a screen, with music led by a small group of musicians.
- 60.** The worship that the Reviewers witnessed was led both by students and by staff, men and women. Following one of the corporate worship events, Reviewers sat in on a debriefing session, led by the Principal, in which excellent reflection took place, with appropriate commendation of good practice and suggestions for improvement.
- 61.** Corporate worship is a central part of the ASC's life and training and follows a clear pattern: in the student's placement (home) parish; at the beginning or end of every evening teaching session; and at residential and study days. Worship is led both by students and staff, in line with a thorough Worship Handbook and a helpful Daily Prayer Guidance booklet. At residential and study days the Daily Office is the regular diet and is led by students, with a range of eucharistic rites (from the Book of Common Prayer, 1662, to more innovative celebrations) led by staff with student assistance. Over the course of their training, ordinands experience an 'immersive' weekend using the Book of Common Prayer for both Morning and Evening Prayer and the Eucharist.
- 62.** Some staff possess a particular expertise in liturgy and therefore offer the students excellent models of worship and a good depth of theological and pastoral reflection. Students are deliberately exposed to a wide variety of forms of worship, from Anglo-Catholic liturgy to charismatic praise. Students find this both refreshing and inspiring.
- 63.** Student placements away from their home parish are carefully tailored to give them the opportunity to experience the full range of Anglican liturgical practice. One Pioneer student, accustomed to a less structured form of worship, spoke of the value of her time in a more Anglo-Catholic setting, not least in increasing her appreciation of the needs of others.
- 64.** Students experience their times of corporate worship to be a highlight of their time at the Centre. Supervisors and receiving incumbents confirm that they are exposed to a wide range of forms of worship and complete their training competent to lead worship in a variety of settings.

### **Commendation 5**

**The Review team commends the TEI for the high quality of its teaching and practice in corporate worship.**

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

- 65. The Review team observed very good interaction between staff and students, in teaching events, in worship involving staff, and in the social side of the residential. The core staff (which includes the Directors of Studies) receive respect, affection and gratitude from students generally.
- 66. Clearly the core staff members carry a considerable burden of work, especially during term-time. The Reviewers were not in a position to observe how they manage to balance this with time for their families and for leisure, but it was good to see one or two whole staff families present for the family Eucharist and lunch on the Sunday of the residential.
- 67. The Review team understands that most teaching staff have already taken the Durham University Delta course (Durham Excellence in Learning and Teaching Awards) in teaching methods and skills, which has recently become available to all teaching Common Awards programmes and can be accessed online. We believe that all ASC tutors should take this course, so that, within a year, the ASC can give an assurance that all those who teach through All Saints have received this training.

**Recommendation 9**

**The Review team recommends that all teaching staff, including local tutors, should avail themselves of the Delta teaching skills course provided by Durham University and should have done so by Easter 2020.**

- 68. A 'Research Exchange' - an informal gathering of core staff to share their thinking and reading – has recently been set up and there is an aspiration for this to expand into a periodic research day with a more formal structure. This ambition is much to be encouraged.
- 69. All those engaged in academic teaching (even those who are not 'research active') need to keep abreast of scholarly developments in their field(s), in order to retain the excitement of discovery and freshness and enthusiasm in their teaching. To this end, All Saints' policy provides for its full-time academic staff to have one day-per-week for study and for a period of sabbatical study leave every three years.
- 70. The Review team believes that *all* members of the core teaching staff should be entitled to a period of study leave (sabbatical), ideally one term every three years. This should be written into the terms of their contracts. In so far as the Directors of Studies are contracted to their dioceses, the Review team trusts that diocesan authorities will appreciate why an occasional period of sustained study is necessary for them to do their work to the best advantage, as outlined above, and will endeavour to provide DoS with one term's study leave every three years.
- 71. Staff should be encouraged to discuss their emerging study plans at meetings of the Research Exchange. They will need to apply to their line manager in order to agree dates, cover for teaching and other duties, together with the topic and methods of their research. At the end of their period of study, staff should produce a report for their line manager, staff colleagues (especially via the Research Exchange) and the Trustees on how they have used their time and what tangible fruits there are to show for it.

## **Recommendation 10**

**The Review team recommends that all teaching staff should take one term's study leave every three years and that this entitlement should be written into their contracts (including where contracts are with their diocese).**

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

## SECTION C: LEADERSHIP AND MANAGEMENT

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

72. There are clear job descriptions, and role definitions are well understood by the core team. During the past year, organisational restructuring has taken place, with key new appointments of an IT/VLE officer (full-time) and a finance officer (part-time) and with some redefinition of existing administrative roles, all reporting to the new post of Academic Registrar, has allowed the Principal to become less directly involved in administration. It has also enabled greater immediate access to specialist expertise in finance and IT and has also allowed any needs for absence cover to be identified.
73. The recent appointment of the Vice-Principal and the enhancement of the Director of Postgraduate Programmes role to full-time, has enabled the Principal to have a more robust structure of support on the academic side too. These changes need time to embed, particularly the role of Vice-Principal which has wide-ranging responsibilities for the curriculum and the quality assurance of teaching and learning, which are key aspects of All Saints work.
74. All returns to the Charity Commission have been on time, and oversight of all aspects of administration appears strong. External consultants are used appropriately for specialist areas of finance and employment, and other areas when needed.
75. Structure and accountabilities on the administrative side are clear. All administrative staff report to the Academic Registrar, who reports direct to the Principal. Short weekly communication meetings are held with the core team to share achievements from the previous week and for briefing on the priorities and challenges for the coming week. The administrative team support students in many ways and this meeting enables the teaching/pastoral and administrative staff to work well together, being particularly effective if there are issues regarding individual students to be resolved.
76. Annual appraisals are held with all administrative staff, setting out objectives for the coming year. In addition, the Academic Registrar holds weekly task-related meetings with her staff so that progress is maintained, and issues are addressed promptly. Although this arrangement is relatively new and needs time to embed, early signs are encouraging, and staff appear to welcome the increased structural clarity and opportunities for development.
77. The Academic Registrar has already proved a great strength to the institution. Her responsibilities and activities extend well beyond the role of an Academic Registrar as normally understood. She is functioning, under the Principal, almost as a chief operating officer, holding many strands of the organisation together and moving initiatives forward helpfully. Annual appraisal and review of this and all other staff posts should ensure that the job profile matches the responsibilities that are actually held and that posts are located at the correct level.
78. Although the structure and accountability within the core academic team is clear and well understood, the position with regard to the Directors of Studies (DoS's) is more complex. The participating dioceses each employ a DoS, provide the job description, in consultation with the Principal, and carry out the annual appraisal. However, most DoS's are 'seconded' full-time to All Saints with a wide-ranging role that includes pastoral support, teaching, administration, membership of the Course Management Team (CMT), as well as personal study and research. This secondment is recognised by

a fixed financial contribution to each diocese from All Saints towards the costs of the DoS.

The Principal is responsible for the line management of the DoS's in their roles within All Saints. It is a complicated arrangement of joint accountability that can result in tensions. We have not had sight of the DoSs' job descriptions, but there does not appear to be a clear conflict resolution procedure to resolve any tensions between the operational requirements of All Saints and the diocese, should these arise (see **Recommendation 11**).

79. Late in 2018, All Saints set up a Leadership Team (LT), whose membership comprises the Principal, the Vice-Principal, the Director of Postgraduate Studies and the Academic Registrar – without representation from individual dioceses. Thus the Directors of Studies, on whom much of the success of the ASC depends, have felt distanced from decision-making in the Centre since the LT was formed. Two reasons for setting up the LT, mentioned by the Principal, are for the LT to share in a wider range of the Principal's responsibilities and the increasing difficulty of DoSs' getting to meetings in Warrington, owing mainly to their diocesan commitments, but it is not clear to us that other forms of communication had been fully explored, such as video conferencing, telephone conferencing, and social media messaging groups (though these methods cannot fully replace face-to-face meetings). Papers for CMT meetings (from all members) tend to be distributed late which does not allow sufficient reflection or consultation on issues being raised, and therefore limits members' potential contribution. The terms of reference of CMT are outdated; they pre-date the establishment of the LT, and should now be reviewed and amended. In our view, the role of the CMT needs to be affirmed as one way of strengthening links with the dioceses.

### **Recommendation 11**

**The Review team recommends that the Board, in consultation with the Senior Leadership Group, should undertake a review of the function of the Course Management Team with a view to embedding more deeply the role of the CMT and the Directors of Studies within it in the overall operation of All Saints.**

80. DoSs are one of the key connections between All Saints and individual dioceses – those dioceses that are Members of All Saints, together with other partner dioceses. The DoSs play a key role in contributing to an effective understanding of how dioceses see All Saints, what they want from the TEI and whether they will send students to it in the future. Yet, it is not clear that this relationship is well developed nor fully utilised to provide All Saints with the information and horizon-scanning that it needs to inform its longer-term planning. This is particularly the case with regard to dioceses that, by their own choice, are not Members of the company and therefore not represented on the Board. All involved dioceses are normally represented on the Academic Committee (though the Derby diocesan representatives were withdrawn by their line management from attending the CMT and from the Academic Committee – which contributed to All Saints suggesting that a Joint Steering Group should be set up).
81. Accountability to the four dioceses which are Members of the Company of All Saints – Blackburn, Chester, Liverpool and Manchester – is partly through the Board of Trustees, but it is not clear that the dioceses use that as a two-way channel of communication, bringing information and feedback to All Saints and taking information back into the dioceses through its Trustees. All Saints could usefully review the future role of the Board in communicating with its Member dioceses (see **Recommendation 11**).

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

- 82.** There is a shared commitment to students and their welfare and to All Saints' role in developing them to become the best they can within their chosen formational pathway. This fact was abundantly clear in all the team meetings we attended, with and without students present.
- 83.** While the members of the Leadership Team appear to work well together, there were indications of a more controlling tendency than we would expect to see. Papers for various meetings are often circulated the day or the evening before – much later than they should be. This practice is disempowering. It means that members' potential contribution to these meetings is limited, as they will not have time to reflect on the issues raised, explore them in depth or consult with colleagues. All members of the Leadership Team may contribute papers. The recent appointment of a PA should help to ensure that meeting papers are circulated in good time.
- 84.** The current Principal has an exceptional capacity for holding large amounts of detail – about individual students as well as about the operations of the All Saints Centre. He has been in post longer than most of the core team and almost alone holds the personal relationships with most key external stakeholders, particularly within the dioceses. He clearly has the best interest of students and the institution at heart, has a strongly pastoral approach, and has had to deal with some turbulent times in his years at All Saints. However, there is a question about the range and quantity of activity that the Principal handles personally, and whether there are sufficient institutional protocols in place to maintain continuity at times when he might be absent for any reason. Part of the rationale for creating the Leadership Team was to share these responsibilities and to help to ensure continuity.

### **Recommendation 12**

**The Review team recommends that the Trustees and senior staff of All Saints should consider ways in which the knowledge, working relationships and activities that pivot on the role of the Principal can be more widely shared and delegated in order to build the capacity of the institution to face challenges and change and to ensure continuity in the case of potential short or prolonged absence.**

- 85.** The Board appears to have its main relationship with the Principal (who is a Trustee, as well as an employee of the Board). Other members of the senior team attend Board meetings as observers and to contribute to discussion in their areas of responsibility, which is good practice. The Academic Registrar and Vice-Principal and Director of Postgraduate Studies have all come into post within the last two years, so the Chair may wish to consider, in consultation with the Board, how the Board could develop stronger relationships with the wider core staff team (which includes the Directors of Studies).
- 86.** Agendas are set by Board and Committee chairs, with advice from staff. The Principal's PA reports to the Academic Registrar for the purposes of preparing Board papers. The Review team believes that the Board should take steps to appoint an independent and appropriately qualified (e.g., ICSA) part-time Board Secretary, reporting directly to the Chair, for the purpose of administering and managing the business of the Board and ensuring full compliance with Charity Commission and other legal requirements. The Charity Commission now takes a more regulatory role than it did formerly and has stronger powers such as disqualification of Trustees for serious breaches of compliance.

87. Currently, it is part of the Academic Registrar's job description to ensure that the Board and its committees receive efficient and professional administrative support, but the Review team believes that administrative support of the Board properly belongs to the Board Secretary, reporting to the Chair, rather than to a staff member (however good at the job that person may be). Once an independent Board Secretary is in place, the job description of the Academic Registrar should be amended and this clause removed.
88. In addition, no member of staff currently has explicit oversight of compliance with the Charity Commission and other government and regulatory bodies (outside academic ones) in their job descriptions, so an independent Board Secretary would be well placed to oversee this too.
89. There has also been a problem (at least until recently) with later than desirable circulation of papers for Board meetings. This is bad practice and hampers the Trustees in fulfilling their responsibilities. Trustees need time to read and reflect on them. Papers should normally be circulated seven days ahead of a Board meeting. If there is a time-sensitive item where an update is expected within the seven days, then that particular paper can be circulated as a late item, at the discretion of the Chair. It should not hold up issuing the whole agenda. While the recent appointment of a PA to the Principal should ease the situation for the time being, the appointment of a Board Secretary should certainly help in this regard. It should fall to the Chair, working with the Board Secretary, to oversee the production, compilation and circulation of the Board's papers; to check draft minutes, compile agendas and send out papers according to an agreed schedule – hence **Recommendation 13** below. The reviewers are alert to the financial challenges that all TEIs face, but do not consider this need be an expensive step involving a new salaried staff member. It is the kind of role that could be part-time, even voluntary, and undertaken, say, by a willing person with company secretarial experience. The essential point is to bring greater independence to the way the Board is resourced and its compliance with charity law is overseen.
90. Actions mandated by the Board currently do not have named responsible individuals attached to them, nor are they tagged with specific dates by which the actions should be completed. When actions are currently carried forward, this is through the Matters Arising part of the minutes. An ongoing Action Log is a more effective method to ensure that actions are not lost sight of over time. Logged items should include a named individual and specific date for implementing the action, with a 'Progress achieved' column to notify what progress, if any, has been made, to the next Board or relevant committee meeting.

### **Recommendation 13**

**The Review team recommends that the Trustees should recruit a suitably qualified independent Board Secretary, reporting to the Chair, to manage Board administration (including committees) and legal compliance, and that when this has been done, the job description of the Academic Registrar should be amended as indicated. Furthermore, the Board should implement an Action Log, to be maintained by the Board Secretary, reporting to the Chair, and that the updated Log should be included within the agenda for all Board and relevant committee meetings.**

91. The Board complies with the Company's articles of association in frequency of meeting, the number and appointment of Trustees, including co-opted Trustees. Observers – staff and students – are able to contribute, which helps to inform the Board's decision-making processes.
92. The business covered by the Board appears appropriate and comprehensive.
93. The Board does not have its own terms of reference, although much of the detail of how it is to operate is set out in the articles of association. It is good practice for Boards to have separate terms of reference which would include expectations of attendance, administrative support, how it relates to its committees, and the policies, practices and procedures that it needs to review on a regular basis. The Reviewers did not see an explicit reserves policy or investment policy, both of which need to be agreed by the board and recorded.
94. The Board has established three committees:
  - Standing Committee, chaired by the Chair of the Board, meeting as required. Its role is to take urgent decisions and develop policy to be approved by the Board; it also acts as Remuneration Committee when required.
  - Finance and General Purposes Committee (F&GP), the chair appointed by the Board, meeting at least 4 times per year and chaired by a suitable Trustee. Its role is to carry out more detailed scrutiny of issues concerning finance, health and safety, risk management, premises and similar issues and report to the Board on its work.
  - Academic and Common Awards Committee, the chair appointed by the Board, meeting 4 times per year. Its role is oversight of the academic work of All Saints and to report to the Board on its work.
95. Terms of reference for these committees exist in more or less embryonic form, and are apparently reviewed annually with appropriate recommendations for change put to the Board, but nonetheless the terms of reference documents carry out of date references (one dates back to 2010) and, in the case of the Academic Committee, an out of date vision for the organisation. The terms of reference for the F&GP Committee are good, with all relevant sections present and well described. All terms of reference state when they were drawn up but not when they are next due to be reviewed. They are all in different formats. Good practice is to have a consistent format for Board and committee terms of reference, and for the Board to review the terms of reference at least every two years.
96. The Board has refreshed the Trustee body over the years, and five of the twelve current Trustees have served fewer than three years (i.e., they are in their first term of office). However, one is in their fifth term of office, having been appointed in 2007, and two are in their fourth term of office, having been appointed in 2010. Continuity on a Board is important, but Charity Commission guidance is for Trustees to serve no more than nine years in total.
97. Appointments to Trustee role are three years, which is good practice, but in the Articles of Association, there is no limit to the number of terms a Trustee can serve. Any limit would either need to be introduced through Board terms of reference, or an amendment to the Articles. However, we consider this change to be desirable.

98. All Saints currently observes several aspects of good practice with regard to monitoring Trustees' interests, but it does not keep a formal Register of Trustees' Interests and this should be introduced at the earliest opportunity. The Board should review the Trustees' Register of Interests annually to ensure that it is up to date and that the Board is familiar with its contents. (This is another role that a Board Secretary should take on.)

#### **Recommendation 14**

**The Review team recommends that the Board, guided by the Chair, should take more control of the strategic direction and operational oversight of All Saints.**

- i. As part of this process, it should ensure that periodic reviews of Terms of Reference for itself and its committees result in updated Terms of Reference documents, introduce a consistent format for such documents, and state clearly how its committees support the Board in the review process.**
  - ii. Trustees' length of service should be capped at nine years (three terms of office) from a date, to be agreed by the Board, that allows any Trustee currently in their fourth term of office to see out that period.**
  - iii. The Board should create and regularly review the Trustees' Register of Interests, ensuring that the whole Board is aware of all Trustees' interests and that it complies with legal regulations about conflict of interests in its discussions and decision-making.**
99. The guiding vision for All Saints is clearly stated in, among other places, the Community Handbook and is well understood by staff. The mantra is: Under God, to help you to be the best disciple, Reader, deacon or priest you can be. Students were clearly aware of it too.
100. However, as already discussed under A1 above, the strategic direction of All Saints, and where that strategic direction is articulated, is less clear. Statements tend to be operational aspirations, such as improved publicity, offering a new postgraduate programme with a partner institution, and the pursuit of further diocesan partnerships that may offer themselves. What is distinctive or unique about All Saints – what it stands for – is not properly articulated. There is no reference, even obliquely, to how All Saints aims to position itself in relation to other TEIs operating in the region. On the other hand, the Board is fully aware of the business plan, having discussed it in detail, including financial projections and break-even points.
101. The PER team considers that the Board could usefully take time out to discuss the key strengths of its offer with regard to theological education and ministerial formation, and the strategic direction that it intends to pursue. How it might do that is, of course, entirely a matter for All Saints and its Board. But, for example, the Board holds an annual training and strategy day at the ordinands' Summer School, and it seems to the team that this might be developed further, perhaps off-site and with an external facilitator and with the presence of core staff. A summary of any conclusions that have broad support could be made and circulated and could become the basis of a Development Plan for the TEI.
102. There is a widely held commitment to excellence in pastoral support that is intended to enable students to become 'the best they can'. Students told us how much they appreciated the support they received in designing individual learning pathways that took account of their experience and

circumstances. Although, as we discuss further at Section A, All Saints could be more proactive in shaping and communicating its formational aims, we find nonetheless that there is a solid commitment to students as the centre and focus of everything it does.

- 103.** The content of courses is standard through the use of Moodle, but students spoke of tutors using other material with other reading lists and of variability in teaching standards and this was also the Reviewers' experience in observing teaching. The PER Team did not see convincing evidence of an energetic and pro-active commitment to excellence in teaching practice across the board. Although there is a peer-review scheme, the team was not clear how far it extended. The semi-detached position of local tutors is a difficulty for the core staff in ensuring excellence in teaching. The burden falls on diocesan Directors of Studies and this means that the Course Management Team (which includes DoS), meeting regularly, should have a critical role in implementing steps to excellence.
- 104.** The Board did not appear to receive reports about teaching quality either through quality assurance reports or student feedback apart from the general student survey. Although students were present at Board meetings, they were not directly asked to report on this aspect. The Board, together with the Principal and other senior staff, should be driving a commitment to achieve excellence in every area, and especially in teaching and learning.

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

- 105.** The Board carried out a skills gap analysis three years ago, as a result of which a Trustee with specific experience in financial management was appointed in January 2017. Further Trustees with higher education and communications/publicity/public relations were appointed in March 2018. Despite the heavy dependence of All Saints on its online presence both to communicate with potential future students and to support current students (chiefly through Moodle), there is no Trustee with specific IT or social media experience. We consider the Board could usefully consider this in future recruitment.
- 106.** The All Saints website lists the Trustees (two clicks away from the home page), but the list is out of date (last updated November 2016). Although there is reference to their nominating diocese and the committees on which Trustees serve, the website gives no detail about the skills and experience that Trustees bring to the Board, though this is now common practice.
- 107.** The vast majority of trustees are appointed by the member dioceses. The gender balance on the Board is 75% male and 25% female. There is no BAME representation. Of the eight clergy on the Board, all are male – there is no female priest representation. Readers are not represented on the Board, though given the number of readers trained at All Saints, it would be appropriate to have at least one active Reader on the Board, and for this to be clearly stated on the website and in general publicity.
- 108.** Once appointed, Trustees elect their own Chair and Deputy Chair. Currently priests occupy both these roles, but it is good practice to have one priest and one lay person in these positions, either way round. This is particularly desirable when many of those trained by All Saints are preparing for lay ministries.

- I 09.** There is currently no kind of representation from partner dioceses that are not Members – specifically Derby and Sodor and Man. These dioceses have previously been invited to consider membership of the company, which would bring a presence on the Board. The Review team advise that these two dioceses (and any others that might indicate interest in the future) each be formally requested, by the Chair on behalf of the Board, to appoint a Participant Observer to attend Board meetings, without prejudice to possible diocesan membership in the future.

## **Recommendation I 5**

### **The Review team recommends:**

- i. In future, when electing the Chair and Vice-Chair, the Trustees should aim to appoint a lay person to one role and a priest to the other, while having proper regard to the qualifications and suitability of individuals**
  - ii. When appointments to the Board are being made (either by nominating dioceses or by co-option) constituencies that are not currently represented on the Board (i.e., female priests, Readers and BAME representatives) should be carefully considered.**
  - iii. Partner dioceses that are not currently Members be requested to appoint a Participant Observer to attend Board meetings, without prejudice to possible diocesan membership of the company in the future.**
  - iv. The Board should update the online information about Trustees, including the skills and experience that they bring to the Board, the dates when they were appointed, and the committees on which they serve.**
- I 10.** There is good induction for new Trustees, which takes place on a specific training day. In addition, Trustees receive annual safeguarding training, and if there are specific areas where Trustees need further training and development, this can be organised.
- I 11.** There is no Board development plan as such, but training and strategy days are planned for Summer School each year. These will no doubt help to strengthen the Board's knowledge of and involvement with the work of All Saints and the wider theological training environment, and be an opportunity for Member dioceses to bring their needs and aspirations to All Saints. They will serve to support the Board in its role of developing strategy and setting direction.
- I 12.** The Trustees are clearly committed to the work of All Saints and are concerned about the issues that it faces. The Chair has personally been involved in supporting All Saints in its relationship with Derby Diocese. Other Trustees give their time to serve on committees and to apply their particular skills in specific areas – such as communications, finance or academic matters.
- C4. The TEI has effective business planning and fundraising**
- I 13.** The Board has seen and commented on the company's business plan for 2019-2022 which sets out operational priorities for three years, based on a lengthy narrative of past performance. It includes financial projections over five years. The plan is clearly more operational than strategic in nature.

- I 14. Commercial and financial threats and opportunities are not quantified in resource terms (financial and other). For example, there is some recognition of trends in theological training: (i) shorter ordination training periods (and possibly fewer ordinands); (ii) reduced length of Reader training, compensated for by additional but as yet undefined lay training; and (iii) increasing diversity of candidates. There is a recognition of changes in the local external environment, such as the growth of St Mellitus NW, and the NW Bishops' proposed review of ordination training, scheduled for the Autumn of 2019. However, it is not readily apparent how any of these factors has influenced the development of the business plan, at strategic or operational level. The connection between the factors and the plan could be more explicitly articulated.
- I 15. Actions set out in the plan are not specific, nor measurable, nor clearly allocated to an individual. Milestones are measured by terms or years, not specific dates. No key performance indicators (KPIs) are identified to measure success or monitor progress. It is difficult to see how the Board can easily measure the progressive implementation of this plan or know when it has made a difference.

### **Recommendation I 6**

**The Review team recommends that the Board should develop a more strategy-orientated business plan, setting out its longer-term objectives and values against which individual practical initiatives can be tested. The Board should identify clear key performance indicators and ensure that all actions are specific, measurable, time-bound and personally accountable, so that the Board, the Course Management Team and the Senior Leadership Group can readily monitor its implementation and measure its success over the course of the year.**

- I 16. The Business Plan is clearly owned at staff and Board level; it has been discussed at several meetings and has been approved by the Board. However, it does not have measurable actions, which will make it difficult to follow through during the year (see previous recommendation).

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

- I 17. All Saints has good budgeting systems in place, reviewed and signed off at management and Board levels. Management accounts are produced monthly by a qualified part time member of staff and include actual against-budget figures, with a year-end forecast. Good accounting procedures are in place, with appropriate levels of delegation which have been recently reviewed, and clear separation of duties. These are well documented so can be carried out in case of individual staff absence.
- I 18. The F&GP Committee reviews management accounts at every meeting and exercises a degree of challenge both over income and expenditure and over cash flow (including future reserves). F&GP Committee makes recommendations on affordability when new initiatives are suggested (such as recruiting new staff) and make recommendations to the Board.
- I 19. Specific financial advice, such as with regard to tax, is provided by an external firm, and this arrangement appears to work well.
- I 20. All Saints has timely financial reporting and has never submitted a late return to the Charity Commission. External accountants, who help with the preparation of year-end accounts, arrange their submission to

Companies House and ensure that legislative requirements are met. Arrangements are clearly in hand to deal with such matters as Making Tax Digital, which has also been discussed at Board level.

- 121.** All Saints has a Risk Register which includes an assessment of likelihood and impact before and after mitigations (called procedures and control measures), and uses colour-coded net risk for easy identification at Board. Risks are set out in categories of strategic, financial (split into income and direct and indirect costs and assets) and compliance. Risks related to all aspects of the organisation are included though some (such as reputation) are implicit rather than explicit. This broad approach represents good practice and the Board clearly appreciates the need to have risks set out in this way.
- 122.** However, the present application of the approach means that it is almost impossible to have a red risk, as both likelihood and impact would need to score maximum (5) after mitigations. The total number of risks (68) being shared with the Board is higher than necessary; it is difficult to monitor 68 risks closely. Because of the scoring system that is used, of the 68 risks presented to the Board in March 2019, only two were amber and none was red; all the other 66 were green. It is arguable that only the two amber risks should go to the Board. High level risk registers (such as would be presented to the Board) usually reflect issues that are ‘keeping everyone awake at night’, because these are the ones that need close management attention and monitoring, and demand fast reactions if circumstances change. The PER Team saw clear evidence of serious risks (e.g., the future relationship with Derby Diocese, the new Moodle, ordinands and Readers moving to two-year training), and of their being managed, yet we noted that these were not the highest scoring risks in the register. This might reflect recent amelioration and action. Nonetheless, the risk register in its current format is relatively new and needs time to embed (a ‘trial format’ for recording movements in scores was presented to the Board). The Board could well use one of the development sessions that we have recommended to review how it identifies, scores and mitigates risks, and monitors the results. It could review the categories of risk presented in the register and the threshold of risk scores that it wishes to see. Altogether, the Board should move to a more streamlined and functional risk register.

### **Recommendation 17**

**The Review team recommends that the Board should review the format and streamline the content of the Risk Register in order to ensure that it focuses realistically on high risks that need close management and monitoring.**

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

## SECTION D: STUDENT OUTCOMES

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

- I23.** Students' submitted work includes some good examples of real engagement with learning and of handling different interpretations of biblical texts. Tutor feedback on these assignments is appropriate. Students' intentional reflections, such as 'journaling', are also useful for their understanding of their learning experiences.
- I24.** The Review team's observation of teaching sessions revealed critical engagement with biblical texts and exploration of some challenging issues – such as the role and significance of prophecy, the theological understanding of evil and suffering and God's providence and guidance.
- I25.** Some students are evidently challenged by exposure to critical methods regarding biblical texts. Some students struggled with their understanding of the Old Testament in particular. On several occasions, students reported that it was hard to adjust to what they described as a 'different way of reading' or being asked to 'read beyond the text'.
- I26.** All Saints' course documents claim that learning is based on the interaction between academic theological study and practical experience on placement. The Annual Self-Evaluation 2017-18 states that 'students will enter into a dialogue between their classroom learning and more experiential and practical placement learning' (ASE Section B; p. 14). Discussions with students suggested that placements can indeed provide opportunities to engage in this dialogue. In the meeting with ordinands, for instance, there seemed general agreement that the placements 'stretched you and gave you experience' and that they provided a means for 'formation alongside learning'. As one student interviewee commented, parishioners had commented that there was now 'more depth in preaching'.
- I27.** The Review team's observations of teaching sessions, daily patterns of worship and informal interactions between students indicated a high level of respect for differing beliefs and practices within the Church of England. The Reviewers observed worship that involved small teams of students, drawn from different traditions, working together to produce effective outcomes. Teaching sessions included opportunities to debate different positions on controversial issues that could prove divisive. In general, these sessions were led sensitively with respect for all views; students engaged in debate respectfully. In informal settings, students talked openly about their disagreements. On several occasions, students felt able to say that their views on some issues had either moderated or become more accepting of difference. While most students appear to accept diversity of belief, discussions with students, together with some of the written feedback from annual reflections, indicated that these differences are seriously challenging for some and can be a source of frustration. The general adaptability in responding to different styles and approaches of worship was also commented upon as a strength by other stakeholders, including receiving incumbents.
- I28.** In terms of developing students' habit and skills in theological reflection and reflective practice, All Saints' Annual Self-Evaluation (ASE) 2017-18 states that the philosophy of All Saints is based on practice and experiential learning (p. 14) and that therefore candidates are on placement for the whole of their time on the course. This is a clear strength of the All Saints approach. A key part of the assessment and evaluation of these experiences is for students to reflect on them under the guidance of their tutors and Directors of Studies. Theological reflection and reflective practice are rightly given

prominence in All Saints' documentation. The All Saints main prospectus, for instance emphasizes a 'focus on practical skills for mission and ministry' and 'training located in the setting of ministry', involving placement both in the home church and in an 'external' church or ministry setting.

- 129.** The course is designed with ample opportunity for reflective practice. At the end of each placement, for instance, students are required to write a reflection on their learning as part of the end-of-placement report. The Review team had access to a sample of four end-of-year reflections (anonymized). These examples clearly demonstrated that students are able to use this exercise as an opportunity for in-depth reflection on vocation, faith and spirituality, as well as on the practice of ministry and on theological understanding. In the best examples, the comments were specific and wide-ranging.
- 130.** The course formational mapping documents provide clear evidence of the potential within the curriculum for students to develop skills of theological reflection. The Curriculum includes, in particular, specific courses on reflective practice and teaching sessions devoted to theological reflection. However, while ample opportunities exist, the feedback received from stakeholders and students on theological reflection is mixed. Some students clearly found the approach difficult to grasp and apply. Written feedback from several stakeholders calls for a more practical, straightforward approach to theological reflection. Feedback from receiving incumbents suggests, however, that some students are strong in theological reflection. This variation of perception suggests that more could be done to enable all students to develop useful skills in theological reflection.
- 131.** Reviewers observed both the 'Four Sources' and the 'Pastoral Cycle' models of theological reflection during the residential. The Four Sources model, while it looked promising on paper, did not in practice foster critical thinking or deep personal reflection. Students seemed somewhat confused about the process and threw into the discussion numerous off-the-cuff, unanalysed suggestions, that were almost all accepted uncritically into the mix, which then became unmanageable. The Reviewers were not happy with these classes, though they recognise that the weakness may be in the way that the Four Sources approach was handled by tutors, rather than the model itself. On the other hand, the Pastoral Cycle model, as observed, seemed to work well, allowing both profound personal experiences and relevant theological commentary to interact. A broad review of methods of theological reflection is now needed.

## **Recommendation 18**

**The Review team recommends that the Course Management Team should undertake a critical review of the models of theological reflection that are currently employed, in the interests of fostering more searching and self-critical modes of reflection.**

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

- 132.** Students of All Saints show an encouraging desire to lead in mission and a keenness to explore opportunities for mission and evangelism. In personal conversation and teaching sessions the Reviewers saw this desire nurtured and developed. Students told us that this desire was strengthened by the fact that they are training in their home context, which means that they make quick links between the teaching they receive and how that might be implemented in their parish or work-place. It feeds very directly into missional engagement in their daily life.

- I33.** The teaching of the All Saints Centre provides a holistic view of mission, grounded on 'The Five Marks of Mission'. For some students this approach is new; they find that it broadens their understanding of the call of Christ and their role as leaders in mission. They have a keen sense that mission includes lifelong growth and discipleship, and we saw students engaging well with this in a host of diverse contexts: from nurturing the spirituality of Farsi-speaking converts from Islam, to the planting of churches among asylum-seekers, to fostering the growth in faith of young, disabled Christians.
- I34.** The missional strengths of those trained by All Saints were applauded by placement supervisors and receiving incumbents. Readers and ordinands/curates who have been trained at the Centre are outward-looking, thoughtful in listening to their context, and quick to identify missional opportunities. Students are actively encouraged to try new initiatives, as in the case of a paramedic who is now exploring the possibility of launching a chaplaincy in his workplace.
- I35.** As we have noted elsewhere in this Report, the All Saints Centre, particularly through its Directors of Studies, provides an excellent range of varied placements which expose students to mission in many forms. Some are placed in chaplaincy or sector ministry, some in Fresh Expressions or pioneering contexts. Presentations observed by the Reviewers showed good theological reflection on these experiences.
- I36.** The teaching of mission draws on a good range of resources: the proximity of a number of innovative missional initiatives across the North West, visits from national experts such as George Lings, formerly of the Church Army's Research Unit, and expert tutors leading the module on Mission and Evangelism, who draw on a wide personal knowledge of mission, both national and global.
- I37.** We observed an encouraging willingness among students to develop lay leaders and nurture the vocation of others. A number of ordinands at the Centre who initially trained as readers have proceeded to ordination with the active support and encouragement of fellow-students.
- D3. Students are growing in personal spirituality and engagement with public worship.**
- I38.** The All Saints Centre expects its students to continue to grow in their personal spirituality and in openness to the work of God in their lives. This is spelt out in the learning agreement with each student, in which they promise to develop a sustainable rule of life, including daily prayer and Bible reading, as well as family or social time alongside work, worship, church involvement and time for study. There is strong encouragement for students to find a spiritual director, and an annual retreat is provided for ordinands. Every student reviews their spiritual progress each year with their personal tutor, the DofS. Students praised the quality of teaching on spirituality. Receiving incumbents commented on the way that the training of students had forged in them an ability to maintain a disciplined life of prayer alongside the pressures of ministry.
- I39.** A particular feature of the training is the requirement that each student should read the whole Bible at least once over the course of their training. There is no prescribed method for this, although suggestions are given in the Course Handbook. This requirement reflects an ongoing concern about the lack of biblical literacy among those who arrive at All Saints for training (and is of course part of a much wider issue right across the Church). It is also a valuable opportunity to enrich students' spirituality, so not simply of academic benefit but also for deepening their devotional life.

- I40. Clearly some students find that, for all its demands, this a rewarding exercise and enriches their engagement with Scripture. We found however that not all students seem to complete this task, and that there is no explicit monitoring of their progress or explicit requirement for supervisors or Directors of Studies to raise the question of their progress with students as part of their regular reviews.

### **Recommendation I9**

**The Review team recommends that the TEI should develop a process for monitoring students' progress in reading the whole Bible, while providing encouragement and practical guidance for those who need additional support.**

- I41. Students of All Saints are given regular opportunities to participate in and lead a wide variety of forms of worship: in their home placements, at weeknight teaching sessions, study days and residential. Students spoke of the 'amazing' worship they enjoyed at these events, of the value of experiencing new forms of liturgy, and of the enrichment that it brings.
- I42. In conversation with students who had received feedback on their leadership of worship at the residential we attended, it was plain that they had learned new skills and a fresh appreciation of a new form of prayer (in one case, it was the first time that the student had led Compline). It is no surprise that placement supervisors and receiving incumbents told us that they found that (ex-)students were confident in leading public worship, and that students themselves expressed to us a sense of growing confidence.

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

- I43. In terms of teachability, resilience and stability, students at All Saints study part-time and most of them have other significant commitments in their lives including work, family and existing forms of ministry. The Reviewers were made aware, both by students themselves and by other stakeholders, of the severe pressure under which many students operate. Given these pressures, the commitment of students to learning, as indicated by attendance at lectures and the submission of assignments, is commendable. As indicated in the Annual Self-Evaluation report for 2017-18, the number of withdrawals from courses is low given the demands of part-time study. This picture suggests a combination of effective pastoral support from staff and resilience in the face of pressures for the majority of students.
- I44. There are many aspects of All Saints' programmes that provide an opportunity for students to test and develop their level of respect for different views and to learn from others. These include the placement in different traditions, the reflective practice built into assessment and annual review, as well as regular contacts with tutors and Director of Studies.
- I45. The clearest written evidence of these attributes can be found in examples of student end-of-year reflections. In particular, comments made under the heading 'your personal strengths and weaknesses, gifts and vulnerabilities' give an indication of the impact of their training experiences on some individuals. These impacts are normally positive, but also challenging.

- I 46.** Students are provided with opportunities to nurture and develop their ability to form and sustain relationships through the approach to the delivery of formation that is adopted by All Saints. The weekend residential demonstrated the commitment of students and staff to developing community as expressed through corporate worship, working in teams, group work in teaching sessions, and small group discussions.
- I 47.** Discussions during the residential tended to confirm impressions gained from the sample of written annual reflections that students have many commitments and for some this includes caring for children and elderly parents. There is clearly a need for All Saints to support students as they seek to balance care for others with care of themselves. In this respect, the role of the Directors of Studies is particularly important.
- I 48.** Course mapping shows that students are given ample opportunity to reflect on professional clergy conduct and to increase their understanding of issues and practices surrounding ministry and the need to understand and apply professionalism in their conduct. The Review team was assured that the document 'Guidelines for the Professional Conduct of the Clergy' was studied by ordinands. This area is particularly relevant in ministry with young and vulnerable people. The Curriculum of All Saints gives appropriate time to safeguarding policies and practices. The learning environment based on placement in parishes also lends itself to learning through practice and observation. Understanding professional boundaries will also be a major learning outcome from placement with sector-based placements in such environments as hospitals, prisons and other workplaces.
- I 49.** Systematic evidence of the effectiveness of these learning experiences is not easy to collate. However, the team notes that the annual reports on student formational assessment include questions regarding the extent to which ordinands and readers are able to respond appropriately to pastoral situations and understand policy and practice in safeguarding. Also, discussions with students revealed a wide variety of backgrounds and it is likely that candidates will bring valuable experience of work to their training. Conversations with students on the weekend residential indicated that many had experience of working in a range of public services where professional conduct is paramount. As one student commented, 'I see my [day] job as ministry.' Receiving incumbents also spoke highly of All Saints' students' "outward-looking" approach to ministry and the value of their professional backgrounds.

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

- I 50.** Students at All Saints are given many opportunities for systematic study of the issue of leadership in the Church through its inclusion in the curriculum of relevant taught modules (e.g. Leadership and Theology for Ministry and Mission). This Module explores the leadership role of clergy and the principles of collaborative ministry. As well as looking at concepts and techniques, the Module also looks at the practice of leading and working in a church context. The assessed work for the module includes potentially useful observation, case study and presentation of examples of leadership and decision-making drawn from experience on placements.
- I 51.** The Review team observed examples where students were required to display both leadership skills and a collaborative disposition. The most prominent examples involved those who were asked to work together to lead times of prayer and worship during the weekend residential. These sessions

were generally well prepared and well led. Discussions with individuals after these times of worship revealed positive responses to team-working and team-leading. Several individuals involved in this way were being stretched by the responsibility and expressed nervousness, though this was not apparent to other participants. Some individuals said that they felt slightly 'outside their comfort zone' and that they were expected to lead in a way that was 'not familiar'. Yet the outcomes were effective and leadership capacity was demonstrated.

- 152.** Formal and informal discussions with students also provided illustrations of the role of placements in nurturing leadership capacity. In one interview, a student commented that placements 'make me more confident ... I've done things I have not done before ... It's a rural area and I have to move quickly between parishes – and lead services on my own.' In the meeting with the ordinands there appeared to be widespread assent to the view that the placements stretched students and broadened their experience.
- 153.** Corroborating evidence of the challenge and growth of leadership capacity and collaborative methods can also be found in the sample of end-of-year reports. These examples suggest that all students are challenged to reflect on their leadership capacity as part of annual review. Comments in these reports include the following points:
- The benefit of working with different receiving vicars as role models of various leadership styles – a point that was made by several students.
  - Playing a leading role in planning and design of worship on the residential and providing quality materials for others in the group.
  - A student finds that leadership comes naturally to them, but needs to learn how to lead with sensitivity to others.
- 154.** Evidence of a readiness to share leadership is more difficult to observe and measure. However, many students report good experiences of interaction with Directors of Studies and these can be important role models of how to draw out the gifts of others. In the open meeting with ordinands during the week-end residential, many students noted that their DoS is outstanding and skilled in providing feedback that is both thorough and generous. It is likely that the way in which the gifts of students are recognized and drawn out by the DoS and other All Saints staff will act as a good role model for recognising gifts in others.
- 155.** Again, the pro-forma for annual review of both ordinands and readers includes question regarding the ability to affirm and foster the gifts of others. The samples of completed annual reviews indicate that this question is considered carefully. Examples include a student who worked with volunteers in a project where there was a need for ongoing mentoring to help them to reflect on their experiences; and another where a student wished to develop more effective pastoral skills and found value in observing others who seemed good at this and watching how they related to and ministered to others. Another student indicated that the placement had enabled them to develop a 'nurturing, facilitative' style of leadership.

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

- I56.** As part of the annual review, students are evaluated for their willingness to serve and to be accountable to the frameworks of the Church of England. Key questions are asked specifically about the candidates' attitude towards the tenets of the Church of England, as embodied in the Thirty-nine Articles, the Book of Common Prayer (BCP) and also the Five Guiding Principles.
- I57.** It was very clear at the residential weekend that students are made aware of their responsibility with regard to the use of BCP for patterns of worship. The most pertinent session, however, involved discussions held with final year ordinands led by Directors of Studies for each diocesan group to discuss the Five Guiding Principles of the Church of England. In these sessions, students were reminded that, following legislation in 2014, candidates for ordination are required to give their assent to all of these principles. The discussions that took place at these sessions demonstrated that All Saints seeks to address this issue openly and directly and encourages students to discuss differences. Various positions were taken by candidates but the discussion remained positive.

**D7. Pioneer ministers**

- I58.** So far the Centre has trained very few Pioneer ministers, a fact which may reflect the age profile of most of its students. There is a specific Pioneer pathway in which many modules are shared with other ordinands, though selected assignments focus on aspects of Pioneer ministry. Placements are provided with Pioneer ministers and in some Fresh Expressions of the Church. One student we heard from saw training alongside other ordinands and trainee Readers as an advantage rather than a weakness: what he had lost in terms of being part of a cohort of Pioneers was compensated for by the lessons he had learned about collaborative ministry. He did not believe it had quenched his entrepreneurial spirit. Staff made sure that in his placements he was given plenty of experience of mission and ministry in unfamiliar contexts.
- I59.** The quality of teaching on mission and evangelism and the rich variety of Fresh Expressions placements and placements in pioneering situations suggest to us that All Saints has much to offer Pioneer ministers who need to train part-time. Though Pioneer ministry is mentioned at one point in the prospectus, it seems to find little prominence elsewhere and this could be highlighted more widely.

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

- I60.** Formational assessment, both ongoing and summative, enables the TEI to provide a clear and evidenced report to the bishop.
- I61.** Discussions with relevant individuals suggested that formational assessment is shared systematically between Directors of Studies, TEI core staff and the Principal. The TEI core team were able to demonstrate good knowledge of their student body corporately and individually that would inform such evidenced reports.

- 162.** The process of formational assessment depends critically on good communication between the various partners involved in education and training, including clergy in home parishes and placement contexts, course tutors, the core team and the Principal. One key role in this network is performed by the Directors of Studies. All Saints documentation rightly describes the role of DoS as ‘the glue which brings together the interests of the sponsoring organisation and the LMM Course’. Critically, the DoS is responsible for overseeing the progress of students who are allocated to them. The responsibilities of the DoS are numerous and include the following:
- Agreeing all individual learning plans
  - Monitoring the progress of their students through their studies
  - Ensuring that appropriate support is provided
  - Liaison with the appropriate ecclesiastical authority
  - Acting as ‘first port of call’ for their students in relation to pastoral support
  - Ensuring that placement tutors are adequately briefed
  - Providing reports to the Principal.
- 163.** In addition, it is expected that DoS will teach on the course (and be qualified to do so) and may also be responsible for leading one or more modules.
- 164.** Discussion with a number of Directors of Studies indicated a high level of commitment to student welfare and learning and regular (sometimes weekly) contact with students as well as email exchange. Feedback from students tended to confirm that considerable support was provided by the DoS for the vast majority of individuals. Most students spoke very highly of the knowledge, teaching ability and pastoral care provided by Directors of Studies supported by the role of Tutors.
- 165.** Students’ achievement of ministerial skills is measured effectively against IMEI reporting criteria throughout their training
- 166.** The DoS is responsible for gathering evidence of student achievement measured against IMEI criteria. The procedures for compiling student reports are documented in the All Saints Centre Guidance on Student Reports (dated January 2015 and revised and updated February 2019). This document states clearly the responsibilities of Directors of Studies for compiling a range of student reports for both ordinands and Readers. Appendix I contains pro-formas for interim and final reports. This clearly demonstrates coverage of the key formational criteria for Readers and ordinands (Christian Tradition, Faith and Life; Mission Evangelism and discipleship; Spirituality and Worship, Personality and Character, Relationships; Leadership, Collaboration and Community; Vocation and Ministry within the Church of England). A record is kept of any students who experience significant formational difficulties and also of those (a tiny number) who do not complete their training.
- 167.** IMEI reporting draws on internal (TEI) and external input. Procedures outlined in the Guidance on Student Reports indicate the range of sources of evidence used in compiling reports. These are extensive and include evidence from placement supervisors, host incumbents and tutors, as well as the student’s own personal reflections. The DoS also draws on any correspondence and formal discussions with the student, as well as data on attendance and assignment marks. Comments from the TEI core staff team are also incorporated where appropriate.

- 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.**
- I 68. The TEI's reporting and developmental procedures, which are entirely as envisaged by national guidance and policy, enable tracking and development of students' learning goals from selection into IMEI training, and from the end of IMEI into first curacy / ministerial role.
- I 69. The Guidance on Student Reports suggests that All Saints' procedures will enable tracking and development of students' learning goals. Both for Readers and ordinands, student reports are compiled annually and extend beyond their All Saints training to post-Admission / Post-Ordination stages.
- I 70. As part of the DoS's preparation for writing ordinands' reports, the All Saints Core Team will review each student's readiness for ordination and any concerns that need to be addressed. These assessments are shared with the DoS to ensure a comprehensive view of each student. It is noteworthy that while DoS's are responsible for gathering evidence and drafting reports, the final document is agreed and signed by both the DoS and the Principal. The content of these reports are also shared with the student.
- I 71. Students' personal learning plans include development needs in key areas of meeting the formational criteria
- I 72. The process of Annual Review at All Saints is comprehensive in terms of coverage of all the formational criteria. Students are also evaluated (on a scale of 1 to 9) on their level of experience and competence across eleven 'ministerial competencies' such as leading prayers, planning services, Bible reading and preaching.
- I 73. A key input to the annual review includes the student's own annual reflection on their year of training. The Annual reports are compiled and shared with students, then after being signed a copy is given to the student. Students have the right to add their comments to these reports. The pro-forma for annual review includes a questionnaire (PART B) that includes the identification of specific training needs of students for their next phase of development.
- D10. The TEI learns from the pattern of its students' ministerial and formational achievement and acts on areas of particular need.**
- I 74. The core staff undertakes a regular and thorough review of student progress, drawing on reports from placement supervisors, Directors of Studies and the students themselves. Module leaders review the academic progress of each student, withdrawal rates (which are very low) and progress from one module to the next. Students reported their gratitude for being enabled to fulfill their educational potential: where tutors notice exceptional academic ability, they may suggest further study or even a change to a different pathway as appropriate.
- I 75. An area that has had a chequered history recently has been the Centre's attempts to hear the experience and reflections of students. The Durham Student Satisfaction Survey of November 2018 and the Centre's own evaluation results spoke with one voice: there was quite a high level of

dissatisfaction with a number of aspects of the academic and corporate life of the community, including a sense of not being listened to. This was very probably related to a new evaluation and review process in the 2017/18 academic year which was not well-received. The problem has been effectively addressed this year.

- 176.** Student representatives are elected to the Academic Committee and the Board of Trustees. There is a termly meeting of the Principal and senior staff with elected student representatives, the minutes of that meeting being published online. The termly Principal's Bulletin contains a 'You said ... we did' box highlighting areas where changes have been made. Students are encouraged to complete an online survey at the end of each module, and are now given time in the final session of each module to respond to that, as well as an automatic reminder at the end of the module of the need for their feedback. In contrast to the results of last year's surveys, many students told us that they found a real keenness to listen on the part of the Centre, and a willingness to make necessary changes to improve their training. Although it is perhaps a little too early to gauge the overall results, it seems that progress has been made. The Reviewers found that ordinands, at an open meeting held during the residential, were generally agreed that the Centre was trying to respond to their concerns. The team commends this 'open forum' approach to All Saints.
- 177.** Because of the extremely wide spectrum of educational backgrounds and attainment among students, it is unsurprising that the Centre faces particular challenges in meeting the expectations of every student. A number of students with less academic experience told us of the good support they had received.

### **Recommendation 20**

**The Review team recommends that once a year, at a study day or residential, all students are invited to give feedback at an open meeting with the Principal and other senior staff.**

### **CONCLUSION**

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

## SECTION E: PARTNERSHIP WITH UNIVERSITY

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

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

#### *Management and oversight*

- 179.** The review team noted that the TEI's Common Awards Management Committee operates in alignment with the Terms of Reference, as specified within the validation contract. In addition to the Management Committee, the TEI operates Student Liaison Groups which function as the TEI's student-staff consultative committees, providing students with the opportunity to raise any issues or concerns relating to their programme of study. Students are represented on both of these committees and minutes of the committees demonstrate student engagement with the matters discussed at the meetings. A standing item on the Management Committee agenda allows students the opportunity to discuss matters related to their academic programmes.
- 180.** Management of All Saints is overseen by the Board of Trustees, which has governance responsibility and sets the strategic direction for the TEI. The formal partners in the company are the Dioceses of Chester, Liverpool and Manchester, and recently the Diocese of Blackburn; representatives of these four dioceses are members of the Board of Trustees, alongside independent members and participant observers from ecumenical partners and the institution's staff and student body. At present, the Board of Trustees is comprised of twelve trustees. There are three formal sub-committees of All Saints' Board of Trustees: the Academic Committee (within which the Common Awards Management Committee is embedded), the TEI's Finance and General Purposes Committee and the Standing Committee which deals with business between Board meetings if required and also meets as the Remuneration Committee when required.
- 181.** The Board delegates responsibility for educational policy and quality assurance, review and enhancement to the Academic Committee (which includes the Common Awards Management Committee), and responsibility for oversight of financial, human resources and operational matters to the Finance and General Purpose Committee. The membership of both these committees includes members of the Boards of Trustees (both diocesan and independent members) and the Course Management Team. The Management Committee further comprises of representatives from the different delivery centres offering Common Awards programmes, as well as student representatives and the Academic Registrar. The minutes are clearly written and evidence that the Management Committee is routinely considering the matters it has responsibility for.
- 182.** The review team was encouraged to hear of the involvement of representatives from the delivery centres engaging in discussions at the Common Awards Management Committee. In discussions with staff at the TEI, it was revealed that matters from the delivery centres tended to be reported on an ad-hoc basis, as and when matters arise. The TEI was confident that this worked well. The review team was concerned that the lack of structured routine reporting from the delivery centres had the potential to result in a lack of oversight over the matters which the Management Committee has overall responsibility for. The review team was pleased to see that the TEI's Risk Register had identified that inconsistent teaching across the TEI's delivery centres was a potential risk, and that

actions had been put in place to ensure that this risk was mitigated. The review team noted receiving regular structured reports from the centres would further support the action already being taken by the TEI. In light of this, the TEI is encouraged to ensure that the Management Committee routinely considers relevant matters from within and across all delivery centres, and documents this consideration clearly within the minutes.

## Recommendation 21

**The review team recommends that the TEI ensures that the All Saints Centre Common Awards Management Committee remains a single point of oversight for the whole TEI, and that all delivery centres formally and routinely report to the Management Committee.**

### *Engagement with the University*

- 183.** The review team noted that the TEI's engagement with the University had been positive. All Saints highlighted that engagement with the University Liaison Officer (ULO) had been particularly effective, with the ULO attending at least one Management Committee meeting a year, and a Board of Examiners once every two years, in line with expectations. The ULO had also provided dedicated support to the TEI when requested. For instance, the ULO attended the TEI's Creative Assessment Day and provided welcome comments and feedback. The TEI also described the ULO's responses to queries as quick, incisive and helpful. The TEI found the University Common Awards Team approachable and that correspondence and discussions were always conducted in a supportive manner.
- 184.** All Saints has been in regular formal and informal contact with the Common Awards administrative team. The TEI's administrative team reported that engagement with the Common Awards Team had been generally positive, and that the appointment of one key contact at the TEI had worked well. The Common Awards Team were reported to have responded swiftly to those queries where the information had been to hand; however, more complicated or complex matters had taken longer to respond to. The TEI recognised that where delays to queries had been experienced, this had often been due to the need to explore the queries further with colleagues in the wider University.
- 185.** In discussions regarding possible enhancements to the partnership with the University, All Saints reported that it would welcome additional guidance from the University on the support available to those students with disabilities. The TEI understood that the overarching contract between the University and the Archbishops Council limited the support that could be provided by the University. Notwithstanding this, the TEI had been very encouraged to read that 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.
- 186.** The TEI also conveyed thanks to the University for the flexibility permitted through the concessions process.

### *Applications and admissions*

- 187.** The TEI's admissions policy and entry requirements apply to all programmes delivered by the constituent centres. All admissions and APL decisions related to Common Awards programmes are

managed centrally through the central Course Office. Following receipt of an application, All Saints may invite an applicant to interview with a member of All Saints' Course Management Team (e.g. Principal, Vice-Principal or Diocesan Director of Studies). Interviews are held periodically throughout the year. The Principal is responsible for all admissions decisions. The TEI's Management Committee monitors the effectiveness of the admissions process.

- 188.** Currently, the Vice-Principal considers all APL requests which can be approved by the TEI, in line with the University's policy and processes. Applicants who are sponsored by a diocese for training can discuss their APL applications with their Director of Studies; independent students are directed to the Principal for this support. The Director of Studies and Principal submit their necessary paperwork on applicants' behalf. 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.

#### *Concessions*

- 189.** The review team reviewed a sample of concessions requests considered by All Saints 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*

- 190.** All Saints has effective internal processes and practices for managing assessment. Plagiarism detection software (Turnitin) is used for assignment submissions; students submit their assessed work via the software which is available through the Moodle virtual learning environment. All marking and moderation is carried out by the module tutors. Where required by the University Regulations, this is done anonymously. Blind double marking is used for postgraduate assignments, dissertations, extended projects and long independent learning projects. The quality and timeliness of feedback is monitored by the internal moderators and the external examiner.
- 191.** Notwithstanding the existence of the above internal processes and practices for managing assessment, the review team noted that there has been a comparatively high rate of academic misconduct cases at the TEI. Preventative measures are put in place at the TEI to help avoid academic misconduct cases. Sessions are held during induction whereby students are invited to prepare sample pieces of work to submit through the Turnitin system; tutor training days have focused on encouraging tutors to raise awareness of the importance of following good academic practice; and every assignment submission form carries an assessment misconduct warning. Additional support materials, for publication on Moodle, are also in the process of being prepared. The launch of these additional materials has been delayed due to the greater focus on the current curriculum and assessment reviews (c.f. paragraph 243). The TEI has found it beneficial to address potential cases of academic misconduct with consideration to potential pastoral issues, whilst highlighting the serious implications of committing such offences; the TEI has found that academic misconduct is often linked to cases of Serious Adverse Circumstances (SACs). Due to the high number of cases, and the associated administrative burden on Panel members, the TEI has often been constrained to holding Panels electronically. The review team was reassured by the measures being taken by the TEI to address the comparatively high number of academic misconduct cases, but felt that was a need to keep this under close review.

## Recommendation 22

**The review team recommends that the TEI continues to closely monitor cases of academic misconduct.**

**192.** 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.

### *Student Engagement*

**193.** All Saints 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 asked to complete an online anonymous module evaluation form. The TEI's Common Awards students also participated in the annual Common Awards Student Survey in 2018. The results of the 2018 survey were particularly disappointing for the TEI, showing high levels of student dissatisfaction in a number of areas. The results of the Student Survey had been shared with the TEI's Management Committee and Board of Trustees. The Leadership Team have carefully considered the results of the Survey and produced an action plan to address the issues identified. To date, as a result of the feedback received, Student Liaison Groups have been reinstated, a re-design of the evaluation system for 2018-19 has been completed to improve student engagement and participation, and the TEI is taking steps to address the issues identified by the survey; for example ensuring the availability of staff, holding surgery time with module leaders, and focusing on building a learning community. A Principal's Bulletin has been introduced to share information with students about developments planned as a result of the Survey results.

**194.** The Common Awards Student Survey (2018) highlighted that not all students are satisfied with the opportunities to provide feedback on their programme, with 46.88% agreeing that these opportunities were appropriate, significantly lower than for Common Awards as a whole (79.43%). Only 45.16% of students felt that students' views were valued by tutors. Notwithstanding this, the students with whom the visit 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 the TEI had scheduled an additional weekend of training days to ease the pressure felt by students, and have also rescheduled teaching and worship sessions based on the feedback received from students. Students were satisfied that they had sufficient formal and informal opportunities to ensure their voice was heard, collectively and individually. Students spoke positively about the reintroduction of the Student Liaison Groups, reporting that all points raised had been answered and that staff had been receptive and open. The views of the students with whom the review team met provides confidence that the TEI has taken steps to address the issues identified by student feedback, and has put in place effective mechanisms for ensuring that students have sufficient opportunities to provide feedback.

- 195.** In addition to student surveys, the TEI also ensures student representation within the TEI's governance structures. Student representatives attend the All Saints Common Awards Management Committee, and are invited to attend the Board of Trustees meetings as participant observers.
- 196.** 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 with whom the review team met confirmed this. They also confirmed that they felt engaged with the development of programmes, and that they were kept informed of action taken in response to student feedback.

### *Conclusion*

- 197.** 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 recommendations noted in this section.

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

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

### *Induction and programme information*

- 199.** The review team heard that the TEI hosts induction days which effectively introduces students to their programme of study and the TEI itself. This provides students with an opportunity to meet their peers, tutors and key TEI staff. The students with whom the review team met spoke generally positively about the induction activities arranged by the TEI, particularly the one-to-one support offered by the Principal and Directors of Study.
- 200.** Notwithstanding this, there were inconsistent experiences reported by the students regarding the provision of written information received in advance of the start of their programme. Some students felt that this information lacked clarity and sufficient practical information; others reported that they had received information but in confusing formats. Book lists are provided to students at the beginning of each year detailing the recommended reading for the module; however, some students reported that they had received incorrect lists, only being made aware of this once they had started the programme. Some students' therefore reported a lack of confidence in the accuracy and currency of the Student Handbooks. Postgraduate students reported that there had been no Student Handbook available until December 2018 for that academic year. The TEI confirmed that the Student Handbooks were reviewed on annual basis, and as such, were confirmed as accurate and up to date. The TEI appreciated students' anxiety in instances where inaccurate information may have been provided previously.
- 201.** It was reported that the late timing of some students' Bishop's Advisory Panel was proving to be problematic in terms of ensuring programme information is received and understood in sufficient time before the programme start date. There also appeared to have been a problem with the TEI's IT software, which resulted in some students not receiving their induction information, or guidance on preparatory work, which could be undertaken as an introduction to their programme. The TEI advised

reviewers that some Internet Service Providers reject postings from Moodle due to server conflicts and certificate authentication; that students are advised about this and that the issues have now been dealt with by its service provider.

- 202.** Students with whom the review team met reported that information on learning hours is provided to students at the beginning of each module and is easily accessible. The review team explored students' workload experiences and found that some students did not recognise these as an accurate reflection of the commitment required for the programmes; the review team found that this was more acute for part time students. Notwithstanding this, students were able to demonstrate an understanding of how the learning hours were broken down (e.g. independent learning; lectures, etc.). The review team heard that the admissions process was revised last year to take into account this feedback. It was confirmed that students now receive a profile outlining their programme of study and what they can expect. A database, currently in development, would enable the TEI to provide students with a bespoke timetable, which they hoped would also support students in their own planning.
- 203.** The TEI felt that the feedback provided was more historic in nature, and attested to some of the challenges faced in this area previously. However, the TEI was confident that the student feedback provided to the review team had been appropriately addressed by the changes already made, and would be enhanced by the improvements anticipated for implementation in the near future. On the evidence provided, the reviewers were satisfied that the TEI had taken appropriate steps. Nonetheless, the review team considers there is a need for ongoing monitoring. In light of this:

### **Recommendation 23**

**The review team recommends that the TEI continues to ensure that the provision of information to students in advance of, and during their, programme is helpful and informative.**

- 204.** Moodle contains information on programme documentation, relevant policies and procedures, and teaching materials. Students with whom the review team met spoke positively about the importance of Moodle as a central space to access key information and learning materials, and their confidence in the accuracy of information provided. PowerPoint presentations are often uploaded to Moodle in advance of teaching sessions, which the students find valuable, however this practice was not consistent across all tutors. Students receive a Student Handbook providing programme details, expectations of the programme and signposts to additional information available on Moodle. A separate Student Handbook has been developed for those students on the Derby Integrated Programme. Module Handbooks and additional information available on Moodle, complements the Student Handbook. The information printed in the handbooks is reviewed each year. A comprehensive Tutor Handbook is available for academic staff and contains key programme information, academic policies and processes and guidance on the TEIs approach to learning and teaching.

#### *Tutorial and Study Skills Support*

- 205.** Each student is allocated a Director of Studies, who is normally appointed jointly by the Course Principal and the student's sponsoring diocese. Directors of Studies monitor the progress and formation of students. Directors of Study provide academic guidance and are seen as the first point of contact for both academic and pastoral matters.

**206.** The students with whom the review team met expressed the opinion that there was a lack of consistent study skills support available to students at the TEI. It was reported that study skills sessions were available as part of induction but that these were sometimes scheduled simultaneously, limiting the opportunity for students to fully engage with the programme of events. Notwithstanding this, students advised that they would prefer study skills sessions to be made available throughout the year. It was reported that this had been an area of focus for the TEI and that the institution was growing its library of instantly accessible materials on Moodle, intended to support the programme of seminars offered at Induction Days. Directors of Study also offer one-to-one support. It was further reported that guidance on avoiding academic malpractice included reminders of the study skills support available, recognising that this a crucial element in helping to address the comparatively high number of academic malpractice cases at the TEI (c.f para 191). In light of the action taken by the TEI:

#### **Recommendation 24**

**The review team recommends that the TEI reviews:**

- i. its provision of study skills information to ensure that this is consistent for all students; and**
- ii. how information on study skills provision is communicated to ensure all students are aware of what is available.**

**207.** All Saints require students to use the APA method of referencing for all assessments. The review team heard from students that this did not appear to be routinely enforced by tutors, with some students reporting that some assessments had appeared to be penalised for the minor grammatical preferences of some tutors. The TEI assures the reviewers that serious grammatical issues are usually commented upon, but not penalised unless the student's meaning is unclear, in line with Durham University marking guidance on dyslexia. Nonetheless, in light of feedback, we believe this is a matter for the External Examiner to keep under review.

#### **Recommendation 25**

**The review team recommends that:**

- i. the TEI reviews the current policy on referencing to ensure consistency in application; and**
- ii. the External Examiner be asked to keep under review this matter and report any inconsistencies in approach to the TEI for action.**

**208.** Students undertaking independent learning projects and dissertations felt supported by their Director of Studies to complete the assignment. However, one student reported a significant delay in processing the Research Ethics Form, receiving the approval when already undertaking the project. The review team heard that the TEI had experienced some issues with the ethical approval process last year but that this had been reviewed and changed to better assist students with their submissions. The process now includes a checklist for students, information on GDPR, and three dates for the submission of documentation throughout the year. The TEI reported that all ethical approval requests submitted this year had been approved and in good time.

### *Pastoral Support*

- 209.** Directors of Study are also primarily responsible for providing pastoral support to students. Course Chaplains provide additional pastoral and personal support, and counselling is available via sponsoring dioceses. The review team noted that there had previously been some dissatisfaction with a lack of understanding of where to seek information on the provision of student support at the TEI. The TEI has clarified the information in the Student Handbook in response, and now also provides more informal channels for conversations with members of staff.
- 210.** Notwithstanding this, the students with whom the review team met spoke extremely positively about the feeling of being part of a learning community at All Saints. The students were also particularly complimentary about the openness and responsiveness of the staff at the TEI, particularly the Principal.

### **Commendation 6**

**The review team commends the TEI for its deep commitment to creating a strong learning community.**

### *Complaints and Appeals*

- 211.** The TEI maintains a student complaints policy; this is available to students and staff via Moodle. 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. All Saints' complaints process has three stages. The first is informal resolution at TEI-level, the second stage seeks formal resolution at TEI-level, and the third and final stage is referral to the University. Although the students with whom the review team met were not aware of the process for submitting a complaint, they were confident about where they would find this information. Students also recognised the role of student representatives for seeking resolution, where appropriate.

### *Disability Support*

- 212.** Through the TEI's previous validation arrangement students had been able to access Disabled Students' Allowances (DSAs). Students spoke of the frustration felt in relation to the lack of clarity around the disability support provided to students under the current Common Awards validation. The TEI reported that, in response to student feedback, they are currently addressing how they can better support students with disabilities. The TEI had been encouraged to learn that Durham University is currently working on clearer, more substantial guidance on disability and that this would be available as part of the new website during the summer 2019. A Deaf member of staff at the TEI is designated as a Disability Advocate. The Vice Principal has responsibility for co-ordinating disability support, where required.

### *Graduate Destinations*

- 213.** The review team observed that graduate employability and destinations were not considered at TEI-level. The TEI reported that they did not formally track the graduate destinations of their alumni as a

very high percentage of students are studying for the purpose of pursuing a career in ministry. However, the TEI recognised that there may be a benefit to exploring graduate destinations for independent students.

### *Conclusion*

**214.** The review team considers that the provision for academic and pastoral support and guidance is adequate but that the TEI is required to address the recommendations noted in this section.

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

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

### *Library and Electronic Resources*

**216.** The TEI currently makes good use of the Moodle virtual learning environment, which is a particularly important resource for students. Moodle houses programme documentation (such as handbooks), relevant policies, study skills resources, and software for online submission of assessed work (Turnitin). Students with whom the visit team met spoke positively about the importance of Moodle as a repository for key information and learning materials. Some module tutors also make book chapters and module resources available on Moodle. Notwithstanding this, a number of the students also felt that navigating the system to find the information required was not always user-friendly or logical. Students spoke of some difficulties experienced with the migration to the new Moodle system last year, however this had now been resolved and they confirmed that the new system had been a significant improvement on the previous system. The TEI had worked with a design consultancy agency to develop the new system to ensure it was more accessible for those students who were less technologically advanced; the TEI reported that this new site, along with the introduction of videos, guides and a thorough induction process, had reduced the number of student queries received, particularly around assessment time.

**217.** Students at All Saints have access to resources at Luther King House Library in Manchester. Those students supported by Liverpool Diocese are able to use Liverpool Hope University's Sheppard-Worlock Library. There is a similar arrangement for students of Derby Diocese, who are able to use the library available at St John's School of Mission in Nottingham. Students with whom the review team met spoke extremely positively about the provision at the Luther King House Library; the staff there are reported to be helpful and are willing to provide a postal service for All Saints students. However, some students reported that the Liverpool Hope University's library is quite limited in comparison. The 2018 Common Awards Student Survey also highlighted a below average student satisfaction rate with the access to books and resources in the libraries, although we note that by the time of writing the 2019 Survey reflected some improved responses.

**218.** Access to journals had been an issue raised by students, supported by the low satisfaction levels shown by the results of the 2018 Common Awards Student Survey, however guidance has been developed to detail how students can access online journals. The review team was informed that the

TEI was increasingly moving its resources online via Moodle and in particular the importance of SCONUL access was highlighted.

219. Students with whom the visit team met spoke positively about the rooms and facilities within centres, particularly at Luther King House and those venues used for residential. There was some frustration reported with the computer and projection equipment failing at the Warrington campus; however, instances of this were few and students did not feel materially affected. The students felt that the facilities at the All Saints Centre were inferior to those available at Luther King House. Students studying at Derby had previously reported issues with one venue in terms of safety, however this issue had been addressed by the TEI and an alternative venue had been found.

#### *Conclusion*

220. The review team was satisfied that the overall learning support and infrastructure were adequate.

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

#### *Teaching staff*

221. 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.
222. The staffing structure at All Saints comprises of a Course Management Team, which is made up of the Course Principal, the Vice Principal, the Academic Registrar, Director of Postgraduate Awards and seven Directors of Studies, reflecting the dioceses with which All Saints works. The Course Management Team is responsible for the day to day management, planning and delivery of the programmes. Each Director of Studies has responsibility for students from a specific diocese (with some dioceses having two Directors of Studies, with specific responsibility for readers, ordinands or curates). Associate tutors, who contribute to the delivery of the academic programmes, support the Course Management Team.
223. Minutes of the Common Awards Management Committee confirmed that staffing appointments were discussed and ratified by the Management Committee. The most recent ULO report (2017-18) confirmed that the TEI has a well-qualified and appropriate staff team in place. The most recent 'Staff CV Summary' (T9) document available to the review team also indicated that the TEI has a well-qualified and appropriate staff team in place.
224. Concerns were raised about whether the demanding nature of teaching roles at a Higher Education level were always recognised by partner dioceses, and sufficient time granted to staff for their teaching roles, including attending relevant meetings, teaching preparation, and ongoing development.

#### **Recommendation 26**

**The review team recommends that the TEI negotiates clarity with the dioceses around the expectations of the staff in the partner centres.**

### *Teaching quality*

**225.** 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. Tutors are expected to participate in the peer observation scheme for each module they teach. All Saints 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. The TEI recognises that the multi-centre nature of the TEI could lead to inconsistencies in teaching and thus has appropriately identified the associated risks in the TEI risk register.

### *Staff development*

- 226.** For the last two years the TEI had held a training day in September, which had covered elements of teaching, learning and assessment, and actively encouraged meaningful discussions and connections between staff within the TEI. Plans for further, similar training days would be arranged for other occasions throughout the academic year. A Course Management Team Development Day on the theme of inclusion had also recently been held by the TEI; the team had worked on a draft policy and discussions had taken place around how this policy could be applied in the classroom. The TEI makes use of observation as a key part of induction and development of new staff members. The TEI had also recently introduced a renewed Peer Observation Scheme for the purpose of staff development.
- 227.** A formal induction process, led by the Principal, is implemented at All Saints to ensure that staff are familiar with the operation of the TEI, and its policies, processes and procedures. A review of staff performance, roles and remuneration is also conducted annually. A Tutor Handbook is available for academic members of staff and includes key information for teaching staff at the TEI, which complements the information available in the Course Handbooks and the individual Module Handbooks.
- 228.** The Course Management Team addresses specific issues identified during the module evaluation process with module teams (module lead and tutors assigned to the module).
- 229.** Staff are also supported to enhance their professional development via training and research opportunities. Academic staff at the TEI take advantage of University staff development opportunities including the Durham Excellence in Learning and Teaching Award (DELTA), and attendance at Common Awards Conferences and TEI Fora. Staff value these opportunities.

### *Professional Support Staff*

**230.** All Saints currently has a team of five professional support staff dedicated to the management of the relationship between the TEI and the University, Ministry Division and the delivery centres. Staffing has recently been restructured and extended to cope with growth in the TEI, and further revisions are planned to provide additional administrative support. Now that the Professional Support Team is fully staffed the TEI is also reviewing how workflows can be simplified. Each member of support staff now has a specialism, however the team work closely together in order to ensure they are able to provide

adequate cover where required. The TEI has employed an IT specialist to manage the Moodle virtual learning environment. Induction programmes are put in place for new members of professional support staff; the length of this induction period varies depending on the role. Training is provided by existing members of staff.

#### *Conclusion*

**231.** The review team was satisfied that the staffing within the TEI is appropriate to enable the requirements for the awards to be met.

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

**232.** The appropriateness of the mechanisms to ensure the accuracy of public information, publicity and promotional activity was confirmed through the initial validation process. The Principal has overall responsibility for oversight of all public information, publicity information, and promotional activity, drawing on support and guidance from Programme teams and the Academic Registrar.

**233.** All Saints maintains an externally facing website that contains information for prospective students. This website serves as the gateway to the TEI's Moodle site. The approved module and programme handbooks are made available to students via Moodle from the start of their programme.

**234.** All Saints 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. The publicity materials provided by the TEI were appropriate. The review team noted that it appeared that the TEI's website however had not been routinely updated. For instance, there were several erroneous references to the previous validation arrangement with the University of Chester, as well as out of date information relating to the initial discussions on the development of Common Awards. The review team also noted that information about the Trustees and Course Management Team of All Saints had not been updated. The review team was satisfied that the inaccurate information on the website did not create any material issues with the information provided on the validation relationship between the University and All Saints. Notwithstanding this, there was a potential risk of providing misleading information to prospective applicants and students.

#### **Recommendation 27**

**The review team recommends that the TEI undertakes a systematic review of its public information, with a particular focus on the website, to ensure that information about Common Awards programmes and the partnership between the University and All Saints is accurate and up-to-date.**

*Conclusion*

**235.** The TEI has appropriate mechanisms in place to ensure the accuracy of all public information, publicity information and promotional activity relating to the partnership; however, the review team recommends that a systematic review be undertaken to ensure information is up to date.

*Criterion E conclusion*

**236.** Having considered the evidence encountered before and during the visit, the review team considers that the All Saints Centre for Ministry and Mission successfully meets all the PER criteria relating to partnership with the University, subject to satisfactory completion of the recommendations in this section.

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

## SECTION F: TAUGHT PROGRAMMES

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

- 237.** The TEI has experienced significant growth since the initial validation took place, which has brought associated structural and staffing changes, and the introduction of new programmes. Student numbers have increased from 43 students in 2015/16 to 84 students in 2016/17, and 140 students for 2017/18. On 1<sup>st</sup> December 2018, the University recorded 172 students studying Common Awards programmes at All Saints Centre. Notwithstanding the significant growth experienced by the TEI, future student numbers are difficult to predict. Changes to patterns for resourcing ministerial education, and the changing needs of the sponsoring dioceses, contribute to the uncertainty regarding future student numbers.
- 238.** The review team explored the operation of the Derby Integrated Programme. The review team was aware of some of the challenges surrounding this programme and the steps the TEI was taking to monitor the delivery and ongoing sustainability of this programme. The review team was aware of some differences in provision (e.g induction processes). The SWOT analysis highlighted that both the staff and trustees of the TEI were aware of emerging risks related to this programme. A Joint Steering Group, comprised of representatives of the TEI and the Diocese, had been established to address the identified challenges, and was doing so. The TEI informed the review team of its planned contingencies to ensure that All Saints was able to fulfil its commitments to students. The review team was aware that discussions between the TEI and Diocese were ongoing and therefore:

### **Condition I**

**The review team requires that the TEI continues to keep the Derby Integrated Programme under close scrutiny and continues to provide regular updates to the University on the status and delivery of the programme.**

- 239.** Notwithstanding the potential competition created by the presence of other TEIs in the local area, the TEI remains confident that this would not have an impact on planned student numbers and the viability of programmes. A significant number of students undertaking stipendiary ministry had not been discouraged from submitting applications to programmes taught at the All Saints Centre. The review team concluded that – should student numbers remain stable – the programmes should continue to be viable.

### *Conclusion*

- 240.** The review team concluded that the programmes are viable in terms of market and likely numbers of entrants, but that All Saints should continue to keep the Derby Integrated Programme under close scrutiny and to provide regular updates to the University on the status and delivery of the programme.

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

- 241.** 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.

- 242.** 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.
- 243.** The TEI was undertaking a strategic review of its curriculum, with a view of introducing new provision for 2020 onwards. The aim of this review was to streamline the number of pathways, which the TEI hoped would strengthen the cohesiveness of its students' cohorts, and reduce administrative burden. A working group, with terms of reference, had been convened to manage this work. An assessment review, with accompanying working group, would also be undertaken as part of the curriculum review. The aim of this review was to create more intuitive student guidance on assessment in response to the Common Awards Student Survey results, developing creative assessment and diversifying the assessment currently used.

#### *Conclusion*

- 244.** 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.**

- 245.** 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.

#### *Teaching and Learning and Assessment*

- 246.** All Saints' programmes are assessed by a range of methods and in accordance with the assessment patterns and guidance material of the Common Awards framework. Students felt that, on the whole, the volume of assessments was appropriate and supported them in their learning. The students with 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 tutors as to whether or not such materials were uploaded before or after the teaching sessions. Students valued teaching which is informed by research, and particularly welcomed when guest tutors were invited to give honest, specialist experiences to complement teaching. One student reported that class sizes and student ability levels had varied throughout their studies and felt that some tutors

were unable to manage this well. Students confirmed that they were aware of the assessment criteria, and knew where the criteria were published, however that the guidance was not always clear. The results of the 2018 Common Awards Student Survey showed that 64.06% of students felt that the assessments undertaken have helped them to learn and develop, however only 30.77% of students felt that the guidance available when completing assessments has been helpful. In discussions, some students reported that while the teaching staff at the TEI provide support with assignments, it was not always explicit from the outset what is expected of students at each level of study. The TEI advised that the provision of assessment guidance will be addressed as part of the assessment review currently being undertaken at the TEI (c.f para 243). The review team highlighted the opportunity for this provision to be incorporated into the recommendation related to study skills support, but also:

### **Recommendation 28**

**The review team recommends that the TEI continues its work to review the formal assessment guidance to students to ensure that students are aware of the requirements and expectations.**

- 247. The External Examiner has consistently confirmed that the range of assessment is appropriate to the curriculum and the intended learning outcomes.
- 248. Module teams agree the appropriateness of assessments for the module level and ensure they enable the students to meet the programme learning outcomes.

#### *Assessment Feedback*

- 249. Students regularly received their feedback within the expected four weeks. 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. Moderators are required to review the quality of feedback. All Saints has developed local guidance to all staff on the moderation and double-/second-marking processes, as expected by the University.
- 250. Students with whom the review team met felt that the provision of feedback was generally consistent but commented that assessment feedback did not always provide comments that could inform improvements in future assessments. This was supported by the results of the Common Awards Student Survey, with only 43.08% of students agreeing that they had received helpful feedback on their work. While the feedback form used by the TEI includes a section for “suggestions for improvement”, students expressed the opinion that they would value more feedback on the improvements that could be made for future assessments. The TEI advised that the provision of feedback will be addressed as part of the assessment review currently being undertaken at the TEI (c.f para 243).

### **Recommendation 29**

**The review team recommends that the TEI continues its work to keep under review the provision of feedback which would enable students to improve in future assessments.**

### *Learning Hours*

- 251.** Students with whom the review team met reported that information on learning hours is provided to students at the beginning of each module. However, students generally felt that the information was clear but was not always an accurate reflection of the hours dedicated to the module in reality.

### *Conclusion*

- 252.** 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.**

- 253.** The report of the initial validation visit documented the TEI's mechanisms for ensuring that arrangements for placements are appropriate. The initial validation team was satisfied that appropriate arrangements were in place for field trips and placements, but recommended that All Saints develop a "terms of service" agreement for placement supervision to clarify the working relationship between the placement supervisor, the student and All Saints; this document was subsequently developed and outlines the TEI's requirements with respect to purpose and organisation of placements, and the support provided to students while on placement. Each student is assigned a Supervisor in their local church placement context (often the incumbent or equivalent), who oversees their training, and works with All Saints to ensure that students are well supported. A Supervisor's Handbook is provided by the TEI.
- 254.** The students with whom the team met confirmed that they felt adequately supported during the placement. A working agreement between the student and the supervisor is agreed before the placement, and students also have access to a Placement Handbook. Directors of Studies at the TEI are responsible for the management of placements and for supporting students whilst they are on placement. Placements are sought in conversation with the student, but Directors of Studies have the primary responsibility for agreeing and arranging placements for their students. The Principal is also available to give advice and make recommendations about placements. For every placement, the placement supervisor and student are required to develop a working agreement; this seeks to establish shared expectations about the placement. Students with whom the review team met were broadly positive about their placement experiences and were confident that they understood what was expected of them.
- 255.** The results of the Common Awards Student Survey (2018) show that students are satisfied that placements undertaken as part of their award have helped them to learn and develop; overall satisfaction with placements at All Saints is reported at 85.96%.

### *Conclusion*

- 256.** The review team concluded that there are appropriate arrangements for placements.

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

257. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Provision.
258. The review team heard that although the TEI encouraged research time on a weekly basis, this was not always realised. It was recognised that ring-fencing this time was more challenging for diocesan staff, as contracts did not always allow for study or research time. It was also heard that sabbatical time may be granted by the TEI.

**Recommendation 30**

**The review team recommends that the TEI develops a shared research culture.**

259. 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.
260. Students reported that appropriate support and guidance is provided when undertaking independent learning projects and that students were adequately supported by their Director of Studies.

*Conclusion*

261. 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).**

262. Members of staff in the TEI are involved in the TEI's processes for curriculum monitoring, review and enhancement. Student feedback on teaching is requested. The results of all module evaluations and the outcomes of the module review meetings are brought to both the TEI's Management Committee and Board of Trustees meetings. The TEI has submitted a number of curriculum development proposals since the initial validation, including the introduction of new programmes and modules, and other more minor changes to programmes and modules, such as a change to an assessment option for a module. The TEI noted that feedback from the ULO when considering these changes had been particularly helpful.
263. Teaching staff actively request student feedback via online module evaluation questionnaires (MEQs). The TEI has moved to the use of electronic surveys, reducing the staff time required to process the information on the forms. An unintended consequence of this however was a decrease in response rates; the TEI has found that where students have been requested to complete MEQs in class time, the response rates had been significantly higher. Module review meetings are conducted annually, as an opportunity for Module Leaders to review feedback in further detail. Discussions with the TEI revealed that these meetings were not always well attended. TEI has devised a number of actions to address the decreasing response rates, and poor attendance at the module review meetings. The TEI plans to: create an evaluation section on the Moodle site, which the TEI hopes will elicit regular and

ad-hoc feedback; reintroduce opportunities to provide feedback during class time, and publish the meeting dates of the review meetings further in advance.

264. The TEI received particularly disappointing feedback in the 2018 Common Awards Student Survey, as highlighted in paragraphs 193, 194, 217, 246 and 250 above. In response to this, the results were considered by the TEI's Management Committee and Board of Trustees and actions agreed upon to address the issues raised; the TEI confirmed that the impact of the actions taken would be closely monitored. The TEI anticipated undertaking the Common Awards Student Survey in 2019 to help with this.
265. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. The TEI expressed the opinion that while they already reflect on processes and practices in other ways throughout the academic year, the ASE process had been helpful in providing a structured approach to reflection and setting targets.

#### *Conclusion*

266. The review team concluded that the programmes are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.
267. Having considered the evidence encountered before and during the visit, the review team considers that the All Saints Centre for Ministry and Mission successfully meets all the PER criteria relating to taught programmes, subject to satisfactory completion of the recommendations in this section. The review team also identified one condition.

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

#### **Overall outcome:**

**The review team has Confidence with Qualifications in All Saints Centre for Mission and Ministry in preparing candidates for ordained and licensed lay ministry.**

## LIST OF COMMENDATIONS

### **Commendation 1**

The Review team commends the All Saints Centre for Ministry and Mission for a purposeful, far-reaching and ongoing process of review, reform and restructuring, accompanied by the augmentation and enhancement of its resources of theological education and ministerial formation.

### **Commendation 2**

The Review team commends the All Saints Centre for its comprehensive, clear and attractive range of course and community Handbooks.

### **Commendation 3**

The Review Team commends the All Saints Centre for the comprehensive, imaginative and formative nature of its student placements.

### **Commendation 4**

The Review Team commends the All Saints Centre for its commitment to effective safeguarding and for the quality of its safeguarding procedures and practice.

### **Commendation 5**

The Review team commends the TEI for the high quality of its teaching and practice in corporate worship.

### **Commendation 6**

The review team commends the TEI for its deep commitment to creating a strong learning community.

## LIST OF RECOMMENDATIONS AND CONDITIONS

### Recommendation 1

The Review team recommends that the TEI should

- i. shape a clearer sense of its vision, owning and articulating concise formational aims that are well-grounded theologically and relate to its distinctive ethos and strengths; and
- ii. communicate this consistently across all of its publications, including its website, and other media.

### Recommendation 2

The Review team recommends that All Saints should formulate and promote a pathway for training for the distinctive diaconate.

### Recommendation 3

The Review team recommends that the TEI should establish and maintain regular personal contact between its Trustees, senior staff and students, on the one hand, and the bishops and other senior persons of its partner dioceses, on the other, including regular opportunities for those bishops to be involved in the teaching and formation that it offers.

### Recommendation 4

The Review team recommends that the TEI should update and redesign its website so that it is more visually attractive, focused on the messages that it seeks to convey and regularly kept up to date.

### Recommendation 5

The Review Team, recognising that some positive steps have already been taken, recommends that the All Saints Centre, in consultation with its partner dioceses, should review its recruitment, policy and practice to encourage a higher number of BAME students.

### Recommendation 6

The Review team recommends that the TEI should formulate, communicate and implement, in accordance with best practice

- i. its own disciplinary policy and
- ii. a fuller accessibility and equal opportunities policy.

### Recommendation 7

The Review team recommends that the contribution of students' families and their needs be given specific mention in the Community Handbook and as part of the induction process, and that guidance be given about where they can turn for support and how they might make contact with other families.

### Recommendation 8

The Review team recommends that all policies, handbooks and communications from the TEI should show the date of publication and, where relevant, of review.

### **Recommendation 9**

The Review team recommends that all teaching staff, including local tutors, should avail themselves of the Delta teaching skills course provided by Durham University and should have done so by Easter 2020.

### **Recommendation 10**

The Review team recommends that all teaching staff should take one term's study leave every three years and that this entitlement should be written into their contracts (including where contracts are with their diocese).

### **Recommendation 11**

The Review team recommends that the Board, in consultation with the Senior Leadership Group, should undertake a review of the function of the Course Management Team with a view to embedding more deeply the role of the CMT and the Directors of Studies within it in the overall operation of All Saints.

### **Recommendation 12**

The Review team recommends that the Trustees and senior staff of All Saints should consider ways in which the knowledge, working relationships and activities that pivot on the role of the Principal can be more widely shared and delegated in order to build the capacity of the institution to face challenges and change and to ensure continuity in the case of potential short or prolonged absence.

### **Recommendation 13**

The Review team recommends that the Trustees should recruit a suitably qualified independent Board Secretary, reporting to the Chair, to manage Board administration (including committees) and legal compliance, and that when this has been done, the job description of the Academic Registrar should be amended as indicated. Furthermore, the Board should implement an Action Log, to be maintained by the Board Secretary, reporting to the Chair, and that the updated Log should be included within the agenda for all Board and relevant committee meetings.

### **Recommendation 14**

The Review team recommends that the Board, guided by the Chair, should take more control of the strategic direction and operational oversight of All Saints.

- i. As part of this process, it should ensure that periodic reviews of Terms of Reference for itself and its committees result in updated Terms of Reference documents, introduce a consistent format for such documents, and state clearly how its committees support the Board in the review process.
- ii. Trustees' length of service should be capped at nine years (three terms of office) from a date, to be agreed by the Board, that allows any Trustee currently in their fourth term of office to see out that period.
- iii. The Board should create and regularly review a Trustees' Register of Interests, ensuring that the whole Board is aware of all Trustees' interests and that it complies with legal regulations about conflict of interests in its discussions and decision-making.

### **Recommendation 15**

The Review team recommends:

- i. In future, when electing the Chair and Vice-Chair, the Trustees should aim to appoint a lay person to one role and a priest to the other, while having proper regard to the qualifications and suitability of individuals
- ii. When appointments to the Board are being made (either by nominating dioceses or by co-option) constituencies that are not currently represented on the Board (i.e., female priests, Readers, BAME and disabled people) should be carefully considered.
- iii. Partner dioceses that are not currently Members be requested to appoint a Participant Observer to attend Board meetings, without prejudice to possible diocesan membership of the company in the future.
- iv. The Board should update the online information about Trustees, including the skills and experience that they bring to the Board, the dates when they were appointed, and the committees on which they serve.

### **Recommendation 16**

The Review team recommends that the Board should develop a more strategy-orientated business plan, setting out its longer-term objectives and values against which individual practical initiatives can be tested. The Board should identify clear key performance indicators and ensure that all actions are specific, measurable, time-bound and personally accountable, so that the Board, the Course Management Team and the Senior Leadership Group can readily monitor its implementation and measure its success over the course of the year.

### **Recommendation 17**

The Review team recommends that the Board should review the format and streamline the content of the Risk Register in order to ensure that it focuses realistically on high risks that need close management and monitoring.

### **Recommendation 18**

The Review team recommends that the Course Management Team should undertake a critical review of the models of theological reflection that are currently employed, in the interests of fostering more searching and self-critical modes of reflection.

### **Recommendation 19**

The Review team recommends that the TEI should develop a process for monitoring students' progress in reading the whole Bible, while providing encouragement and practical guidance for those who need additional support.

### **Recommendation 20**

The Review team recommends that once a year, at a study day or residential, all students are invited to give feedback at an open meeting with the Principal and other senior staff.

### **Recommendation 21**

The review team recommends that the TEI ensures that the All Saints Centre Common Awards Management Committee remains a single point of oversight for the whole TEI, and that all delivery centres formally and routinely report to the Management Committee.

### **Recommendation 22**

The review team recommends that the TEI continues to closely monitor cases of academic misconduct.

### **Recommendation 23**

The review team recommends that the TEI continues to ensure that the provision of information to students in advance of, and during their, programme is helpful and informative.

### **Recommendation 24**

The review team recommends that the TEI reviews:

- i. its provision of study skills information to ensure that this is consistent for all students; and
- ii. how information on study skills provision is communicated to ensure all students are aware of what is available.

### **Recommendation 25**

The review team recommends that:

- i. the TEI reviews the current policy on referencing to ensure consistency in application; and
- ii. the External Examiner be asked to keep under review this matter and report any inconsistencies in approach to the TEI for action.

### **Recommendation 26**

The review team recommends that the TEI negotiates clarity with the dioceses around the expectations of the staff in the partner centres.

### **Recommendation 27**

The review team recommends that the TEI undertakes a systematic review of its public information, with a particular focus on the website, to ensure that information about Common Awards programmes and the partnership between the University and All Saints is accurate and up-to-date.

### **Condition I**

The review team requires that the TEI continues to keep the Derby Integrated Programme under close scrutiny and continues to provide regular updates to the University on the status and delivery of the programme.

### **Recommendation 28**

The review team recommends that the TEI continues its work to review the formal assessment guidance to students to ensure that students are aware of the requirements and expectations.

### **Recommendation 29**

The review team recommends that the TEI continues its work to keep under review the provision of feedback which would enable students to improve in future assessments.

### **Recommendation 30**

The review team recommends that the TEI develops a shared research culture.