

Ministry Council: Periodic External Review Report

South West Ministry Training Course

Truro Diocesan Reader Training Course

January – April 2019

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GLOSSARY

APL	Accredited Prior Learning
ASE	Annual Self Evaluation
BCP	Book of Common Prayer
CA	Common Awards
CIO	Charitable Incorporated Organisation
CMD/E	Continuing Ministerial Development / Education
DBS	Disclosure & Barring Service (safeguarding)
DELTA	Durham Excellence in Learning and Teaching Award
DDO	Diocesan Director of Ordinands
FiCM	Foundations in Christian Ministry?
IMEI/2	Initial Ministerial Education Phase 1 & 2 (pre-ordination and curacy)
Moodle	Virtual learning platform
OCS	Old Cathedral School, Truro
PER	Periodic External Review
SWMTC	South West Ministry Training Course
TEI	Theological Education Institution
ULO	University Liaison Officer

LIST OF REVIEWERS

For Ministry Division

SWMTC

Venerable Dr Peter Robinson, Senior Reviewer, Archdeacon of Lindisfarne, Newcastle Diocese

Revd Lu Gale, Vicar of Shirley St John the Evangelist, Southwark Diocese

Revd James Pitkin, Vicar of Lockerley, East Dean, East Tytherley and West Tytherley, Winchester Diocese

Revd Prof Frank Berry, Honorary Professor of Chemistry, University of Birmingham.

Truro Reader training

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

Mrs Gertrud Sollars, Vice Chair of the Central Readers Council

For Durham University

Common Awards provision

Professor Mike Higton (Professor of Theology & Ministry, Chair)

Ven Dr Peter Robinson (External subject specialist)

Ms Alyson Bird (Common Awards Manager)

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

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

On behalf of the sponsoring churches, review teams are asked to assess the fitness for purpose of the training institution for preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of the life and work of the institution. Within the structures of the Church of England, this report has been prepared for the House of Bishops acting through the Ministry Council.

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

Review teams are appointed both by Ministry Division from a pool of reviewers nominated by bishops and TEIs and by Durham University's Common Awards office. The latter will take lead responsibility for PER criteria E and F covering teaching and learning infrastructure and delivery. In effect, this part of the review represents academic revalidation by Durham as the church's partner university, but will also include 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 either be developmental, naming issues that the reviewers consider the TEI needs to address, or they may urge the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers specially wish to highlight. The reviewers' assessment of the TEI is expressed as much through the balance of Recommendations and Commendations in their report as through its criterion-based judgements.

Criterion-based judgements

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

Confidence

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

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

Confidence with qualifications

Overall outcome: likely to include commendations as well as a number of recommendations, including one or more of substance that questions the generally acceptable standards found in the review and which can be rectified or substantially addressed by the institution in the coming 12 months.

Criterion level: aspects of an institution's life which show either (a) at least satisfactory practice but with some parts which are not satisfactory or (b) some unsatisfactory practice but where the institution has the capacity to address the issues within 12 months.

No confidence

Overall outcome: A number of recommendations, including one or more of substance which raise significant questions about the standards found in the review and the capacity of the institution to rectify or substantially address these in the coming 12 months.

Criterion level: aspects of an institution's life which show either (a) generally not satisfactory practice or (b) some unsatisfactory practice where it is not evident that the institution can rectify the issues within the coming 12 months.

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

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

*For training institutions that do **not** offer the Durham-validated Common Awards programmes, PER is 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 THE SOUTH WEST MINISTRY TRAINING COURSE and the TRURO DIOCESAN READER TRAINING COURSE

January - April 2019

SUMMARY

Explanatory note

It may be helpful to explain this report's three-part structure:

- i. As always with PER for training institutions that offer Common Awards, the review is a joint exercise between the church and Durham University. Reviewers representing the church have looked at the ordained and lay ministry formation offered by the **South West Ministry Training Course** and their commentary, commendations and recommendations in this area are at Sections A-D of the first part of this report, on SWMTC.
- ii. Reviewers representing Durham have taken the lead in looking at **Common Awards** academic provision for SWMTC, and their commentary, commendations and recommendations are included at Sections E and F of the report on SWMTC.
- iii. A sub-group of the church review team has looked additionally at the **Truro Reader Training Course** which at the time of the review was closely linked with SWMTC, but with separate governance and accountability. Truro Readers course includes some separate and non-accredited diocesan provision, and the relevant formational material is at Sections A-D of the second part of the report. Brief sections E and F then follow, with the same team's observations, commendations and recommendations on the delivery of taught programmes for the Truro Reader Training Course.

Introduction

South West Ministry Training Course

The South West Ministry Training Course was established in the late 1970s and embraces two separate diocesan ministerial training courses for those preparing for self-supporting ministry. The courses merged, and Methodist students were trained during the 1980s alongside Anglican Ordinands. During the 1990s SWMTC accepted Ordinands to train for full-time stipendiary ministry in both the Church of England and the Methodist Church. There was also a partnership with the United Reformed Church. From 2012, and following the re-evaluation of training patterns by ecumenical partners, SWMTC is now an Anglican course although there continue to be strong relationships with other denominations.

In early 2016 an initiative from the two Diocesan Bishops in each diocese prompted a full re-evaluation of the purpose, effectiveness and structures of SWMTC through an options appraisal prepared by the Directors of Ministry that revealed the possibilities for learning and growth in the South West region (see Section A). One key reality that had to be faced was a number of financial losses stated in the annual accounts. A renewal of commitment, in early 2017, from both diocesan bishops and plans for a renewed

organisation have created significant energy for change and development, something that the review team experienced in the interviews and meetings we conducted.

SWMTC operates over two relatively sparsely populated dioceses – Exeter and Truro – in effect the counties of Devon and Cornwall. It trains Ordinands from both dioceses and Reader trainees from Exeter; and – as noted above – also supports Truro diocese’s Reader training, although overall provision for these trainees currently still rests with the diocese. SWMTC acknowledges that the character of its training has over the years been shaped by a powerful sense of place. This brings both opportunities and challenges: one key feature that we encountered was the way that many students travelled many miles to attend evening classes and residential weekends.

SWMTC is committed to a contextual approach to theological education, exemplified in the notion of grounded love which with adventurous faith and missional hope forms part of its vision statement. There is an emphasis on place in SWMTC’s literature which leads to a theological self-understanding that is embedded in a geographical context made up of a particular arrangement of cities, towns and villages, and which is therefore embodied, practical and contextual.

At the time of the PER, in January – April 2019, SWMTC had the following numbers of Ordinands and (Exeter) Reader trainee students:

	Year 1	Year 2	Year 3
Exeter Readers	7	5	-
Exeter & Truro Ordinands	4	6	12
	11	11	12

Not counting Truro’s 15 Readers in training (see below), there were thus 34 SWMTC students at the time of the review. In addition, there were 31 students enrolled in Foundations in Christian Ministry, a community for learning and discernment for lay people in Exeter Diocese. FiCM is a non-accredited lay education programme for learners who are preparing to start a ministry training programme or who are independent and will be available to the laity of Truro Diocese from September 2019. (As from autumn 2019, there are 52 FiCM students in Exeter and a further 16 in Truro.)

Truro Diocesan Reader Training Course

The Truro diocesan Reader training course has been delivering training for the formation of Readers for more than 20 years. In recent years Truro Reader trainees have been tutored using theological education materials from St John’s Nottingham theological college.

There has been a long-running conversation with SWMTC as the Diocese of Truro has been seeking an academic partner so that the Church of England’s suite of Common Awards modules validated by Durham University might be deployed to further increase the effectiveness of its theological training offer.

From the start of the academic year, September 2019, it has been agreed that Truro Readers will be brought under the oversight of SWMTC. The Truro Readers’ business plan describes the new relationship as a ‘merger’. SWMTC already has Exeter Reader trainees and so it is anticipated that this will be an opportunity

both to consolidate good practice in Reader training across the south west region (Exeter and Truro Dioceses) but also to share excellent teaching more widely.

As an interim step, in the past two years Truro Reader trainees have been receiving their training partly through modules delivered by SWMTC. At the time of the PER there were 15 Reader trainees from Truro diocese: four in year 1, five in year 2 and 6 in year 3. Years 1 and 2 in the Truro Readers programme were being taught by SWMTC through Common Awards. Only the Year 3 Reader trainees were still following the St John's Nottingham extension course material and thus had no share in the SWMTC programme.

Planned Integration

The Joint Principals of SWMTC (representing Truro and Exeter dioceses) shared with the reviewers their hopes, plans and aspirations for the future.

Truro Readers, organisationally and pedagogically separate from SWMTC at the time of the review, will become part of SWMTC at the beginning of the new academic year (2019 to 2020). An innovative and imaginative curriculum is in process of being developed around the headings 'adventurous faith', 'missional hope' and 'grounded love', referring respectively to material that will be drawn from the Lord's Prayer, the Nicene Creed and the Magnificat. A new institutional structure modelled on the Charity Commission's Charitable Incorporated Organisation is currently being developed.

Recognising the Truro programme's current separate status, the PER reviewers intend that this report gives a considered view of how the diocese's Reader training is at present but also some helpful indications as the new oversight is worked towards and comes into place later in the year.

Validation by Durham University (SWMTC Common Awards programmes)

The process of Durham University's initial validation of SWMTC and its programmes began with a validation visit on 12 December 2013. The course provided part-time formational and academic training, serving the Dioceses of Exeter and Truro, and a supplementary evening class programme in theological education for independent students. Prospective national validation arrangements with Durham via the Common Awards framework had brought an unexpectedly abrupt end to SWMTC's previous validation partnership with Exeter University and caused some recruitment challenges for 2013-14; nonetheless, recruitment stayed broadly level in that year.

Following a comprehensive review and approval process, the University approved the proposed partnership and programmes and the University entered into a validation contract with SWMTC, effective from 2014-15. There were at that stage 4.2 FTE teaching and 2.1 FTE administrative staff, and additional staff members supported the delivery of specific modules as necessary on an hourly contact basis. There were 70 students registered with SWMTC on Common Awards programmes in 2014-15 and numbers have remained fairly steady since then, with 65 studying Common Awards programmes at SWMTC in 2018-19.

While the initial validation process confirmed the appropriateness of the proposed new partnership and programmes, the University's annual monitoring and periodic review processes have continued to assess the effectiveness of the operation of the TEI Management Committee and other key mechanisms for assuring and enhancing academic quality and standards.

Since initial validation there has been a significant **partnership change** for SWMTC. In response to changes in the financial landscape in the sector, patterns of recruitment and the needs of the dioceses, the dioceses undertook a review and restructuring of the TEI and its staffing arrangements. This resulted in the departure

of the then Principal and the creation of a new Joint Principal arrangement whereby the two postholders were seconded from the dioceses of Exeter and Truro respectively. There was no change to the overall FTE for the Joint-Principal posts (0.8), which was split equally between the post-holders. The explicit link with the Dioceses of Exeter and Truro was strengthened as a result of this arrangement, which also provided the TEI with access to additional resources, such as financial guidance. In 2018 there was a further reduction of FTE staff to align the TEI's resources with the number of students now studying at the institution. The management of the academic systems remained unchanged. It was also intended that the revised structure would meet the needs of a revised curriculum, following an anticipated review of the existing provision.

A change in location of the TEIs central offices within Exeter was approved by the Chair of the Management Board; and SWMTC's introduction of the Foundation Award in Theology, Ministry and Mission was approved subsequent to the initial validation of the partnership and programmes.

Hence, within the current PER, the review team has examined the following Common Awards programmes delivered by SWMTC:

- Foundation Award in Theology, Ministry and Mission (V60444)
- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446)
- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447)
- BA (Hons) in Theology, Ministry and Mission (V604)

Periodic External Review process and evidence

The Senior Reviewer made preliminary visits to SWMTC & Truro Reader training colleagues on 10 December 2018, meeting with the co-principals to outline the purpose and scope of the Review and to respond to questions. The Review itself took place on 8-13 January 2019 (Ministry Division team) and, following a late-stage need to reschedule due to sudden illness, on 3 April 2019 (Durham University team).

The Reviewers interviewed a range of individuals within the institution, including the co-principals and leadership team, other teaching, management and support staff, and Trustees. We talked with representative students from various pathways. The team attended daily worship and sat in on lectures and seminars, and joined students and staff for meals. A range of stakeholders was consulted and written or oral communications were received from (among others) a number of Bishops, DDOs of sponsoring dioceses, training incumbents and former students.

SWMTC and the Truro programme leaders made a substantial and comprehensive body of documentation available to the Reviewers in advance, including: a. a self-evaluation document; b. programme regulations; c. module overview tables; d. curriculum mapping documents; e. external examiner reports; f. annual self-evaluation reports; g. statistical data; h. previous validation and inspection reports; i. committee minutes.

The review team also had access to the Common Awards framework and documentation, including: a. the core regulations for the Common Awards programmes; b. programme specifications; c. module outlines; d. assessment criteria and assessment guidance; e. 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 Reviewers are grateful for the warm and thoughtful hospitality extended to them by the student body and all that we met with and for the prompt and helpful responses from staff to requests for supplementary information and meetings.

Summary of outcomes

The Report is written in relation to the PER Criteria outlined in the November 2018 edition of the *Quality Assurance and Enhancement in Ministerial Formation Handbook*. Recognising the separate, though closely linked, status of the two programmes at the time of the review, our outcome judgements for both are as follows:

CRITERIA	OUTCOME	
	South West Ministry Training Course	Truro Reader Training
A Formational aims	Confidence	Confidence with Qualifications
B Formational context	Confidence with Qualifications	Confidence with Qualifications
C Leadership and management	Confidence	Confidence with Qualifications
D Student outcomes	Confidence	Confidence with Qualifications
E Partnership with university	Confidence, subject to recommendation	Confidence with Qualifications
F Taught programmes	Confidence, subject to recommendation	Confidence with Qualifications
Overall Outcome	Confidence with Qualifications	Confidence with Qualifications

In addition, the Durham reviewers' findings in respect of the Common Awards programmes delivered by the SWMTC are:

- a) The review team was satisfied with the quality and standards of the programmes delivered. The team recommends that the programmes should be revalidated for a period of six years.
- b) The review team was satisfied that SWMTC continues to be a suitable collaborative partner for the University.
- c) The review team identified a number of recommendations for the TEI to address in relation to the partnership and programmes. The TEI's action in response to the recommendations will be considered for approval by the University. All recommendations must be signed off in advance of the partnership renewal process that will take place towards the end of the initial validation term.

General Observations

We highlight SWMTC's and the Truro Diocesan Reader Training Programme's strengths and areas for further development as follows:

Strengths

SWMTC

- The excellent care taken in the course's consultation around its proposed development and the ownership secured from internal and wider diocesan stakeholders for its formational aims
- The quality of SWMTC's supportive community life and the pastoral care shown by and to staff and students alike
- The integration of reflective practice methods throughout the taught programmes, including placements
- A strong ethos of teaching and support for adult learners
- The innovation demonstrated in the work to inaugurate a new curriculum commencing in autumn 2019

Truro Diocesan Reader Training Course

- The breadth of the Truro course's programme of student placements in three varied contexts, which we urge should continue under the new joint arrangements with SWMTC
- The strong emphasis on corporate worship within the Truro diocesan course and the range of its liturgical provision
- The care taken to enable Reader trainees to have access to and involvement in diocesan Reader networks and events

Areas for development

SWMTC

- To explore with sponsoring dioceses the scope for further innovation in the training offer, perhaps including pioneer ministries, IME2 and continuing development, and equipping for pastoral supervision
- To ensure clear internal communication of the course's safeguarding policy and procedures
- To explore further scope for enabling students to find a sustaining life - work balance, including through equipping home incumbents in their role
- To continue to review accommodation for teaching and learning
- To review the range of corporate worship used within SWMTC's programme
- To equip staff further for continued learning and reflection on practice, including through staff development plans

Truro Diocesan Reader Training Course

- For the Reader Training Management Group to establish clear terms of reference for itself, including representation from SWMTC, and clear goals for the course from autumn 2019
- To attend to the teaching of theological reflection
- To strengthen the system of Personal Tutors and/or consider introducing local 'sub-chaplains'

SOUTH WEST MINISTRY TRAINING COURSE

SECTION A: FORMATIONAL AIMS

- A1 The TEI's formational aims are clearly stated, understood and owned within the TEI.**
1. The formational aims of SWMTC are most clearly stated in the *Business Plan 2018-2019* which was approved by the Trustees in November 2018. These are consistent with the *Memorandum of Association* of June 1996 and the *Constitution and Governing Documents* submitted to the Charity Commission for registration as a Charitable Incorporated Organisation in 2018.
 2. The *Self-Evaluation Document* submitted prior to the PER states that 'we seek to consolidate our position as the principal provider of part-time IME Phase One ordination training, Reader training and lay education in the Dioceses of Exeter and Truro.' The website home page carries the aim, 'we are excited about sharing the Gospel in Devon and Cornwall. Our part-time training is Christ-centred, world-engaging and rooted in local communities, with lay and ordained ministers learning generously together.'
 3. The rootedness of SWMTC in theological education for both ordained and lay ministry in the geographic region of the South West is a recurrent theme in information available through the website. This is illustrated by statements such as: 'we are committed to theological learning that is deeply rooted in local contexts. We understand the church in the South West, and our training and formation prepares people for ministry in a variety of settings.' We comment further at section B1 on how some of this rootedness in local contexts is realized. The expression 'adventurous faith | missional hope | grounded love' is repeated in publicity material and handbooks (see below).
 4. The *Business Plan 2018-2019* emerged from a review of theological education in the South West commissioned by The Bishops of Exeter and Truro in 2016. The review recommended the establishment of a hub of St Mellitus in Plymouth and, also as described in the *Self-Evaluation Document*, 'to invest in an SWMTC which was to be renewed in nearly every way: in its governance, leadership, curriculum and branding'. It was envisaged that these two theological training offers would be distinct in approach with St Mellitus offering 'a distinctive brand of mixed-mode training requiring a full-time commitment and attendance at residential in Hertfordshire' (quotation from the *Business Plan 2018-2019*, p.10). St Mellitus is seen as an important partner to SWMTC in the South West by the staff and Trustees. SWMTC would include the offer for students to train part-time.
 5. The renewed vision is embodied within the *Business Plan 2018-2019* and the *Self-Evaluation Document* indicates plans for the implementation of this recommendation. Our conversations with Senior Staff during our time at SWMTC have convinced us that the past year and half has been a time of serious and sometimes painful self-reflection. This has involved consultations with a wide variety of stakeholders including the Dioceses of Exeter and Truro, St Mellitus College, the National Church Institutions, the University of St Mark and St John Plymouth ('Marjon'), Sarum College and Ecumenical Partners in the South West.
 6. We are confident that the renewed vision is well owned by The Trustees and Senior management of SWMTC and is supported by the Diocese of Exeter and Truro. We observed in a Staff Meeting

good evidence of open consultation with staff on issues concerning the delivery of the renewed vision.

7. The renewed vision is expressed in the prospectus and publicity materials available on line through the SWMTC website and in handbooks and student guides available on line through Moodle. We were assured that these documents remain the subject of ongoing updating as the renewed vision is realised. Conversations with staff and students indicated awareness and appreciation of the aims and objectives of the re-branded SWMTC. Key to the delivery of the renewed vision for SWMTC is the new curriculum which will be used from September 2019. We understand that this will be used as an opportunity for SWMTC to articulate with clarity the new formational aims of SWMTC and its promotion within the South West.
8. Changes within senior management in the Diocese of Exeter (a new DDO took up office in April 2019) and Truro will provide opportunities for the development of the renewed vision. Noting that SWMTC has in the past trained Ordinands from Bath and Wells and that the Diocese's DDO is on SWMTC's Management Committee, we believe that there is scope to explore further possibilities for SWMTC to be of service to the Diocese of Bath and Wells. We are confident that within this renewed vision there is significant scope for the development of SWMTC.
9. We note the observation of the DDO for the Diocese of Truro of SWMTC's 'openness to innovation and challenge' and that 'proposals for a new curriculum exemplify this strength within the institution as well as a desire to grow as an academic institution in response to the demands of contemporary ministry.' The DDO further commented on the governance structure of SWMTC which directly connects its staff to the life of the Diocese such that shared visions can evolve. Explicitly the Truro DDO says, 'I would like to see SWMTC extend its potential for innovation, particularly around the area of lay and pioneer training over the next five years. I believe its capacity for rootedness in the regional church context and engagement with broader dialogues make it well placed to do this.' This observation was received alongside a suggestion by the Warden of Readers for the Exeter Diocese that SWMTC offer formational opportunities for post-licensing Reader training. The reviewers recognised the innovative capacity of SWMTC - the introduction of Formation in Christian Ministry, the proposed curriculum to be introduced in the autumn of 2019 and the integration of Ordinand and Reader training, welcomed by both the Truro DDO and the Exeter IME2/curacy training officer, are some good examples and we would wish to encourage this innovative culture to continue further. While some of these are outside the formal scope of PER, based on conversations with stakeholders we would suggest that lay and pioneer training, post-licensing Reader training, post-ordination training for first-time incumbents and the pastoral supervision of clergy are all possible areas for development.

Commendation I

We commend SWMTC for its thorough consultation during the renewal exercise and securing current ownership of the formational aims within the Institution and external stakeholders.

Recommendation I

We recommend that SWMTC continues confidently to embrace opportunities for innovation in its range and delivery of training programmes.

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

10. SWMTC submitted a document *Mapping of Formational Criteria and IME 1-3 and Reader Programmes* which demonstrated the mapping of the ordination and Reader courses onto the respective House of Bishop's Formation Criteria. The document indicates that the formational aims are appropriate to the ministerial training requirements of the Church of England. There appears to be no current tension in the relationship between SWMTC and the Diocese of Exeter and Truro in terms of their respective interests as service provider and partners.
11. We would also comment on the rootedness of SWMTC to provide part-time ministerial training for Ordinands and Readers in the South West. This cohort of students is somewhat older than those who might wish to study at a residential institution and have to balance part-time study with the demands of full- or part-time work and family life. This means, as the Exeter IME2/curacy training officer comments, 'they are context based in the parishes in which they live and have realistic expectations about the demands and joys of ministry.'
12. Similarly, the Truro Diocesan IME Phase 2 Officer remarks 'SWMTC tries to be constantly adaptable to the changing nature of the local church whilst being part of the wider Anglican Church nationally and internationally. It understands the need for and the value of SSMs to this changing environment'. One Personal Tutor interviewed saw a particular strength of SWMTC in its "local knowledge" and recommends it to "keep a close link with parishes so the training is relevant for the fast changing nature of ministry". A former student on the SWMTC and now a parish priest and acting as home minister of a second year ordinand and a second year Reader in Training independently endorsed these views in written evidence.
13. The current plans for a new curriculum provide an important opportunity for SWMTC to ensure that its aims based on local needs remain within the context of current church thinking in terms of ministers who are missional, collaborative, flexible and adaptable. We note the suggestion from the DDO for Truro that 'it would be desirable for SWMTC to have some involvement in any future Diocesan thinking around pioneer training.'

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

14. SWMTC is currently engaged with the formation of a new curriculum expressing how it seeks to serve the Church through the part-time training of Anglican Ordinands and Readers within the specific context of ministry in the South West. The web site is easy to use and well describes the activities of SWMTC. Documentation and responses from Diocesan Officers in Exeter and Truro and conversations with senior SWMTC staff indicated willingness for ongoing discussions concerning SWMTC's future role as a provider of training (see above).

The review team has Confidence in SWMTC with regard to Criterion A: Formational Aims.

SECTION B: FORMATIONAL CONTEXT

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

15. Moving to Common Awards meant that SWMTC lost its formal local links with Exeter University, although the Head of Department of Theology and Religion now sits on the board of Trustees. An informal research link remains, and this is viewed by staff as an area for development. The fact that the Joint Principals are also Directors of Ministry in their respective dioceses and that four out of the five bishops are members of the Board means that SWMTC has a strong formational context from which to work and develop.
16. It has established relationships with a number of local institutions including Exeter Cathedral and the Education Department at Truro Cathedral in order to promote shared learning, resources and good practice across both Exeter and Truro Dioceses. The use of the University of St Mark and St John, Plymouth ('Marjon') for evening classes and residential weekends has provided an ideal environment for learning and development, a view shared by staff and students alike.
17. St Mellitus was invited to establish a hub in Plymouth, and whilst at an early stage in its development, SWMTC expressed a desire for a strong reciprocal professional working relationship going into the future.
18. Students and Stakeholders attested to the wide range of placement and learning opportunities, including Ecumenical, Civic and Community, and other Faith Communities. These include: HMS Raleigh, Lymington Royal Marines Base, Prison and Hospital chaplaincies. Some students have visited the Anglican Centre in Rome and St George's College in Jerusalem. Students also have the opportunity to visit the Synagogue in Exeter and a Mosque in Southampton. Exeter Readers in training have input from the Diocesan Inter-Faith Advisor.
19. Robust systems are in place to enable students to learn from their experiences. Placements are managed continuously by Tutors and expectations of the Placement Supervisor, SWMTC and the student are clarified and recorded. Reflective Journals are employed as an intrinsic tool in the learning, development and formation of students. The Wesleyan Quadrilateral forms the basis for this and attests to the course's continued commitment to its ecumenical roots and the commitment to re-invigorating the relationship with the Methodist Church as stated in the *Business Plan 2018-19*.

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

20. The required policies are in place and accessed by staff and students via Moodle. Statutory policies are reviewed internally and externally, and a review schedule is in development. SWMTC was able to demonstrate, through a paper trail, how a concern was reported and what action was taken as a result. Whilst the appropriate action was taken, clearer reporting back to complainants would serve to further enhance the relationship between students and staff.
21. The staff team is well-balanced in terms of gender and also between lay and ordained. Indeed at the time of review one of the Joint Principals was ordained and the other lay. A recent appointment has increased the ethnic and theological diversity of the SWMTC staff team, which now has a greater

diversity in these terms than the current student cohort – although we gained a good impression of the economic and social diversity of the latter. There is a challenge here for the leaders of SWMTC and for those involved in recruitment and selection of ministerial trainees in the two dioceses. SWMTC are by no means inactive in this area and have given us good evidence of their involvement in diocesan and national vocations and ministry strategies aimed at encouraging diversity, and we applaud this. But there is further to go. We recommend that the Trustees make diversity in recruitment a matter of discussion with diocesan officers so that awareness of this matter is heightened and that in future strategies are developed both by the two dioceses and by SWMTC to create a more balanced social environment to enhance the formation of all.

Recommendation 2

We recommend that SWMTC and its Trustees continue to work further with sponsoring dioceses to develop strategies aimed at increasing diversity in the student intake.

22. Staff are all up to date with external Safeguarding training and are advised of any policy updates. Students are required to attend statutory training in line with national guidance and their attendance is logged. A Safeguarding Policy is in place, accessed via Moodle and there is a named Safeguarding Advisor on the staff team and on the Board of Trustees. The policy is reviewed by Trustees as part of the regular cycle of policy reviews and we understand that students are advised by email when the updated policy is available online. No safeguarding concerns have been reported to the current staff safeguarding officer.
23. We received evidence of significant communications work in the area of safeguarding, including close monitoring of students' safeguarding training, dissemination of the recently reviewed policy and, in addition, verbal reiteration to students of the names of the safeguarding advisors. In conversation with students, however, some students were unable to name the advisors and seemed unfamiliar with the safeguarding policy, although they thought they knew how to access it; those who find using Moodle a challenge were not so confident. Positive as the community's feelings of inclusion and trust clearly are, this conveys to us a need to review communication channels for safeguarding so that they are as effective as possible and the student community cannot consider safeguarding to be unimportant.

Recommendation 3

We recommend that SWMTC take additional steps to communicate its safeguarding policy and procedures effectively.

24. SWMTC states: *Our vision is theological formation that is Christ-centred, world-engaging and rooted in the local communities where lay and ordained ministers learn generously together.*
25. All sections of the student body spoke passionately about the deep sense of inclusion and support they experienced from each other and from staff members. This feeling of being a 'family' was observed during the residential weekend, worship and evening classes. Students engaged with each other regardless of their educational pathway, tradition, age or gender.
26. Spouses/partners and families are invited to attend SWMTC's open and induction days, also some Saturdays on residential weekends. They are invited to be present when Staff Tutors make home

visits and to contribute to the discussion. A student's spouse has also spoken during an induction day.

27. Spouses have access to an 'Accompanier' who is available to be a listening ear and support when required. The Accompanier is willing to meet at mutually accessible locations as well as attend residential. If appropriate this relationship can be carried forward into curacy.
28. Due to the distances covered by students, offering regular social events for spouses and families has proved challenging for SWMTC. Divergent views were expressed by students and spouses regarding whether spouses and families felt supported and included. It was suggested that some spouses are 'struggling' and felt 'disillusioned' whilst others were 'very happy with the level of inclusion and support'. It was suggested by one person interviewed that 'Home Vicars should receive more training and guidance in supporting the family life of Ordinands'. The divergence of opinions on this matter meant that the reviewers choose to highlight the discussions that we took part in and offer a recommendation that would enable student body's concerns to be explored further.

Recommendation 4

We recommend that SWMTC explore further the scope to assist students in sustaining the balance of their training and home life, including through the supporting role of home incumbents.

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

29. The hotel and campus facilities experienced during the residential weekend provided the opportunity to eat and socialise together in a comfortable and functional environment. Whilst staying in hotel accommodation in Plymouth during the residential weekends is suitable for most, we noted that no families with young children were in attendance to observe using the space – although we were assured the hotel has good family accommodation. Private facilities were comfortable and fit for purpose. The use of a modern hotel and Marjon, which have their own policies in terms of inclusion, means that there is adequate provision for users with mobility or other disabilities. The Chapel is an ideal setting for worship and offers the flexibility required for creative and imaginative liturgy to take place.
30. There was a helpful discussion with staff members about the accessibility for wheelchair users in the summer school accommodation at Salisbury. This matter was brought to our attention by a student and in discussion with staff it was demonstrated that the organisation had strong sensitivity to accessibility issues and had considered the matter carefully.
31. We would recommend that SWMTC continue to review the accommodation for residential and educational purposes in terms of funding and being fit for purpose. We noted that loss of physical and virtual teaching and library environments has been designated as a moderate risk in the business plan which also states that the use of diocesan facilities could be a response to the loss of accommodation. We also recognise that the business plan (p.11) states that SWMTC have moved 'three times in the last five years' - resulting in changing the seminar room in which students at Exeter attend classes, although the residential teaching space has remained constant - and so achieving and maintaining stability of teaching and residential accommodation is an important priority.

Recommendation 5

We recommend that SWMTC continue to review its accommodation for residential and educational purposes.

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

32. The pattern of corporate worship is viewed by staff and students as an integral part of their life together. The corporate silence and prayer on the Sunday morning of the residential weekend was a powerful expression of the community 'being' together in the presence of God.
33. Whilst most of the weekday evening sessions observed began with prayer, it was observed that the worship was lacking in participation by the students attending, and as we describe below and further at section D3, our sense was that the potential range and depth of worship could be more fully explored including at residentials. The times of worship that we observed did not appear to achieve a cohesion and rhythm that sustained and regular worship brings but as reviewers we accept that this is a very difficult given the context of the training.
34. Common Worship was used for the Eucharist and Offices, and it was apparent that some students were unfamiliar with Common Worship Daily Offices and their rubrics. We did not observe the use of the BCP, although we understand it is offered at the Easter/Lent School residential.
35. We observed the practice of inclusion by holding the 'middle ground'. Much of the worship was safe rather than a creative environment that offered forms of worship to challenge the participants to find God in unexpected places. The staff team have a deep respect for each other's differences and this strength could be used more creatively during worship with a greater emphasis on celebrating difference. We note that most of the worship at SWMTC's residential weekends is student-led.
36. That said, we should add that the three testimonies given during the creative worship were bold, inspiring and humbling. This offered a numinous experience to the community at prayer. Hence, we would want to encourage SWMTC to look further at exploring and widening the range of worship styles and experiences offered to students as part of their formation.

Recommendation 6

We recommend that SWMTC explore further the range of traditions and practice used in its corporate worship.

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

37. We commend the course on the community life modelled by the staff team as stated in the PER summary document and demonstrated through countless examples during the review, and for the trust and loyalty they engender in the student body. Students felt supported academically, and it was commented that staff go 'above and beyond' in their willingness to offer time and support when needed. Tutors demonstrated a willingness to engage with student ideas and opinions during teaching sessions; at times showing great patience and candour. The reviewers noted the very positive contribution to the support of students during the residential weekend at Marjon made by two residential chaplains.

Commendation 2

We commend SWMTC for the supportive community life modelled by its staff team and clearly valued by its students.

38. In the evenings at the residential weekend, staff tended to gather together, however, this was not at the exclusion of the student body and a perfectly reasonable response to a demanding day. During meal times and breaks staff and students ate and talked together with ease.
39. Students were aware that they inhabited a learning environment where there were systems of accountability in place but described it being deployed with a light touch and only otherwise when necessary. Students commented that the staff offered a good model of leadership to take into ministry.
40. Tutor Groups provide an opportunity for staff to share with Ordinands on a spiritual level and encourage good spiritual practice for ministry. Staff described a diversity of practice in terms of the Daily Office.
41. Whilst staff are supported in their development, funding is a challenge. It was also apparent that 'finding the time' and space for continuing learning and reflection was an issue for some. These points were alluded to in stakeholder feedback. There is no formal staff development plan in place, and we would urge that SWMTC attend further to these matters. Staff were given the opportunity for personal and professional reflection at the beginning of the staff meeting which began with prayer. On-going peer review and student feedback are embedded in evaluations.
42. The absence of a plan for staff development seemed to the Ministry Division reviewers a significant shortcoming and is a contributor to the team's judgement of Confidence with Qualifications, alongside other areas named in this section, notwithstanding many positive points. See further Section E4 and **Recommendation 10**.

The review team has Confidence with Qualifications in SWMTC with regard to Criterion B: Formational Context.

SECTION C: LEADERSHIP AND MANAGEMENT

C1 The TEI has clear and effective governance structures.

43. Management and administrative systems work well, are efficient and data is stored in an accessible way. On more than one occasion the reviewers requested detailed information and this was supplied efficiently.
44. The TEI at the time of review was awaiting a response from the Charity Commission on a new governance model for the future. The Trustees have agreed a CIO (Charitable Incorporated Organisation) which gives limited liability protection as part of charity registration. Both diocesan bishops are designated as Trustees, although there is the provision for each to remove themselves from office. The business plan, with good reason, asserts that the new governance arrangements give greater buy-in by the two dioceses and help to ensure that SWMTC is less vulnerable to the impact of changing priorities at diocesan level.

Commendation 3

We commend SWMTC for its efficient administration in both academic and business management.

C2 The TEI has effective leadership.

45. Without doubt the TEI has effective leadership. The role of principal is shared between the Directors of Ministry and Training in each of the two sponsoring dioceses. The Joint Principals direct the TEI with an appropriate authority and are respected by both staff and members of the governing body. There was strong evidence during the review not only that the current incumbents work well together but also are seen to model collaborative leadership to the TEI as a whole. The reviewers recognised that the engagement of the two Directors of Ministry in the joint principalship represented a considerable investment by the two dioceses in the TEI. The Joint Principals have a clear and effective allocation of responsibilities within the organisation. The Joint Principals present a report to the Board of Trustees at every meeting. It is important to note that the commitment that each diocese is making represents a hidden cost to each diocese for the running of SWMTC, something not visible on the statement of financial activities – hence our recommendation below. There is however, on the risk register, an organisational risk entitled ‘failure of Joint Principalship’ with appropriate mitigations; this is evidence that Trustees are alert to this area.
46. There is a clarity about the strategic direction of the TEI, fully agreed between Joint Principals and Trustees, something evidenced clearly in the board meeting attended. The presence of a Bishop from each diocese and the two Directors of Ministry and Training as Joint Principals ensure that there is alignment between the aspiration of the two dioceses, the board and the delivery team. The conversations between the Reviewers and the two Suffragan Bishops (one from each diocese) revealed strong alignment between the dioceses’ aspirations and the TEI’s stated goals. This is consistent with the outcome of the options appraisal approved by the regional bishops and their renewed commitment for a re-structured SWMTC in 2017.

47. There is a staffing committee which reports to the board on a regular basis. There is evidence that staffing issues are handled appropriately by senior members of the board.

Recommendation 7

We recommend that the decision to have Joint Principals continues on the risk register and that consideration is given to a form of transparent accounting so that all parties are clear on the extent of their commitment.

C3 Trustees are appropriately recruited, supported and developed

48. We observed a governing body meeting in which all Trustees played an appropriate part. There was evidence that Trustees had been recruited according to their gifts and skills. There is a role description for Trustees and selection of new Trustees are appointed through an interview process. It is planned that new Trustees will go through a thorough induction programme.
49. There is a strong interface between the two dioceses and the Board with the two diocesan Bishops and the suffragan bishops as Trustees. The Trustees are supported by two senior academics who hold observer status, attend Board meetings regularly and who are available to both Trustees and staff for advice and counsel.

C4 The TEI has effective business planning and fundraising

50. There is an effective business plan which sets out clearly what SWMTC stands for and what it does. There is an executive summary and the body of the document commences with an historic overview of the organisation.
51. The business plan has a robust written section on risk and names the inability to recruit sufficient students, the loss of physical and virtual teaching environments and inadequate income as a result of student numbers. SWMTC is self-aware at the highest level of its risk management (see below) and is able to demonstrate how it is preparing for these three key risks. There is a thorough risk register which is managed by the finance committee.
52. The Board is aware of the need to sustain a healthy financial situation and is committed to maintaining a balanced budget following the expectation of a budget surplus in this financial year and the next. The Board is aware of the need to supplement income that follows students assigned to SWMTC and, for example, has secured additional funding over a five year period from the St Luke's Foundation to help develop and implement the new curriculum.

Recommendation 8

We recommend that the business plan is continually reviewed and that it is developed to include a three-year indicative budget with the inevitable risks attached to such projections articulated alongside.

C5 The TEI has sound financial and risk management reporting.

53. Management accounts are prepared for every quarter. There is a robust Finance Committee, recently strengthened with a new trustee member which oversees financial reporting to the board. A new accounting system will enable the board to receive up to date balance sheets including bank reconciliations each quarter in addition to the management accounts. The financial year that ended

in August 2018, the financial report of which were presented for Board approval during the PER showed the first surplus for many years and as a result an increase of £34,500 (approx.) on total funds on the balance sheet. Given significant financial losses in previous years this is a commendable outcome, the result of hard work by the leadership team and a significant turning point for SWMTC.

54. Annual budgets are produced, monitored and prepared for the subsequent financial year during the spring period, six months before implementation. The risk register is appropriate to the organisation and reviewed annually by the Board. It has an appropriate and robust approach to financial risk written into the risk analysis. There is evidence that cash flow forecasting is being developed and will be presented to the Board on a regular basis. Financial policy and procedures are sound including the setting out of the authority levels for expenditure.

Commendation 4

We commend the current SWMTC Trustees for their financial management over recent years, for the control on expenditure and implementation of robust financial systems.

The review team has Confidence in SWMTC with regard to Criterion C: Leadership and Management.

SECTION D: STUDENT OUTCOMES

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

55. Candidates' patterns of study provide evidence that the Ordinands, and lay ministers in training, are well provided for in growing in their learning of Christian tradition, faith and life. Assessments and the Structured Journals show that learning and development continue through training with appropriate use of a range of theological reflection and reflective practice.
56. Students expressed a strong respect between staff (both academic and support) and students. This mutual respect extends across the breadth and diversity of belief and practice within the Dioceses.
57. Meetings with students, support and academic staff, as well as with Home Ministers and Personal/Journal Tutors, convinced us that the learning and development was effectively tailored to each student and led to them being 'rounded and grounded'. There was good knowledge of the training and content of modules across all of those met.
58. Of particular note was the degree of collaboration between the Ordinands and lay ministers in training. In interviews with students, it came across strongly that all were training in testing personal circumstances, balancing training, paid work and home lives but that all were preparing for ministry working together in the Church. This necessary balancing of training and life was seen as a strength by stakeholders (home ministers and students).

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

59. SWMTC states that it seeks to be a community of:
 - *adventurous faith* – growing together in the grace of God, we take risks in the Spirit. Faithful to God in prayer, practical skills put flesh on the bones of our theological studies, and spiritual formation breathes life into our service. Our adventures of faith in church, work and world weave together with academic integrity.
 - *missional hope* – sharing God's gift of a living hope in Jesus Christ, we train leaders to make and nurture disciples, and be creative in all dimensions of mission. We prepare ministers to serve others with trust and joy.
 - *grounded love* – rooted in God's love, we support and encourage one another. We believe in the power of prayer, celebrating our unity in diversity, and having fun as we learn together. We are proud to know and serve the South West, its villages and cities, its hills, moors and coastal communities.
60. This missional aim of community generation was confirmed by the evidence. The training, with placements both observational and participatory, offers a chance for 'adventure' and 'service'. Formal and informal meetings with students and all staff confirmed that they had been involved in developing these aims. Throughout the visit the reviewers could plainly see and evidence the inherent character of community – although 'family' was, perhaps, a better descriptor for some.
61. Reports from and conversations with placement supervisors evidenced a wide range of experience (tradition and role) being available to students. Journals and Placement Assessments showed both academic and experiential learning. It was particularly noted that BAP reports and discussions between students and Staff Tutors were part of the consideration of selecting suitable placement.

62. Concern was expressed by some students about a lack of flexibility in module choices but it was recognised that there were a lot of topics to be covered and limited time.
- D3 Students are growing in personal spirituality and engagement with public worship**
63. The Worship Policy states that Corporate Worship at SWMTC seeks:
- i. To know and experience God.
 - ii. To aid in forming those exploring or preparing for public ministry in the liturgies and traditions of the Church of England.
 - iii. To provide a secure context in which worship may be planned and led collaboratively, using both formal liturgies and innovative forms, and to reflect on this experience.
 - iv. To express the identity, concerns and aspirations of this particular Christian community.
 - v. To foster a pattern of prayer and worship that will enrich the corporate life of SWMTC.
64. From observation it became clear that these aims were being met. Students lead much of the worship at residential weekends – each Tutor Group takes a turn. The pattern of worship includes, and covers, a range of traditions. Although a couple of students commented that the charismatic tradition was not well represented, a fellow student of a different tradition referred to worship led by those students in the charismatic style which had been meaningful for the whole community. However, there was a sense of being constrained to a ‘middle way’ in worship that neither fully reflects the wealth of experience in the student body nor the flexible resource of the Marjon Chapel used for worship at weekends, and **Recommendation 6** at section B4 addresses this.
65. Students experience leading worship in their home churches and on placements. Placements are often chosen to ensure that the broadest possible range of traditions is experienced. In these settings preaching skills are suitably assessed and nurtured. The worship pattern of residential weekends was well established. The pattern included morning and night prayer, corporate silence and eucharist. Not all teaching sessions observed by the reviewers opened in prayer. We understand from SWMTC that these sessions originated in Exeter University’s adult extension programme and at that stage contained a mix of ministerial students and other interested learners, and that, in order to respect a diverse intake, prayer was included by periodic agreement rather than by default. This may have met the original circumstances well, but learners are now predominantly ministerial and there is a need to ensure that they are formed as effectively as possible for the habits and practice of prayer and worship – hence **Recommendation 9** below.
66. Feedback on student-led worship was described verbally to the Tutor Group leading the worship and sometimes written (by email) to the prime worship leader, if there was one. In the Staff Review at the end of the observed residential weekend the leading of worship was discussed with the relevant Staff Tutor agreeing the feedback to be offered – an approach to feedback that SWMTC will tend to adopt if there are pastoral reasons, for instance the sensitive handling of personal issues surrounding confidence in leading public worship. However, we noted that not all of the Guideline Questions about the worship laid out in the Worship Policy were addressed in the limited time available.

Recommendation 9

We recommend that the Worship Policy be reviewed with consideration given to recommending that all sessions open/close with prayer and that feedback on leading worship be both written and verbal.

D4 Students' personality, character and relationships

67. SWMTC has gone through significant change over the past couple of years. Students evidenced resilience and stability in the midst of this change. Methods of teaching observed included group work, reflection, discussion and plenary. The students showed themselves to be eminently teachable – reflected in interviews with home ministers and Personal Tutors.
68. From interviews with students, stakeholders, home ministers and Personal Tutors it was clear that non-residential training necessitated careful balancing of work, church and home life. This balancing, with corrective action often taken, shows resilience and stability from the students. Within the course and especially at the observed residential weekend there were frequent references to establishing and maintaining professional boundaries. Considerable respect was shown between and among students and staff when addressing character and relationships.
69. The existence of healthy relationships, mutual and self-care were shown in the way that deaths of those close to students and staff (including spouses and family) were dealt with. There was a strong character of 'Family' – with respect for all shown. Students also commented that worship led by students as well as led by staff helped reflection and healing, as well as learning from each other.
70. Stakeholders' feedback from DDOs, home ministers and curacy training incumbents commended students and SWMTC for their broad training and producing 'flexible, collaborative and effective' ministers. The feedback also reported the significant pressures of the academic and contextual training on top of busy lives family and work commitments but accepted that this was an always-present feature of non-residential training.

Commendation 5

We commend the pastoral care and support offered and shown by all staff and students as being exemplary, with excellent demonstrations of care for self and others.

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

71. The 'family' of SWMTC worked well together – Ordinands and Readers in training were preparing (and being prepared) for leading and working together in parish contexts. Whilst only some of the academic modules are shared, there was evidence, when in residence, that respect and understanding of everyone's gifts was foundational. In training, home parishes and placement collaboration was implicit.
72. Learning included talks on 'Leadership in Context' when there was opportunity to listen to those now in different leadership roles.

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

73. Placement reports and learning journals evidence a depth of understanding of the breath of tradition in the Church of England (all of the students involved in this review being from the Anglican tradition). There is also evidence in these reports and in stakeholders' questions and answers that this is the case and that students are responding to a sense of calling
74. Worship at the residential weekend led by Readers in Training was on the theme of 'Calling' and included three testimonies. These declarations richly described their callings.
75. Some students did not know to where they would be deployed once ordained/licensed and not all were expecting to work in a parish setting. These students were content with, and obedient to, this uncertainty.

D7 Pioneer training only - not applicable

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

76. End of year and end of training reports evidence a clear and robust process of reporting enabling further academic and formational planning during training and into IME2 – which is done under the auspices of SWMTC.
77. Stakeholders commented on the positive ways in which the BAP Report, SWMTC Course Choice and the DDO work together in tailoring the training pathway both during and after IME1.

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.

78. SWMTC works with many students on different pathways (ordination and Reader Training) from different dioceses. All of the evidence from reports, individual pathway documents and discussion with students, staff and stakeholders suggests that personal pathways are clearly communicated, relate to learning outcomes and are relevantly and clearly communicated to all. At the time of the review the final year students were working on their individual Learning Plans for Ordination.

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

79. Students' perceptions and that of staff and stakeholders are that they are listened to, and that their feedback is properly acted on, and all are informed of any consequent changes.
80. Stakeholders reported that one of the benefits of training with the SWMTC was the creation of 'lifelong learners.' This seems to be as a result of the respect developed between all and the recognition that progression and development (academic and spiritual) do not stop at ordination or licensing.

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

COMMON AWARDS PROVISION FOR SWMTC

SECTION E: PARTNERSHIP WITH UNIVERSITY

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

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

Management and oversight

82. The review team noted that SWMTC'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 college operates regular Student-Staff Liaison Committees. Students are represented on both of these committees and minutes of the committees demonstrate student engagement with the matters discussed at these meetings.
83. Management of SWMTC is overseen by the Board of Trustees, which has governance responsibility and sets the strategic direction for the TEI. At present, the Board of Trustees is comprised of nine Trustees. There are currently two advisors to the Board. There are two formal sub-committees of the Board of Trustees, for Staffing and Finance. In addition, the minutes of the Management Committee are shared with the Board.
84. The TEI reported that it intended to convert to a Charitable Incorporated Organisation (CIO) 'Foundation' Model. The TEI was at that stage a company limited by guarantee and a registered charity. It was not anticipated that this change would pose any complications - other TEIs had Charitable Incorporated Organisation status - but the TEI was aware that such a change in legal status would constitute a partnership change for the purposes of university validation. The review team therefore explored the likely implications of this change. The TEI confirmed that the differences would be limited to the reporting structures to Companies House. The TEI would remain a legal entity with which the University could contact. Confirmation would be sought from the University's Legal Services Team on the process of novating the existing standard validation contract.
85. Under the new arrangement, the Bishops of Truro and Exeter would automatically become Trustees of SWMTC on appointment. There is provision for the appointee to notify their unwillingness to act in that capacity. Notwithstanding this, SWMTC was confident of the strengthened relationships between the dioceses and SWMTC.
86. The TEI had been operating with Joint Principals for some time now. The TEI confirmed that this approach was working very well. There was a clear observation from staff that the current post-holders complemented each other well in terms of experience and approach. The two Joint-Principals work very closely together on all aspects of the leadership of SWMTC, but each lead on different areas of work. This is clearly documented and understood by staff. On a practical level, the two Principals are in constant dialogue and routinely included in correspondence, where required. Recourse to the Board of Trustees is in place in any instances of dispute.
87. The new governance arrangements, including the appointment of Joint-Principals, establishes a firm link between the dioceses and SWMTC and it was felt would leave SWMTC less vulnerable to

changing priorities at diocesan level, and provide the diocesan bishops with greater buy-in into the success of the TEI. Benefits of the explicit link with the dioceses were also extended to joint publicity and improved public perception, amongst others.

88. The TEI had recently recruited to a new Vice Principal role. The Vice Principal's primary responsibility had been to lead on the development of the new programmes, and would lead on the eventual implementation and management of the new programme, amongst other responsibilities. The roles and responsibilities of the Joint Principals, the Vice Principal and the Academic Registrar are understood by all staff. The leadership of the TEI was derived from the Joint Principals, supported by the operational and managerial roles of the Vice Principal and Academic Registrar.

Engagement with the University

89. The review team noted that the TEI's engagement with the University Liaison Officer (ULO) has been positive; the ULO had attended Management Committees and Board of Examiners in line with University expectations. The TEI found the Common Awards Team to be very helpful and overall, very prompt with providing advice and guidance. Formal requests (such as curriculum changes, concession requests and the consideration of APL applications) have been appropriately communicated to the Common Awards Team. In relation to the strategic and substantive changes that have been made at the TEI, the TEI was very grateful for the support and understanding of the University.
90. The TEI noted that the distance between themselves and the University was unfortunate, as they would like the opportunity for more regular informal interaction with the Common Awards Team. The TEI very much appreciated a physical presence from the University, wherever possible. Related, the TEI would welcome additional shared staff development opportunities across the Common Awards partnership, with a focus on building a sense of shared academic community. The TEI commented favourably on the Staff Conference but felt that an annual event was limiting. Colleagues at SWMTC frequently attended the TEI Forum.
91. The TEI also welcomed the wide range of modules available within the Common Awards framework and their flexibility of use. This has been particularly helpful in considering the revised curriculum.

Applications and admission

92. The TEI's admissions policy applies to all programmes. All admissions and APL decisions relating to the Common Awards programmes are managed through the TEI; the Academic Registrar is responsible for such decisions. Admissions processes and guidance on admissions and APL processes are monitored by the Management Committee. All applicants apply via a standard application form.

Accredited Prior Learning

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

Concessions

94. The review team reviewed a sample of concessions requests considered by SWMTC 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

95. Students with whom the review team met were generally positive about their experiences with assessment. Students confirmed that they were aware of the assessment criteria, and knew where the criteria were published. Students confirmed that staff were informative if queries arose in relation to the expectations of different assessment types.
96. All marking and moderation is carried out anonymously and guidance is provided to academic members of staff on the policy and process to be followed. Plagiarism detection software (Turnitin) is used for all assignment submissions. Students must sign in to their personal Moodle site in order to submit their assessed work and sign a declaration to confirm that work is their own.
97. A single TEI-level Board of Examiners confirms module marks and considers progression decisions for all students on Common Awards programmes. SWMTC confirmed that this process is working well and has been improved since the introduction of Moodle. A good working relationship has been developed with the University to ensure that the required data and meeting documents are provided 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 the system. The use of Moodle has also enabled the TEI to more effectively prepare meeting papers and student profiles for the TEI-level Board of Examiners meeting. The TEI operates a pre-board to the TEI Board of Examiners to finalise any outstanding matters and confirm the accuracy of the information to be presented at the TEI Board of Examiners.

Student Engagement

98. The TEI uses a wide range of formal and informal mechanisms to gather and respond to student feedback and involve students in the review and enhancement of academic provision. Student feedback gathered through module evaluations and end of year questionnaires are considered through the formal committee structures, such as the Management Committee and Student-Staff Liaison Committee, where students are represented. Students confirmed that they are aware of their Student Representatives. The TEI participates in the Common Awards Student Survey; the results of which are also considered at the Management Committee.
99. Students reported a wealth of examples demonstrating the seriousness with which student feedback is taken at SWMTC. Students were able to provide a wide range of examples where their feedback had been responded to and action taken in response. For instance, students reported that library resources, the signposting of pre-reading, assessment patterns and workload concerns had all been improved as a result of their feedback. Responses to students' feedback is regularly discussed with them, with students praising SWMTC for explaining why some feedback cannot be acted upon.
100. The TEI operates a comprehensive approach to collecting, reviewing and responding to student feedback. 'Evaluation, Comment and Action' (ECA) sheets outline in detail what feedback has been

received, the TEI's response to this, and what action has or will be taken in response. This translates into the TEI's version of 'You Said, We Did', and which is widely disseminated.

Commendation 6

We commend the TEI on its Evaluation, Comment and Action sheets which capture the student voice and the TEI's response to student feedback.

- I01. In sum, the review team considers that quality control and assurance procedures governing the partnership are in place.

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

- I02. The adequacy of overall provision for academic and pastoral support and guidance was confirmed through the initial validation process.

Induction

- I03. Induction events differ for different groups of students but the induction process itself was broadly similar. Some students experienced a bespoke 'Welcome Day' and others were inducted into their programme and SWMTC as part of their first residential weekend.
- I04. The students whom the visit team met spoke positively about the induction programme they had received. Students commented that induction processes and associated documentation has been improved over time, and in response to student feedback. The opportunity to speak with current students was well received by students.
- I05. Students confirmed that they receive a briefing on their academic programme and were aware of what they needed to do to succeed on their programme of study. Students particularly valued the focus on supporting students as adult learners and felt that this commitment and understanding has been evident throughout their experience; this reassurance from the beginning of their programme was highly regarded. This contributes to **Commendation 7** in Section F3.

Programme information

- I06. In some cases, the TEI used alternative titles for its Common Awards programmes. While this was not necessarily a problem, there was a need to ensure that student and staff were aware of the official title of their award. This was confirmed by all stakeholders.
- I07. Module Leaders and Programme Directors are responsible for the management and monitoring of module and programme documentation. The Academic Registrar also confirms the accuracy of the content before releasing to students via Moodle. The Student Handbook is reviewed on an annual basis. Students confirmed that the information they received was accurate and timely.
- I08. The review team noted that the Academic Handbook provided information on the implications of failing an assessment. It stated that students who fail an assignment in a 10-credit module would automatically fail that module. The TEI's Module Overview Table (T4) confirmed that some 10-credit modules had multiple assessment components and that as such, under the University's regulations, students who failed one assessment for a 10-credit module would not necessarily automatically fail the module, as indicated. The TEI recognised this oversight and confirmed that this

had been historically true. The TEI was aware of the need to update this information with immediate effect. No further inaccuracies were evident in the Academic Handbook.

Study Skills Support

109. Advice and guidance on study skills is provided at induction and reinforced via academic skills sessions and information contained within handbooks. Resources are also available on Moodle. Academic skills sessions focus on aspects such as writing essays, study skills, and good academic practice. Students are directed to open access resources at the Open University, and specific resources for supporting adult learning, which students have highly valued. This contributes to **Commendation 7** in Section F3.
110. Students who had successfully completed the Foundations in Christian Ministry programme commented that the programme softened the transition into higher education, particularly for those who have been out of formal education for some time.
111. Students confirmed that they felt well supported with regards to study skills. Student guidance to understand and identify academic misconduct is detailed in handbooks. Discussions with students confirmed that they were aware of this information.

Tutorial and Pastoral Support

112. Each student is allocated a Staff Tutor who acts as the first point of contact for matters relating to personal development, academic progress and student welfare. For Ordinands, this is usually a named Staff Tutor and for other students is usually the Programme Director or Academic Registrar. Readers in training are allocated a Journal Tutor; Ordinands are allocated a Personal Tutor who fulfils a similar role, namely, discussing the student's journal following each residential. Personal tutors provide an opportunity for students to discuss personal, academic and ministry formation issues and experiences. There are clear expectations on the number of times students will meet with their personal tutor throughout the academic year.
113. An annual briefing meeting is held for incumbents and tutors of all Readers in training, designed to provide a clear understanding of the trainee's programme and an opportunity continually to enhance the role of the Journal Tutors. Personal Tutors are also expected to review and reflect upon the role of Personal Tutors on an annual basis. The expectations for Personal Tutors and Journal Tutors are clear to students and staff. Chaplains, open-door policies and peer-support groups organised by students offer further support. Students confirmed that they highly valued the wide range of support mechanisms available to them, and commented that this was usually highly personalised and tailored to each individual student. The results from the Common Awards Student Survey (2018) illustrate a very high level of student satisfaction with tutors' availability to offer support and guidance on their studies (93%).

Complaints and Appeals

114. A student complaints policy that clarifies the process students should follow if they wish to raise a complaint is available to students via Moodle and in the Academic Handbook. No formal complaints or appeals had been made since the beginning of the Common Awards partnership. The students with whom the review team met confirmed that they were aware of the process for submitting a complaint to the TEI or an appeal to the University.

Support for Students with Additional Needs

115. Details of potential reasonable adjustments are included in the TEI's handbooks and admission policy. Examples of previous provision have included handouts in advance and PowerPoint presentations with special fonts and colours, reduced lighting in classrooms, and enhanced hearing provisions. Staff have also undertaken training for supporting students with additional needs, supported by guidance available in the TEI's Tutor Handbook. Resources are purchased as required to support staff development.

Feedback on assessed work

116. Clear deadlines and processes are in place for the timely return of feedback to students. The TEI operates a feedback turnaround target of four weeks, which is largely realised. Students confirmed that they were informed if delays were to be expected.
117. Students can download their marked work from Turnitin, which includes comments throughout and an overall summary. An example of marked work is provided to students to ensure that students are familiar with what to expect. The quality of feedback is monitored by the internal moderators who are asked to comment on the quality of feedback provided. Training and guidance is provided to markers and moderators. A test site for tutors is available on Moodle to ensure that they are familiar with the technical requirements of making and moderating on Moodle. Students with whom the review team met were happy with the provision of feedback on both formative and summative assessments, confirming that it was helpful and regularly aligned to the mark received.

Graduate destinations

118. The TEI does not formally track its students' graduate destinations as the vast majority of its students go into the church ministry for which they trained. The Academic Registrar offers general careers advice to independent students.
119. In conclusion the review team considers that overall provision for academic and pastoral support and guidance is adequate.

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

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

Library and Electronic Resources

121. Books are brought to teaching events and are posted to students who study remotely. Multiple copies of key texts are held in the main library at SWMTC, with extracts published on Moodle, where possible. Students reported that this was working well.
122. The students with whom the visit team met were satisfied with the library facilities available. Students were aware and made good use of the electronic resources made available through the Common Awards Hub, including the journal access provided by the University, although there was some frustration that the University did not provide access to a wider range of journal subscriptions.

Moodle

- I23. Moodle houses programme documentation, relevant policies, study skills resources, and software for online submission of assessed work (Turnitin). Students with whom the review team met spoke positively about the importance of Moodle as a repository for key information and learning materials. The TEI is at the early stages of experimenting with using Moodle to encourage discussions and blog entries as a way of enhancing teaching and learning. Teaching sessions are routinely recorded and made available via Moodle for reference. Students are given training in how to access and use Moodle. An App has been created which makes Moodle accessible on multiple devices.

Teaching venues and Study Space

- I24. SWMTC make use of teaching space in multiple locations (Exeter, Truro, Salisbury, Tiverton and Plymouth). Students with whom the review met confirmed that that teaching venues were appropriate and were used effectively for both lectures and seminars. Some technical difficulties with the interactive whiteboards at one teaching venue (Plymouth) had been very frustrating for students, but had not affected the quality of teaching delivered. The TEI confirmed that this matter had been subsequently addressed.
- I25. The review team was satisfied that the overall learning support and infrastructure were adequate.

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

- I26. The adequacy of the overall staffing was confirmed through the initial validation process.

Teaching staff

- I27. SWMTC has 10 core academic staff members: including Joint-Principals, a Vice-Principal, a Staff Tutor, Directors of Programmes, an Academic Registrar and a Staff Tutor. SWMTC currently makes use of 10 of part-time tutors, supported by further teaching staff engaged in support evening class delivery, along with occasional visiting speakers. The core staff at SWMTC includes professional support staff.
- I28. The TEI confirmed that the new staffing structure was intended to serve the ambitions of the organisation and meet the needs of the intended revised programme.
- I29. The review team concluded that members of academic staff were suitably qualified and experienced to deliver the approved programmes.

Teaching quality

- I30. The students with whom the review team met commented very positively on the quality of the teaching, referring to teaching as excellent, outstanding and diverse. The Common Awards Student Survey (2018) reinforced this view, with 96% of students confirming that teaching staff have made them enthusiastic about their programme. The TEI monitors and enhances teaching quality in a number of ways including, marking and moderation; a cross-centre institutional-wide peer-review

scheme; team-teaching; the effective use of the External Examiner reports and ULO reports; through the Annual Self-Evaluation process; and seeking regular student feedback.

- I31. The quality of teaching at the different centres is monitored. Peer-review, team-teaming and student feedback is used to monitor the delivery of teaching across the different teaching sites. Students comment that this is broadly similar across all three sites.
- I32. There is an established induction process for new staff, for both academic and administrative, to ensure that staff are familiar with the operation of SWMTC's policies, processes and procedures. The Staff Handbook is shared as part of the induction process.

Staff development

- I33. A formal induction process is implemented at the TEI to ensure that staff are familiar with the operation of the TEI, and its policies, processes and procedures. Staff members who had recently joined SWMTC felt that there was a strong focus on supporting staff to understand the culture of SWMTC and its principles for supporting adult education. This was done in various ways including observations; new staff are expected to both observe teaching and be observed teaching as part of induction. Staff also reported that this value manifested in its recruitment and selection processes. This contributes to **Commendation 7** in Section F3.
- I34. There is an annual appraisal process for all staff, and all staff are peer reviewed each year. The TEI makes frequent use of team-teaching which provides opportunities to monitor and enhance the quality of teaching. The TEI was able to provide examples of where student feedback has resulted in staff development or training. Staff reported that the TEI provides financial support for staff development opportunities (e.g. attendance at conferences or events, support for qualifications, if appropriate) and that some staff have access to diocesan staff development programmes. Teachers' Day meeting (twice a year) focuses on feedback, sharing pedagogy, future planning, and support of the programmes. Sabbatical leave may be granted after three years qualifying service, at the discretion of the Principals and by agreement of the Board of Trustees it is not an automatic entitlement. Staff, on the whole, felt supported in their professional development.
- I35. SWMTC staff have participated in the DELTA programme at the University, and are regularly encouraged to make use of the other events organised by Durham (e.g. conferences and symposia). The TEI has also made effective use of the training available on the Moodle system, provided by colleagues in Ministry Division.
- I36. While the review team recognised the existing activity undertaken to support staff development, the review team felt that a more systematic approach could be taken to ensure that opportunities are routinely identified and exploited by staff. There was a sense that some of the recent changes at SWMTC had meant that not as much time could be given to staff development as both staff and the TEI would hope. Hence our recommendation below; and see further paragraphs 41-42 in Section B5.

Recommendation 10

We recommend that the TEI develops a systematic approach to staff development.

Professional Support Staff

- I37. The programmes are supported by a team of professional support staff which include a Training co-ordinator, an Academic Administrator, a Finance Administrator and the Academic Registrar. The TEI has undertaken to ensure succession planning in this team to ensure continuity of provision, when required. Staff undertake training specific to their role (e.g. GDPR) and disseminate to all staff, as required. Professional support staff reported that they were well supported in their roles.
- I38. In total, 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.

- I39. SWMTC 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.
- I40. In conclusion, having considered the evidence encountered before and during the visit, the review team considers that SWMTC successfully meets all the PER criteria relating to the partnership with the university, subject to satisfactory completion of the suggested recommendation in this section.

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

SECTION F: TAUGHT PROGRAMMES

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

- I41. Student numbers have remained stable since the initial validation process. In 2014/15, 70 students were registered with SWMTC; in 2015/16, 94 students, in 2016/17, 87 students and in 2017/18, 79 students were registered, respectively. On 1st December 2018, the University recorded 65 students studying Common Awards programmes at SWMTC. Notwithstanding the stability 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.
- I42. The review team discussed the current financial situation at the TEI and recognised that this had recently improved.
- I43. SWMTC does not currently organise Reader training for the Diocese of Truro; however, it was the intention that SWMTC would offer this from September 2019. The review team were provided with projected student figures for the recruitment of these students. This looked very promising.
- I44. 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. The review team concluded that – should student numbers remain stable – the programmes should continue to be viable.

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

- I45. 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.
- I46. 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. The TEI has undertaken a thorough mapping exercise in preparation for its curriculum review, which is discussed in more detail in Section F6.
- I47. 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.

148. 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

149. The External Examiner confirms that the range of assessment is appropriate to the curriculum and the intended learning outcomes. SWMTC programmes are assessed by a range of methods and in accordance with the assessment pattern guidance and guidance material of the Common Awards framework. Students welcomed the variety of assessment methods employed by the TEI.
150. Students felt that the volume of summative assessments was appropriate and supported them in their learning; improvements had been made a result of the curriculum review. Students confirmed that they were aware of the marking criteria and that these were accessible. Examples of model answers are often provided to support students in their learning. Students can submit a draft of their first summative piece for some informal feedback on style and level and also practise submitting work onto Turnitin via a 'test' submission portal on Moodle.
151. Throughout the PER, it was very evident to the reviewers that the TEI gives careful and thoughtful consideration to the fact that they are teaching and supporting adult learners, for which it is commended. There was a sense that SWMTC could benefit from articulating its distinctly tailored approach to adult education, which could then be used to strengthen and enhance the existing sense of community.

Commendation 7

We commend the TEI for its careful and thoughtful consideration to teaching and supporting its student body of adult learners.

Recommendation 11

We recommend that the TEI consider articulating, in writing, its bespoke approach to adult education to enhance their existing offering.

Learning hours

152. 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. This information is often shared on teaching materials such as lecture presentations. The review team explored students' workload experiences and found that some students tended not to use the learning hours as a reflection of how much time or effort would be required for any given module, but instead felt that the number and type of assessments for each module gave a better indication of the workload required. Some students commented that the information on the number of independent learning hours resulted in some anxiety but that over time they have gained confidence in using these as a guide. Students confirmed that the contact hours for teaching were an accurate reflection.

- I 53. 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.

- I 54. Processes for approving placement providers, proposing placements for individual students, determining the suitability of placements, allocating students to placements, and briefing students in advance of placements are in place. A placement protocol is shared with students and placement providers to ensure clarity around the requirements of the placement before its commencement.
- I 55. Members of staff responsible for the oversight of placements are clearly identified. There is more flexibility in deciding upon the placement itself for Readers, but in any case, staff discuss options with students before making initial contact with placement providers. Where problems on the placement occur, alternative arrangements are made to ensure that the student is not disadvantaged.
- I 56. Once placements conclude, there is opportunity for both Ordinands and Readers to report and debrief on their experience. The TEI has encouraged placement providers to engage in a similar process with a view to enhancing the provision but this has not always been well attended.
- I 57. The students whom the visit team met confirmed that they received appropriate support before, during, and after assessed placements. Students were generally very happy with their placement experience. Students commented that the TEIs approach to organising placements reinforced SWMTC's commitment to supporting adult education and learning. This contributes to **Commendation 7** in Section F3.
- I 58. 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.

- I 59. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Provision. Students with whom the review team met were able to provide limited examples of research-led teaching; however, the shape of the new curriculum has been informed by the research interests of staff so that students will be exposed to current research.
- I 60. 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. Students reported that they felt well supported to transition between levels of academic study.
- I 61. Students undertaking independent learning projects and dissertations reported that appropriate support and guidance was provided to complete the assignment(s). Students particularly praised the amount of information provided to them in order to complete ILPs and/or dissertations but commented that it was still a challenge understanding how to approach the assessment for the first time. For instance, some students commented that it was a challenging to formulate a research question.

162. 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.**
163. Members of staff in the TEI are involved in the TEI's processes for curriculum monitoring, review and enhancement. Student feedback on teaching is regularly requested. Responses to student evaluations are made available on Moodle.
164. A review of the curriculum was undertaken in 2018/19 and which the TEI hoped would result in restructured programmes which will enable SWMTC to teach Ordinands and Readers together in a programme shaped around key themes. The TEI consulted with the University in advance of the proposed changes and it was considered that the streamlining of SWMTC's existing provision did not constitute a major change that would require the consideration of the Quality and Standards Committee. Subject to approval, the TEI wished to deliver the programmes from 2019. The proposed changes were still under review by the Ministry Division.
165. The TEI has consulted with students, staff and Trustees on the proposed curriculum development changes, and have kept them regularly updated on progress. The Management Committee has maintained oversight of the process, including regular involvement from Student Representatives.
166. The revised curriculum is strongly devised from SWMTC's vision for formation. SWMTC seeks to achieve its vision through an integrated academic and formational curriculum cultivating adventurous faith, missional hope and grounded love. Each element of this vision is explicitly linked to three key themes: Lord's Prayer (adventurous faith), Nicene Creed (missional hope), and Magnificat (grounded love) and which will be explored through seven key topics per academic year (and level of study).
167. The TEI has developed comprehensive guidance documentation which clearly outlines how each theme, topic and the Common Awards modules relate to the teaching and learning students can expect on their programme. This guidance documentation is supported by tailored planning and assessment grids which clearly outline the assessment schedule for students and staff, and the associated deadlines for assessment submission and the return of student feedback. The review team commends the TEI's comprehensive approach to the recent review.

Commendation 8

We commend the comprehensive approach to the TEI's recent curriculum review process, including the detailed associated outputs such as assessment and planning grids.

168. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. The TEI expressed the opinion that the ASE process has been helpful. ASE is usually led by the Dean of Studies, drawing on discussions at Management Committees, Student-Staff Liaison Committees and student feedback captured through the Evaluation-Comment-Action process.
169. The review team considers that the programmes are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.

170. In conclusion, having considered the evidence encountered before and during the visit, the review team considers that SWMTC successfully meets all the PER criteria relating to taught programmes, subject to satisfactory completion of the suggested recommendation in this section.

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

TRURO DIOCESAN READER TRAINING COURSE

SECTION A: FORMATIONAL AIMS

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

171. As noted at the head of this report, Truro diocesan Reader training is a formational programme that draws substantially on SWMTC input with significant amounts of co-teaching across the two programmes but, at the time of the review, nonetheless stands alone and is owned by the diocese itself. From 2019-20 it will incorporate fully into SWMTC.
172. Discernment and selection are the responsibility of the diocese - in practice, the Bishop of St. Germans as Warden of Readers, Revd. Paul Arthur the Deputy Warden, and Revd Canon Jane Kneebone the Director of Reader Training. The discernment and selection process for Reader candidates in Truro diocese has not changed with the introduction of Common Awards modules, i.e. those students now in Years 1 and 2 and, in part, following SWMTC's programme.
173. The formational aims are those issued by the Church of England in 2014 for Reader ministry and training. These have been communicated to the management group, in particular those responsible for selection of candidates, and are the basis on which selection and assessment for licensing take place. However, they have not been circulated in any printed or on-line material. Whilst they are in line with the course's statements of purpose they have not been communicated to students and wider stakeholders, e.g. potential candidates.
174. Truro's diocesan Reader training programme has no prospectus and the diocesan website is under development. There is therefore limited publicity for the use of potential candidates, which is a challenge when recruitment is key to the on-going success of the TEI. According to feedback from students, most were recommended to offer for selection as a result of encouragement from their incumbent. In recent years there have been Vocations Fairs held by the diocese, but the emphasis, especially on the website, is on ordination.

Recommendation 12

We recommend that:

- i) the lack of appropriate publicity and information regarding recruitment and training of Readers should be addressed urgently;**
- ii) steps should be taken to ensure that the redesigned diocesan website gives access to this information, either directly or via appropriate links; and**
- iii) in reshaping its content a broader view of vocations should be taken, and information given about a range of ordained and lay roles.**

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

175. The course's formational aims are appropriate for Readers in the Church of England, being based on the current formation criteria. There is no evidence that this has been kept under regular review in

the past, and the major review now in process with the transition to partnership with SWMTC does not involve a change in the formational aims of the course.

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

176. There is positive feedback from stakeholders, although these are representative of a fairly limited range of interested parties. It is believed by the course management team that the range of candidates in terms of various measures of diversity is representative of the local (and church) population, i.e. over 50 and white British. Nonetheless we consider that with improved publicity and better use of IT including social media it might be possible to reach a larger number of younger candidates, for example from amongst the large student population in the Falmouth/Penryn area, and this reinforces **Recommendation 12** above.

The review team has Confidence with Qualifications in the Truro Reader Training Course with regard to Criterion A: Formational Aims.

SECTION B: FORMATIONAL CONTEXT

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

177. On the basis of discussions with the staff team it appears that the Truro Reader training course has had a tendency to look inward rather than outward and has developed limited links with ecumenical partners, although one of the Personal Tutors is a retired Methodist minister. While there are small communities from other faiths in Cornwall, little has been done to explore or establish interfaith partnerships. An attempt which was made to contact Dor Kemmyn (a faith group locally which encompasses all faiths) came to nothing and has not been followed up. This is an aspect of life in Cornwall which is likely to develop in the coming years and a more outward looking approach would be beneficial. A number of 2nd year placements have taken place in Methodist church settings, some of which have led to on-going relationships. Third year placements have been arranged in a variety of community and civic institutions, e.g. hospital and prison chaplaincies. This has been an important step in broadening the experience and outlook of students as they approach licensing, as well as leading to lasting relationships in some cases.
178. Some of this analysis may now be historic and we hope that links will develop further as Truro's Reader training incorporates fully into the SWMTC programme. Nonetheless, based on the situation to date, we would offer the following commendation and recommendation:

Commendation 9

We commend the use of community and civic institutions as placement settings in the 3rd year of training, and urge that this should continue under the new arrangements.

Recommendation 13

We recommend that, in liaison with SWMTC, research is undertaken into the possibility of developing partnerships with other faith groups. This could include making contact with Chaplaincy services at Falmouth University at Penryn.

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

179. Students from the two streams – SWMTC, and the year 3 students following the St John's programme - attend separate evening classes, but all come together for the Saturday day schools (eight per year, plus one annual residential weekend). Classes for SWMTC students include Ordinands and independent learners. Time at these sessions for social interaction is limited compared to that enjoyed by the St. John's students. The SWMTC Academic handbook sets out very clearly the requirements of the course and the student's responsibilities as well as the facilities available. There are policies on safeguarding, data protection, the combatting of bullying and harassment, equal opportunities, and worship.
180. The corporate life of the Truro Reader training course is strong, reflecting the fact that it is a small community based on working relationships where everyone knows everyone. Appropriate policies for the community in relation to grievance and disciplinary matters are contained in the Truro Readers' Reader Training Handbook. These have never needed to be used. There is also a

statement on safeguarding and a strict policy of ensuring that all students are kept up to date in terms of safeguarding training, in line with diocesan and national guidance.

181. There are, however, no policies on welfare and in discussion with students it appeared that although each student has a Personal Tutor they would not necessarily turn to that person in time of need. Instead they would approach one of the management team or their Personal Tutor depending on availability or personal choice. With such small student numbers, this may not be an issue. Flexibility in pastoral matters may be an advantage, but to ensure equality of treatment under the new arrangements there may need to be a more clearly defined approach to dealing with pastoral needs. There are no explicit policies on equality and disability, although the course handbook states that the Reader Training Course complies with Diocesan Policies on Safeguarding, Safer Recruitment, Equal Opportunities, Disabled Access and Whistleblowing. Disability issues are dealt with as they arise, e.g. extra help is made available for students with dyslexia. We make no recommendation here as the course's full incorporation into SWMTC should soon ensure that Truro Reader training programme is backed by appropriate policy statements and practices – see paragraph 20.
182. Corporate life for Truro Readers comes largely as a result of meeting together on a weekly basis for a time of social interaction prior to each evening class, and through the Saturday day schools. This social interaction is greatly valued by the students and contributes to their formation. The management team is aware that some of this benefit will be lost under the new arrangements as there will not be weekly evening classes. There will instead be fortnightly reflective practice group meetings, as well as residential weekends, which should give students the opportunity to develop supportive relationships. However, on a fortnightly pattern, a single missed session easily creates a significant gap in gathered time for that student, and given the value of these sessions for students' social interaction and relationship-building we urge course leaders to be aware of this issue and take it into account in their planning.

Recommendation 14

We recommend that consideration should be given to the ways in which the corporate life of the student body can be developed when there are no weekly meetings.

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

183. The Old Cathedral School (OCS) accommodation used by the SWMTC programme as Truro's teaching base includes limited facilities for social interaction. There is some provision for users with mobility disabilities, but no provision for those who with auditory or visual disabilities. The OCS has no chapel facilities.
184. The use of Epiphany House (an independent retreat house and conference centre in Truro) for the diocesan course's Day School programme is appreciated by both staff and students for its peaceful atmosphere. Wheelchair access is possible to most of the ground floor, but the chapel is on the first floor and there is only a stair lift, not a lift suitable for wheelchair users. There is a loop in the main meeting room for people with auditory impairment, but not in the chapel.
185. In tandem with Recommendation 5, addressed to SWMTC, we make the following recommendation in respect of future accommodation for Truro Reader trainees:

Recommendation 15

We recommend that the accommodation in Truro for residential and educational purposes, its provision for those with mobility or other additional support needs, and the potential for upgrading its accessibility be reviewed under the new shared programme arrangements.

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

186. Looking at the experience of worship that Truro Reader trainees share with SWMTC - see further paragraphs 33-37 - the SWMTC worship policy document states that worship 'is vital to the life of SWMTC and students' formation in adventurous faith, missional hope and grounded love.' On each residential weekend there are six occasions when the community gathers for worship, and apart from the first weekend students are responsible for planning and leading worship on Friday and Saturday. Other meetings of students do not appear to include a time of worship. In the SWMTC evening classes observed there was no time of worship – hence **Recommendation 6**. These classes run for two hours and it is considered unfair to expect students to delay their departure if they have a long journey home. But we would urge consideration of an earlier start so that a short time of opening worship might be accommodated.
187. In terms of separate provision through the diocesan training programme, the Truro Reader Training Course Worship Policy states clear aims for the experience and learning to be gained during training. There are three important strands to this part of the course: experience within the student's own parish, their placement parish, and teaching sessions on the course. This is in addition to experience gained in student led worship at evening classes and day school sessions.
188. The students following the diocesan course begin their evening classes with a time of social interaction followed by a teaching session of 1½ hours. The evening ends with Compline led by a student. That this results in a slightly longer evening session than that followed by the SWMTC students does not seem to be a problem, and students value the closing worship.

Commendation 10

We commend the Truro diocesan Reader training programme for the emphasis placed on corporate worship and for its range of liturgical provision.

189. The Saturday Day School programme incorporates all three years of Readers in training, thus is a mixture of SWMTC students and those on the diocesan course. Corporate worship plays an important part in the day, with student led worship at the beginning and at the end of the day. A range of liturgical traditions is followed over the course of the academic year, depending on the make-up of the student body, although the policy is to cover a wide range of styles and traditions including Taizé, Celtic and New Monastic styles. The range and variety seem in principle admirable and contribute to **Commendation 10** above; but should the student body become narrower in the theological traditions represented we would anticipate that the leadership of the TEI would give consideration as to how a broad range of innovative and creative approaches to worship might be sustained and different styles and traditions of worship continue to be experienced.

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

190. There is evidence of good interaction between staff and students in learning and social settings and of the integration of the learning community. This was observed at evening classes and the Saturday day school.
191. SWMTC tutors are formally part of an academic institution with access to CMD and on-going research and learning. Many of them have significant experience of teaching adults in an academic environment and/or a teaching qualification. A number of the tutors are published authors and have continuing research interests. All Truro course staff, apart from the Director of Reader Training, are volunteers, many of them parish priests in the diocese.
192. Within the diocesan programme there is no specific provision for teaching staff with regard to CME, but all diocesan clergy are encouraged to take part in the CME programme provided by the diocese. Most of the tutors have significant experience of teaching Reader trainees via the St John's Nottingham course. Nonetheless, looking ahead to the training course's incorporation into SWMTC and the need for staff development that is specific to their role in theological education and formation, we point to **Recommendation 7** in the equivalent section of this report.

The review team has Confidence with Qualifications in the Truro Reader Training Course with regard to Criterion B: Formational Context.

SECTION C: LEADERSHIP AND MANAGEMENT

C1 The TEI has clear and effective governance structures.

193. Documentation supplied to the reviewers noted that the Reader Training Management Group 'advise and monitor all aspects of the course, including student welfare.' This group is expected to continue after the merger with SWMTC is complete. According to the minutes of the Reader Training Management Group, a significant aspect of its role is the discussion of individual students and their issues. However, there are no terms of reference for this group and no description of its powers and those of the Director of Reader Training.

Recommendation 16

We recommend that the Reader Training Management Group establish clear terms of reference and areas of responsibility.

C2 The TEI has effective leadership.

194. The business plan for Truro Readers (2018 to 2021) highlights the role of the Director of Reader Training who has proactively explored ways to enhance the provision of Reader training in Truro Diocese since her appointment in 2013. The decision to merge with SWMTC is an outworking of that project that has clearly produced energy in Truro Readers institution. We applaud the leadership shown over a sustained period of time towards this new partnership.
195. A significant amount of time of the Management Group recently has been taken up by discussions of issues around the transition to the new teaching programme under the auspices of SWMTC, not least whether the new Reader training course should be 2 or 3 years in length, and what it should contain in terms of placements. Based on its observation of Management Group business and on conversations with staff members, the review team has not been able to discern a clear vision of what the Group would wish to see come about. In the absence of representation from SWMTC, these discussions appeared at the time of the Review to have been inconclusive.

Recommendation 17

We recommend that the Reader Training Management Group identify clear goals for the Reader Training Course from September 2019, in line with the formation criteria for Readers, and including course length and the arrangement of placements.

Recommendation 18

We recommend that the Reader Training Management Group invite at least one representative from SWMTC to attend its meetings.

C3 Trustees are appropriately recruited, supported and developed

196. The accountability structure for Truro Readers is through the Bishop of St Germans and so there are no Trustees as such in the present arrangement. The reviewers attended a Reader Training Management Group meeting (see C1 and C2). Due diligence for future governance within SWMTC is reported in the business plan (C4).

C4 The TEI has effective business planning and fundraising

197. The Truro Readers Training Course business plan presents an excellent discussion of the rationale for 'merging' with SWMTC citing economies of scale, the consolidation of resources, the sharing of excellent teaching throughout the region and giving Reader trainees a wider sense of belonging in the region and therefore a wider perspective. It sets out a contextual case for merger: 'Located as we are in a sparsely populated diocese with large rural areas, our character has always been intertwined with a sense of place. Our students tend to exercise their ministry in local contexts, and often travel large distances to attend training events or engage with the wider church community at deanery and diocesan level'. The commonality shared with SWMTC as it is currently is seen as a compelling reason for merger.
198. There is a key discussion in the business plan that sets out the challenges that Truro Readers face at present. They are set out under the headings of travel, regional identity, communication, an ageing population and the future of the rural church. The judgement is given that Truro Readers response to these challenges can only be strengthened by the merger with SWMTC.
199. The business plan has a projected budget for three years (2019 to 2021) and gives an in-depth analysis of the finances of SWMTC and its governance to give reassurance that the merger will be secure at the levels of teaching, finance and governance.

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

200. As a department within the diocese of Truro, the Reader Training course is budgeted for within the diocesan finance plan. The course director receives monthly updates on course spending. Currently, spending is within the sums allocated.
201. There is a discrepancy between the risk register and the scene setting overview document. The latter acknowledges the course's dependence on sufficient numbers of students offering for training, but this is not listed as a risk on the former, except as a consequence of the geographical situation. The control/action in the risk register does not address the underlying risk. Granted, dependence on vocations to Reader ministry and on numbers offering is a reality, but we believe that both risk mitigation and, more positively, the desire to see this ministry flourish require more proactive recruitment material and strategies, in partnership with the diocese: hence **Recommendation 12** at Section A1 above.

The review team has Confidence with Qualifications in the Truro Reader Training Course with regard to Criterion C: Leadership and management

SECTION D: STUDENT OUTCOMES

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

202. Until recently, the Truro Reader Training Course's taught programme has used the St John's College Nottingham distance-learning course, 'Certificate in Christian Studies', for its academic teaching. 6 modules (Introductions to the Old and New Testaments, Doctrine, Ethics, a special study of OT or NT subject (Paul's letter to the Romans for the current Year 3 students), Anglicanism & Ecumenism) have been supplemented by teaching on pastoral theology, preaching, worship & liturgy and spirituality. The latter formational topics are mostly taught in Saturday day schools or residential weekend meetings which includes all students across the 3 cohorts. The Certificate is not university validated and the programme is now being phased out, with the final cohort finishing in the summer of 2019.
203. Students come from a wide range of backgrounds and represent a range of church traditions; they value meeting different viewpoints, having open and honest discussions and learning from the experiences of others.
204. They are unanimous in their appreciation of the course. They appreciate the challenge of growing academically as well as spiritually and find the tutors supportive.

Commendation 11

We commend the friendly atmosphere at course meetings, the supportive and amiable relationships within the student group, and the generous support given to students by their tutors.

205. Reflection is built into the programme of study with reflective feedback required after all study days and residential weekends.
206. However, the quality of reflections in work submitted is variable, and we found that Truro students' reflections often amounted to little else beyond a description of an event and the student's emotional reaction. We found little evidence of analysis and critical reflection, e.g. engagement with the question 'why am I feeling like this?' Some consecutive reflections by the same student showed little understanding of the process and no progression. On the day school on Ministry and Mission, some students had significant difficulties applying the pastoral cycle of theological reflection to a given issue.

Recommendation 19

We recommend that students be taught a method of theological reflection that encourages critical engagement with one's own responses, e.g. the pastoral cycle, and have prompt feedback on their reflections to enable them to improve before the next one is due.

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

207. One of the stated aims of Reader training is 'to work in line with the aims and priorities of the Church of England in developing ministers who are 'missional, flexible, adaptable and collaborative', and we found a good number of ways in which the Truro course responded positively to that aim. One of its Day Schools is given over to teaching on Mission and Ministry. The Chaplain to Readers

publishes a blog which encourages students to be outward looking and engaged in missional activities (e.g. by becoming a school governor). The third-year placement takes place, not in a church, but a chaplaincy or other outward-facing organisation. End-of-year reports commend students for their desire to share the gospel. Students' contributions in a group discussion demonstrated a vision of church as missional and, in conversation with individual students, it became clear that they are looking forward to using their training both in building up their congregations and working beyond the church walls.

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

208. Students comment that, as they engage with the course, their faith has widened and deepened. Introductory and concluding worship at all Day Schools is prepared and led by students, and students receive feedback on all services led, and the Truro course evening classes conclude with Compline although, as we have noted above, the SWMTC classes did not include an act of worship at either the beginning or the end, and at **Recommendation 5** we urge that SWMTC should explore provision for one. The course has a Worship Policy which seeks to ensure that students are trained in and experience a wide range of styles of worship, including services following the Book of Common Prayer.
209. There are regular scheduled opportunities throughout the course to preach and receive feedback on preaching. Students comment on how helpful the day of preaching practice has been: 'I was terrified and now I feel "I can do this."' The feedback sheets given to members of the congregation, both for sermons and worship leading, have a majority of closed questions, and as a result, some instances of feedback are very brief and unlikely to help the student learn how to improve. We urge the redesign of these forms to enable more helpful responses, and perhaps some differentiation across consecutive years to help students in developing different aspects of preaching and leading worship.

Recommendation 20

We recommend that feedback sheets for sermons and worship leading are re-designed to elicit responses which will enable students to address development needs.

210. Students are encouraged to have a spiritual director, and the majority do.

D4 Students' personality, character and relationships.

211. All students we spoke to rate the Truro course and their learning experiences highly; they are enthusiastic about extending their knowledge and practical skills. Several students we spoke to have persevered with the course in the face of significant health problems or while working in demanding jobs. There is a cordial and respectful atmosphere in a group that is very diverse in background and church tradition.
212. All students have to complete safeguarding training to level C3.

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

213. One of the Day Schools introduces students to the Myers Briggs Personality Type Indicator and its application to preaching, worship and group dynamics in church.

214. While there are instances of ad hoc group work in class and at day schools, there are no organised opportunities for collaborative project work, and we believe that this would be a significant enhancement to the formational programme, whether via assessed group projects and a requirement for students to submit individual reflections at the end, or some other introduction to the practicalities of working together in different roles.

Recommendation 21

We recommend that the course introduce one or two opportunities for structured and assessed group work by students.

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

215. Students explain their sense of calling with reference to personal experience, their churches' encouragement and being on a journey of deepening discipleship and engagement.
216. The range of traditions represented within the student body and interaction over the 3 years of study enables students to accept and appreciate diversity within the church. Three different placements (described further at Section F) in the course of their training give students an understanding of the breadth of ministry engaged in within the Church of England.

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

217. End-of-year assessments follow the headings of IMEI Formation criteria. The assessment at the end of the third year functions as the end-of-course report for the bishop. Students' achievement is not, however, explicitly tracked against IMEI reporting criteria (see D9 and **Recommendation 21**).
218. Placements lead to the production of a placement portfolio; this contains a placement incumbent's report and is not graded.

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.

219. There are no personal learning plans and no learning goals set for students on the basis of their selection interviews; however, adjustments in course and assignments are made for students who come with relevant prior learning experience.
220. Personal Tutors provide a short report on their students at the end of each academic year. End-of-year assessments follow the headings of the Selection and Formation Guidelines for Readers 2014; while they contain suggestions for areas for development, they do not formulate development needs referenced to the formation criteria.
221. There is no post-licensing training offered by the course at present, and it would be for the diocese and course to work together to agree whether this is something that might or could be offered. We have addressed **Recommendation 1** on this point to SWMTC as a whole (see further comment on possible developmental opportunities at paragraph 9). Year 3 students expressed the desire to continue studying and discussed possible ways of achieving this.

Recommendation 22

We recommend that methods are established to track students' development and learning needs in terms of the Church of England's Formation Criteria for Readers.

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

222. Students are requested to provide feedback at the end of each course unit and after each day school and residential weekend. Further development of the training programme has now taken the form of reshaping the current Truro Reader Training course as it has run since 2007 via its forthcoming merger with SWMTC.

The review team has Confidence with Qualifications in the Truro Diocesan Reader Training Course with regard to Criterion D: Student Outcomes

SECTION E: RESOURCES AND PARTNERSHIP

223. At the time of the review, Truro Diocese's Reader Training drew partly on Common Awards provision for SWMTC (and has since been incorporated fully into it). Sections E and F of this report at pages 28-41, covering SWMTC and Common Awards, address that provision. The following sections relate to the Ministry Division reviewers' supplementary judgements on Truro Diocese's Reader Training provision at the time of the review.

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

224. In terms of quality assurance and oversight for the Truro Diocesan Reader Training programme, the Ministry Division reviewers note that the current course will be phased out by September 2019. Until the last two years' student intake, it has included extension study materials provided by St John's College Nottingham, but St John's is not involved in the delivery of the course or any marking. Academic work is marked by course tutors according to St John's grade descriptors, and all work and marking checked by the Director of Training. Decisions to allow prior learning are made during the deliberations of the Truro selection panel after the selection interview, and are included in the offer made to the candidate.
225. The reviewers note that the transition from the Truro Reader Training scheme to SWMTC has featured in the Annual Self Evaluation Reports for the last two academic years, a copy of which goes to the course's external quality adviser for review. At his prompting one of the St John's modules, which was considered inadequate, was dropped and its content (covering spirituality) was built instead into the annual residential weekend. We believe there would be value in the Reader training course's external quality adviser providing a written annual report, covering management, academic teaching and formation. However, given the merger with SWMTC and future integrated annual self-evaluation, the right approach will be a matter for the Trustees and leadership of SWMTC to decide.
226. Student representatives report to the Management Group. Students are asked for feedback on the teaching at the end of each module and their suggestions have fed into the group's planning and decisions, such as the decision to merge with SWMTC.

Commendation 12

The review team commends the Truro Reader Training Management Group for their vision and enterprise in moving the Reader Training Scheme to a course accredited via the Common Awards programme and linked more closely with schemes of Reader training across the dioceses and to the Church's formational criteria for this ministry.

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

227. Commenting on pastoral support available to Truro Reader trainees, the Ministry Division reviewers note that each student has a Personal Tutor. Both the Course Director and Reader Chaplain are available for consultation and support. Students express overall satisfaction with student support and judge all staff to be accessible and supportive, though there was mention of a Personal Tutor not being available when needed.

228. In terms of academic support, Truro Reader students noted that, after a complaint, they had been given more guidance to help complete assignments. Study skills are taught at the beginning of the course, and some students have attended a study skills day at Truro College. Allowances are made for students with specific learning difficulties. The Student Handbook advises students to start to build a support network to carry them through training and into their new ministry. In practice, the success of this depends on factors within the student's own parish.
229. Once a student is selected for Reader training, they can get involved in all diocesan Reader events; the Reader chaplain's blog features contributions from students and licensed Readers and is a forum of conversation between them.
230. Learning outcomes are specified for each unit of study, though not always at the beginning of a lesson. There was a sense that academic support can vary. While one tutor goes through essays and explains how they have been marked, one student complained that there was no opportunity to discuss their marks. SWMTC publishes course outlines on Moodle, and tutors upload their teaching materials. There is no Moodle support for the Truro Reader Training scheme, but an overview and basics are included in its student handbook and issues can be discussed with tutorial staff or the chaplain. A significant degree of student support depends on the presence of the Reader Chaplain who attends all day schools and residential even if he is not directly involved in the teaching. There are grievance and disciplinary procedures; neither of these has been used in practice.

Commendation 13

We commend the training scheme for giving student Readers access to diocesan Reader networks and involving them in Reader events.

Recommendation 23

We recommend that the course's system of Personal Tutors be strengthened, or that there be the introduction of local sub-chaplains.

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

231. In terms of facilities available to Truro Reader trainees, the Ministry Division reviewers note that the diocesan library is well-stocked and students have access to it during office hours and while the course takes place, although access to the upper shelves in the library is inadequate. Teaching rooms at the Old Cathedral School are accessible by wheelchair; in the past, a teaching venue has been moved to accommodate a student with mobility issues. Teaching rooms are equipped with screens but not hearing loops.

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

232. The Ministry Division reviewers note that course tutors are mostly parish priests and a few retired ministers. Most have teaching experience, though not many a qualification in teaching adults. The Director of Reader Training observes classes and gives verbal feedback to the tutors. One stakeholder commented positively on the teaching staff being 'well-grounded in the practicalities of

parish experience'. Several tutors on the TRT scheme are involved in further academic study or research.

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

233. The Ministry Division reviewers note the promotion of Reader training opportunities through the parishes and the annual Vocations Day held in the Cathedral, but also that because of the changes in the Reader Training scheme, there is currently no course prospectus: hence our **Recommendation 12** at Section A of the report on the Truro Reader Training Course.

The review team has Confidence with Qualifications in the Truro Diocesan Reader Training Course with regard to Criterion E: Resources and Partnership.

SECTION F: TAUGHT PROGRAMMES

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

234. The Ministry Division reviewers note that failure to recruit an adequate number of students has been identified as a significant risk in the main SWMTC business plan, and appropriate actions have been identified. They note that the business plan for the Truro Readers part of SWMTC rates failure to recruit as a moderate risk; but they add that the relatively good numbers until recently (currently 8 in year 3) are not a reliable predictor for the future, and suggest that there needs to be a determined effort on the part of the diocese to attract people to Reader ministry. Vocations Fairs are planned, but the need for further publicity especially via the website and social media is highlighted at section A, **Recommendation 12**.

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

235. Looking at the taught programme for Truro Reader trainees, Ministry Division reviewers note that since 2006 these students have followed an extension course from St. John's Nottingham. This course is not accredited, although the reviewers understand that at least some of the content operated at level 4 and that the Truro Reader team marked assignments at that level. The move to Common Awards (2017-2018) and full incorporation into SWMTC (2019-2020) has built on that recognition of the need to train Reader to at least level 4, hence our **Commendation 12** at Section E1 of the report on Truro's Reader Training.
236. The Ministry Division reviewers note that the St. John's course had been criticised for its marking standards and for inadequate breadth and depth of content – notwithstanding staff assurances that tutors were generally able to supplement the written content effectively in their delivery of teaching. An example would be the Spirituality module which was abandoned in favour of an in-house approach via the Day Schools Programme. Since the course was not accredited it was not possible to make appropriate formal allowance for APL, and students with prior learning were assessed informally leading to various ad hoc individual arrangements rather than a standardised approach. In addition, the course's learning outcomes were not linked to the TEI's formational aims.
237. Where students have come to the course with little educational experience, Personal Tutors have given advice on essay writing and study skills on an individual basis.

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.

238. Looking at the course experience for Truro Reader trainees, including both accredited and non-accredited content, Ministry Division reviewers consider that the methods of teaching and learning are appropriate and effective in enabling students to meet the learning outcomes for individual modules, including the Day School programme. This does not necessarily mean that these are adequate to meet the overall aims and outcomes for the whole programme as the linkage to the formational criteria is not always clear as per the supplied mapping document. Methods of assessment are not clear, and the mark scheme is applied without formal moderation or second marking.

239. The modes, nature and content of assessment appear to be appropriate to the main taught modules; however this is not the case with reflective assignments. It appears from reflections seen by the reviewers that students are not being taught to reflect theologically and that insufficient feedback in line with the formational criteria means that students are not developing in this area. The same point applies to the annual assessments which are written for each student – the lack of assessment against the formation criteria means that it is not always possible to tell if a student has made progress in any particular area. Students receive adequate written feedback on their written assignments, however, and are able to query points not understood with the tutor.
240. Ministry Division reviewers are confident that issues around clarity of learning outcomes, assessment and moderation will be addressed with the course's full incorporation into SWMTC's Durham-validated programme. We would urge that particular attention is paid to teaching theological reflection and the quality of developmental feedback to students on reflective assignments.

F4 There are appropriate arrangements for placements.

241. Ministry Division reviewers note that Truro Reader trainees' placements are arranged locally within Truro, so the same arrangements apply for all students regardless of which course they are studying. The Director and management committee are keen that this will continue under the new SWMTC structures, such that the Year 1 placement is within the student's own parish, Year 2 is in a parish with a different liturgical tradition and Year 3 is community based. The purpose of the placement is clearly understood by staff and students, including its contribution to module and programme learning outcomes; and all students are up to date with their DBS checks at the time of going on placement.
242. Placements in the 2nd and 3rd years are arranged sometimes at the request of the student, e.g. they may know a setting which they feel would be appropriate, and sometimes at the suggestion of the Director. It is suggested that the Director should always be responsible for arranging placements to ensure that the provider is willing and able to be supportive (not about to leave, for example). There is support (mainly pastoral) for students on placement and if necessary an alternative setting can be arranged.
243. Despite these positive points, since there is no placement agreement with the placement provider there is scope for misunderstanding and a consequent risk that placements may need to be terminated because of a mismatch between the expectations of the student those of the placement provider – although we are assured that this step has not been needed in the relatively brief experience of the current Director. (There have, however, been occasional instances where a student has needed to be moved from their home parish to a different one in order, say, to accommodate a change in home incumbent and ensure the continuation of a good learning environment for the trainee.) Further, in order for any assessment of placements to be properly moderated and quality assured, there needs to be a placement agreement and formal assessment methodology. These are currently lacking for Truro Readers in training, including those studying with SWMTC. It does not appear that there are formal processes in place for reviewing placement learning. Students write up their experiences, but this work is not assessed, although some feedback may be given.

Recommendation 24

We recommend that:

- i. the current approach to placements for Truro Reader trainees should continue after the transition to SWMTC;
- ii. there should be a formal placement agreement so that all parties involved know what is expected of them, with learning outcomes for each placement clearly defined; and
- iii. placement journals should be formally assessed with appropriate feedback, in line with the formational criteria and learning outcomes.

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

244. The review team had no comment here that was specific to the Truro diocesan course.

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

245. In terms of student input into evaluation and review of the Truro course, Ministry Division reviewers add that there are student representatives who attend the Truro Readers management committee twice a year while SWMTC has a Staff Student Liaison Committee. These arrangements ensure that the student voice is heard and responded to. Module evaluation is used effectively. The Day School programme also uses evaluation questionnaires to ensure outcomes are met.

The review team has Confidence with Qualifications in the Truro Diocesan Reader Training Course with regard to Criterion F: Taught Programmes.

CONCLUSION

Overall outcomes:

The review team has Confidence with Qualifications in the South West Ministry Training Course in preparing candidates for ordained and licensed lay ministry.

The review team has Confidence with Qualifications in the Truro Diocesan Reader Training Course in preparing candidates for licensed lay ministry.

LIST OF COMMENDATIONS

SWMTC

Commendation 1

We commend SWMTC for its thorough consultation during the renewal exercise and securing current ownership of the formational aims within the Institution and external stakeholders.

Commendation 2

We commend SWMTC for the supportive community life modelled by its staff team and clearly valued by its students.

Commendation 3

We commend SWMTC for its efficient administration in both academic and business management.

Commendation 4

We commend the current SWMTC Trustees for their financial management over recent years, for the control on expenditure and implementation of robust financial systems.

Commendation 5

We commend the pastoral care and support offered and shown by all staff and students as being exemplary, with excellent demonstrations of care for self and others.

Common Awards provision

Commendation 6

We commend the TEI on its 'Evaluation, Comment and Action' sheets which capture the student voice and the TEI's response to student feedback.

Commendation 7

We commend the TEI for its careful and thoughtful consideration to teaching and supporting its student body of adult learners.

Commendation 8

We commend the comprehensive approach to the TEI's recent curriculum review process, including the detailed associated outputs such as assessment and planning grids.

Truro Diocesan Reader Training Course

Commendation 9

We commend the use of community and civic institutions as placement settings in the 3rd year of training, and urge that this should continue under the new arrangements.

Commendation 10

We commend the Truro diocesan Reader training programme for the emphasis placed on corporate worship and for its range of liturgical provision.

Commendation 11

We commend the friendly atmosphere at course meetings, the supportive and amiable relationships within the student group, and the generous support given to students by their tutors.

Commendation 12

The review team commends the Truro Reader Training Management Group for their vision and enterprise in moving the Reader Training Scheme to a course accredited via the Common Awards programme and linked more closely with schemes of Reader training across the dioceses and to the Church's formational criteria for this ministry.

Commendation 13

We commend the training scheme for giving student Readers access to diocesan Reader networks and involving them in Reader events.

LIST OF RECOMMENDATIONS

SWMTC

Recommendation 1

We recommend that SWMTC continues confidently to embrace opportunities for innovation in its range and delivery of training programmes.

Recommendation 2

We recommend that SWMTC and its Trustees continue to work further with sponsoring dioceses to develop strategies aimed at increasing diversity in the student intake.

Recommendation 3

We recommend that SWMTC take additional steps to communicate its safeguarding policy and procedures effectively.

Recommendation 4

We recommend that SWMTC explore further the scope to assist students in sustaining the balance of their training and home life, including through the supporting role of home incumbents.

Recommendation 5

We recommend that SWMTC continue to review its accommodation for residential and educational purposes.

Recommendation 6

We recommend that SWMTC explore further the range of traditions and practice used in its corporate worship.

Recommendation 7

We recommend that the decision to have Joint Principals is continually reviewed, recognising that future developments and thinking in each diocese might mean a significant change in the risk register.

Recommendation 8

We recommend that the business plan is continually reviewed and is developed to include a three-year indicative budget with the associated risks articulated.

Recommendation 9

We recommend that the Worship Policy be reviewed with consideration given to recommending that all sessions open/close with prayer and that feedback on leading worship be both written and verbal.

Common Awards provision for SWMTC

Recommendation 10

We recommend that the TEI develops a systematic approach to staff development.

Recommendation I 1

We recommend that the TEI considers articulating, in writing, its bespoke approach to adult education to enhance the existing offering.

Truro Diocesan Reader Training Course

Recommendation I 2

We recommend that:

- i) the lack of appropriate publicity and information regarding recruitment and training of Readers should be addressed urgently;
- ii) steps should be taken to ensure that the redesigned diocesan website gives access to this information, either directly or via appropriate links; and
- iii) in reshaping its content a broader view of vocations should be taken, and information given about a range of ordained and lay roles.

Recommendation I 3

We recommend that, in liaison with SWMTC, research is undertaken into the possibility of developing partnerships with other faith groups. This could include making contact with Chaplaincy services at Falmouth University at Penryn.

Recommendation I 4

We recommend that consideration should be given to the ways in which the corporate life of the student body can be developed when there are no weekly meetings.

Recommendation I 5

We recommend that the accommodation in Truro for residential and educational purposes, and its provision for those with mobility or other additional support needs, be reviewed under the new shared programme arrangements.

Recommendation I 6

We recommend that the Reader Training Management Group establish clear terms of reference and areas of responsibility.

Recommendation I 7

We recommend that the Reader Training Management Group identify clear goals for the Reader Training Course from September 2019, in line with the formation criteria for Readers, and including course length and the arrangement of placements.

Recommendation I 8

We recommend that the Reader Training Management Group invite at least one representative from SWMTC to attend its meetings.

Recommendation 19

We recommend that students be taught a method of theological reflection that encourages critical engagement with one's own responses, e.g. the pastoral cycle, and have prompt feedback on their reflections to enable them to improve before the next one is due.

Recommendation 20

We recommend that feedback sheets for sermons and worship leading are re-designed to elicit responses which will enable students to address development needs.

Recommendation 21

We recommend that the course introduce one or two opportunities for structured and assessed group work by students.

Recommendation 22

We recommend that methods are established to track students' development and learning needs in terms of the Church of England's Formation Criteria for Readers.

Recommendation 23

We recommend that the course's system of Personal Tutors be strengthened, or that there be the introduction of local sub-chaplains.

Recommendation 24

We recommend that:

- i. the current approach to placements for Truro Reader trainees should continue after the transition to SWMTC;
- ii. there should be a formal placement agreement so that all parties involved know what is expected of them, with learning outcomes for each placement clearly defined; and
- iii. placement journals should be formally assessed with appropriate feedback, in line with the formational criteria and learning outcomes.