Ministry Council: Periodic External Review Report

South Central Theological Education Institution

Guildford Local Ministry Programme
Oxford Local Ministry Programme
Sarum College Centre for Formation in Ministry
Winchester School of Mission

May 2019

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GLOSSARY

APL	Accredited Prior Learning
ASE	Annual Self-Evaluation
BAME	Black, Asian and Minority Ethnic
BCP	Book of Common Prayer
CAMC	Common Awards Management Committee
CMD	Continuing Ministerial Development
DBF	Diocesan Board of Finance
DDO	Diocesan Director of Ordinands
DELTA	Durham Excellence in Learning and Teaching Award
DULTA	Durham University Learning and Teaching Award
FTE	Full-time Equivalent
GDPR	General Data Protection Regulation
IME	Initial Ministerial Education
KJV	King James Version (Bible)
LLM	Licensed Lay Minister
LMP	Local Ministry Programme
LMT	Licensed Ministry Training
OLM	Ordained Local Minister
PER	Periodic External Review
SCRTP	South Central Regional Training Partnership
SCTEI	South Central Theological Education Institution
SSM	Self-Supporting Minister
STETS	Southern Theological Education and Training Scheme
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution
ULO	University Liaison Officer
VLE	Virtual Learning Environment

LIST OF REVIEWERS

For Ministry Division

The Rev'd Prof Jeremy Duff, Senior Reviewer, Principal, St Padarn's Institute, the Church in Wales

<u>Guildford and Oxford Local Ministry Programmes</u>

Revd Dr Alvyn Pettersen, formerly Canon Theologian at Worcester Cathedral

Dr Jocelyn Bryan, Academic Dean, Cranmer Hall, Durham

Dr Ed Moffatt, Assistant Diocesan Secretary, Exeter Diocese

Revd Dr Judith Rossall, Tutor in Church History & Doctrine, Queen's Foundation

<u>Sarum Centre and Winchester School of Mission</u>

The Ven Dr Brian Russell, formerly Senior Chaplain, Anglican Chaplaincy in Norway

Revd Sallie Butcher, Priest-in-Charge, Mamble St John the Baptist with Bayton, Rock with Heightington with Far Forest (Diocese of Worcester)

Mrs Christine McMullen, former Vice-Principal of the Yorkshire Ministry Course, Tutor on the Derby Diocese Reader training course, Reader, and Chair of Derby Diocesan House of Laity.

For Durham University

Professor Mike Higton, Professor of Theology & Ministry

Revd Dr Alvyn Pettersen, formerly Canon Theologian at Worcester Cathedral (external subject specialist)

Miss Alyson Bird, Quality Assurance Manager (Common Awards)

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 will 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 will 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 currently apply a hierarchy of quality judgements. Instead, the practice is to grant continuing approval subject to the fulfilment of conditions expressed in the reviewers' recommendations. Thus, where Common Awards programmes are part of the PER, the reviewers' shared judgements under these two sections will normally be expressed as 'Confidence, subject to the implementation of the recommendations in this section'.

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

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

REPORT OF THE PERIODIC EXTERNAL REVIEW OF THE SOUTH CENTRAL THEOLOGICAL EDUCATION INSTITUTION

May 2019

SUMMARY

Introduction

The South Central TEI was formed as a subgroup of the South Central Regional Training Partnership (SCRTP), and was validated by Durham University for Common Awards delivery in 2014. It comprises:

- Guildford Diocese's local ministry training programme, which trains ordained local ministers and licensed lay ministers together and operates within the diocese's Discipleship, Vocation and Ministry team

- Oxford Diocese's local ministry training programme, which trains for ordained and lay ministries and works within the diocese's Department of Mission

- the Sarum Centre for Formation in Ministry which, following the merger of Sarum College with STETS (Southern Theological Education and Training Scheme) in 2015, trains for ordained and licensed lay ministries, including a number of students from other church denominations and students extending their qualifications in their curacies, and operates within the wider context of Sarum College's programmes of conferences and consultations and for postgraduate students and interested learners across a wide curriculum

- Winchester School of Mission, whose integrated programme of training for ordained and licensed lay ministries runs through to IME2 and CMD.

Hence, for some of the SCTEI's partner centres, the scope of their activity is wider than that strictly under review in this PER, namely IME1 training for ordained and licensed lay ministry. In the words of the SCTEI's scene-setting document for the reviewers, at the heart of their aim and vision is that

> We will deliver the best possible education, training and formation by working collaboratively where possible. We aim to inculcate in those whom we train the desire to achieve the best they can for the missio Dei by sharing the duties and joys of ministerial activity and responsibility.

The document adds that the TEI's vision is also shaped by the priorities of the different partner centres in their local expressions.

Initial Validation by Durham University

In March 2014 Durham University conducted its initial validation visit to the TEI – the Guildford Diocesan Board of Finance (to be known as the 'South Central Regional Training Partnership TEI' or the 'SCRTP TEI') – to consider the proposed partnership and programmes in accordance with the Common Awards approval process agreed by the Quality and Standards Sub-Committee in May 2013.

The TEI was a new consortium established to provide ministerial training in the South of England, and comprising five 'centres', with the Guildford Diocesan Board of Finance, being a company limited by

guarantee, acting as the lead institution and designated legal entity with which the University would contract should the proposed partnership and programmes be approved:

- The Diocese of Guildford (the lead institution);
- The Diocese of Oxford;
- The Diocese of Salisbury;
- Southern Theological Education and Training Scheme (STETS);
- The Diocese of Winchester.

Whilst the new TEI would be a more closely integrated and formalised partnership between the five centres, it would build upon the regional collaborations and partnership work already present within the wider South Central RTP.

The TEI had at that stage approximately 156 students undertaking validated programmes and approximately 16 core members of teaching staff (11 FTE) across the five centres, with additional external tutors supporting programme delivery.

On consideration of the evidence, the validation team concluded that the South Central Regional Training Partnership TEI met the criteria for approving collaborative programmes, subject to completing conditions which predominantly related to formalising the arrangement to become a single legal entity (including providing information on the resourcing, staffing, and quality assurance arrangements of the single TEI). These conditions were satisfactorily completed. Recommendations were also made around creating common TEI policies and working together across the TEI. Following the review and approval process, the University approved the proposed partnership and programmes. On 1 September 2014, the University entered into a validation contract with the Guildford Diocesan Board of Finance.

While the initial validation process endorsed 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 mechanisms for assuring and enhancing academic quality and standards.

Partnership Changes since Initial Validation

There have been two major partnership changes affecting the TEI:

(a)   in November 2014, the TEI submitted formal notification of its intention for STETS to merge with Sarum College (Sarum Centre for Formation in Ministry); and

(b)   in May 2015, the TEI provided formal notification of the intention for Sarum College to take on the training previously provided by the Diocese of Salisbury.

In both instances, the merger resulted in stronger integration into the TEI's existing provision and additional resources being made available to students. The University approved both of the partnership changes.

The TEI has also changed its name from South Central Regional Training Partnership to South Central Theological Education Institute (South Central TEI or SCTEI). No formal external approval was required, but the name helpfully clarifies the distinction between the existing Regional Training Partnership and the TEI.

The programmes approved in 2014 were essentially those that have now been granted approval for a further term following the current review. The Foundation Award, being the only addition post-2014, was approved following appropriate scrutiny by Durham University's Chair of the Management Board and/or QSSC, as was

a post-2014 proposal to deliver Level 6 of the BA in Theology, Ministry and Mission at the Winchester Centre,

The TEI's current programme portfolio is detailed in the table below. All of these awards are approved for a further 6-year term from 2019:

- Foundation Award in Theology, Ministry and Mission (V60444);
- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446);
- Certificate in Higher Education (CertHE) in Christian Ministry and Mission (V60346);
- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447);
- BA (Hons) in Theology, Ministry and Mission (V604);
- Graduate Certificate (GradCert) in Theology, Ministry and Mission (V60421);
- Graduate Diploma (GradDip) in Theology, Ministry and Mission (V60422);
- Postgraduate Certificate (PgCert) in Theology, Ministry and Mission (V60414);
- Postgraduate Diploma (PgDip) in Theology, Ministry and Mission (V60412);
- Master of Arts in Theology, Ministry and Mission (V60407).

During the academic year 2017-18, 187 students were recorded by the University as studying Common Awards programmes at South Central TEI.

Periodic External Review: process and evidence

The Senior Reviewer made a preliminary visit to meet South Central TEI colleagues at an RTP meeting in mid-2018, following an earlier TEI meeting with Ministry Division staff, to outline the purpose and scope of the Review, respond to questions and to enable a start to be made on planning for the practicalities of the PER reviewers' sequence of visits, meetings and interviews at the TEI centres. The main review visits took place during May 2019, when review team members were able to meet management and teaching staff, students and governance personnel and to see something of the corporate life and formational activity of each of the four centres: the Oxford and Guildford LMPs, the Sarum Centre and Winchester School of Mission. The team attended worship and sat in on lectures and seminars, and joined students and staff for meals.

The Durham Common Awards review team met on 23 May 2019 at the Winchester Diocesan Offices with key members of senior management staff, teaching staff, and student representatives from different facets of the TEI. In each meeting, the team examined key areas of enquiry relevant to academic quality assurance.

The Reviewers are most grateful for the warm and thoughtful hospitality extended to them by staff and students throughout these visits.

External stakeholders were also consulted in writing and responses were received from a number of DDOs of sponsoring dioceses, training incumbents and former students.

South Central TEI 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).

Summary of outcomes

The Report is written in relation to the PER Criteria, most recently stated in the September 2019 edition of the *Quality Assurance and Enhancement in Ministerial Formation Handbook*.

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

a) The review team was satisfied with the quality and standards of the programmes listed at page 9. The team recommends that the programmes should be revalidated for a period of six years.

b) The review team was satisfied that the South Central TEI continues to be a suitable collaborative partner for the University.

c) The review team identified a number of **Recommendations** for the TEI to address in relation to the partnership and programmes. The TEI's action in response to these recommendations will be considered for approval by the University. Progress against all recommendations will be reviewed in advance of the partnership renewal process that will take place towards the end of the initial validation term. All recommendations should be signed off by the time the new contract takes effect. One **Condition** has been identified by the review team, which is also required to be addressed by the time the new contract takes effect.

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

CRITERION	OUTCOME				
	SCTEI	**Guildford LMP**	**Oxford LMP**	**Sarum Centre for Formation**	**Winchester School of Mission**
A Formational aims	**Confidence with Qualifications**	Confidence	Confidence	Confidence	Confidence
B Formational context	**Confidence with Qualifications**	Confidence	Confidence	Confidence	Confidence with Qualifications
C Leadership and management	**Confidence with Qualifications**	Confidence with Qualifications	Confidence with Qualifications	Confidence with Qualifications	Confidence
D Student outcomes	**Not applicable**	Confidence with Qualifications	Confidence	Confidence	Confidence
E Partnership with University	**Confidence subject to Condition and Recommendations**				
F Taught Programmes					
Overall Outcome	**Confidence with Qualifications**	**Confidence with Qualifications**	**Confidence with Qualifications**	**Confidence**	**Confidence with Qualifications**

General Observations

To summarise, the Review team found much to commend, as we hope is clear from this report. SCTEI is a substantial TEI with multiple centres, training modes and sponsoring dioceses, and provides an excellent framework within which its centres can flourish. We commend its effective collaboration as a single TEI for academic programme delivery.

In terms of the individual centres, among their many good points we commend the Guildford LMP's modelling of collaborative ministry and mutual learning from distinctive vocational journeys; Oxford LMP staff's commitment, flexibility and responsiveness to students, tutors and incumbents; the learning community at the Sarum Centre for Formation for its quality and prayerfulness and the on-line resources that support it; and the enthusiasm for mission and commitment to learning and vocational development that we saw in the Winchester School of Mission.

In terms of further development, we urge that both the SCTEI and its partner centres at Guildford, Oxford give further attention to articulating their formational aims; that SCTEI strengthen its processes for

intentionally sharing good formational practice; that the TEI and, in some cases, its partners give attention to their oversight structures, leadership, risk management and student input into governance; and that the four centres attend also to policy articulation, role clarity and line management support, and steps to build the learning community further.

FULL REPORT

SECTION A: FORMATIONAL AIMS

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

1.   The South Central TEI, as a united entity, does not have clearly stated formational aims. Within its model of unity (the TEI) and diversity (the four centres) formational aims are developed, articulated and communicated separately by the four centres. The TEI itself defining its purpose simply as: "We work in unity together with national partners such as the Ministry Division and Durham University. We work in unity together in quality assurance of the training and mutual support."

2.   We respect the desire to allow the articulation of distinct formational aims by each centre, in accordance with the priorities of the diocese(s) they serve. Nevertheless, the SCTEI itself identified weaknesses from this structure such as "Reduced opportunity for big picture thinking on issues such as formation, pedagogy etc, which requires greater intentionality to address in staff gatherings" and "A lack of natural awareness of what other Centres are doing in terms of pedagogy, theology, models of ministry". It also identified opportunities connected to greater collaboration such as "Improving and developing teaching resources and pedagogy through the sharing of research and new materials", "working together to be more innovative across clergy and lay training pathways" and "efficiency of finance through increased joint working, including the opportunity for joint staff appointments across the TEI". In order to ameliorate these weaknesses and seize the opportunities, we recommend that a clear set of aims for the SCTEI are produced which express positively in what way the united TEI contributes strongly to the formation of all within the centres. This is not to say that the balance of significance should shift from the four centres to the one TEI, but merely that the contribution of the TEI should be clearly and positively articulated, so it can be valued, accountable and widely understood.

Recommendation 1

We recommend that a clear set of aims for the South Central TEI are produced which express positively in what way the united TEI contributes strongly to the formation of all within the centres.

In relation to Guildford LMP

3.   The formational aims of Guildford's LMP, epitomised by the strapline 'Minister locally – think globally', are stated briefly in the course's publicity document and at much greater length in *Information for prospective Licenced Lay Ministers and their Incumbents*, and its equivalent for prospective Ordained Local Ministers and their Incumbents, and in the *Course Handbook, Academic Year 2018-19*. These are communicated to staff, to ensure the integration of preaching, spirituality and theological reflection, students and their incumbents, and to inform recruitment.

4.   However, these formational aims are dispersed across course documents or are on the inside pages of the 23-page Course Handbook. In order to enable trustees, oversight bodies, staff, students, placement overseers and training incumbents better to own the course's aims and then to monitor that the LMP's activities are shaped by and adhere to these formational aims, we recommend that Guildford LMP produces a succinct digest of these aims, as found extensively laid out in the Course's Formational Handbooks for both LLM's and Ordinands.

Recommendation 2

We recommend that Guildford LMP articulates more clearly and more succinctly the Course's formational aims.

<u>In relation to Oxford LMP</u>

5.   The formation which takes place on the Oxford LMP was warmly commended by many of the people we met; for example, that the course formed students such that they 'hit the ground running'. However, when we asked what the formational aims of the course were, we received a wide range of replies such as theological reflection and the ability to be a reflective practitioner, being equipped to be a perpetual learner, being able to respond to context and being 'Christ-centred'. It was noticeable that this variety included the core staff. The Principal was the only person to mention mission and also spoke of helping everyone who was on the course to develop a sense of vocation and to get 'the spirit of pioneering'. This experience in the visit supported our reading of the documents. It is clear that formation is a priority and 'The Formation for Ministry Handbook' gives a clear sense of what formation is, why it matters and how it is expected to take place on the course. However, it was difficult to gain a sense of central, clearly stated formational aims. This lack of clarity as to what students are 'signing up to' was communicated to us as weakness of the course by a key stakeholder.

6.   This is a moment of opportunity and potential development for the Oxford LMP as the Diocese of Oxford is reshaping the diocesan priorities and the landscape of theological education continues to change. There is now a good opportunity for the pathway to develop its own sense of identity and to create clearly stated and owned formational aims. The Principal spoke of a desire to develop a greater sense of identity for the course as it continues to evolve and we want to encourage this as strongly as possible.

Recommendation 3

We recommend that Oxford LMP, as part of a wider strategy of developing and communicating its core identity more clearly, develops a clearly stated and prominent set of formational aims.

<u>In relation to the Centre for Formation in Ministry, Sarum College</u>

7.   The Sarum Centre emphasises the aim of creating a Centre which has human flourishing at its core, and this is what we found. In its self-evaluation document, The Sarum Centre for Formation in Ministry sets this out: "Our vision is to provide high-quality flexible training for mission and ministry (ordained or lay) that suits the different life stages and commitments of students. Training that excites and inspires, that challenges and encourages growth. We train by:

- educating confident, constructive people who are able to think about faith, the Bible, the church and mission, both in theory and in practice;

- nurturing for informed reflective ministry, marked by wisdom, commitment and a capacity for collaboration;

- forming ministers who participate responsibly in the mission of God by integrating their learning with the particularities and complexities of local communities, as well as the wider church and world."

8. This presentation is carried through in the Centre prospectus, web-site and all the formal channels of communication. The centre's formational aims are fully understood within the staff and operations of the Sarum College.

<u>In relation to the School of Mission, Winchester Diocese</u>

9. The Winchester School of Mission has a clearly expressed set of formational aims which are fully supported by the Diocese of Winchester and are consistently communicated in all the written and on-line material provided by the School. The LMT sees as one of its strengths "integration into the wider life of the diocesan Strategic Plan". This is explained in their Overview document: "Priorities and Vision in the Diocese of Winchester are shaped by the diocesan vision of living the mission of Jesus, through passionate personal spirituality, pioneering faith communities and prophetic global citizenship. This will mean growing authentic disciples, re-imagining the church, being agents of social transformation and living together sacrificially and generously. This vision has been captured in deanery and archdeaconry mission action plans and further shaped a successful bid for strategic development funding, focussing on areas of ministry including major development areas (church planting), resourcing churches, ministry among students (including FE) and rural benefices of the future. In furthering this vision, the training therefore has a clear missional focus, and a desire always to set training for licensed ministry within the developing mission and ministry of the whole people of God". In addition, LMT is seen as "an integrated community of learning ranging from lay training and parish development through to IME Phase (2) and CMD".

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

10. The work of the four centres, outlined in more detail below, is closely aligned to the needs of the sponsoring church denominations and appropriately reviewed. As described in sections 1 and 2, however, there is lack of clarity regarding the SCTEI's aims, which prevents them being regularly reviewed and reshaped in response to the changing needs. The 'governance deficit' at the SCTEI level (described at Sections C1 and C2 below) further limits the opportunity for review. However, we do not make a specific recommendation here, content that implementing recommendations 1 and x will significantly improve this situation.

<u>In relation to Guildford LMP</u>

11. The LMP currently is preparing Licensed Lay Ministers [LLM's], Self-supporting Ordinands [SSM's] and Ordained Local Ministers [OLM's] for the diocese of Guildford. The Diocese welcomes the fact that the LLM's, SSM's and OLM's are trained together, and on a conveniently local course. It is pleased with the course's rigour, recognising that it properly equips people, already culturally engaged in the diocese, for ministry within the diocese in which they will ultimately serve. It sees possible future developments in the course's readiness to allow 'interested learners', who at the time of attending LMP modules are not planning to engage in LLM, SSM or OLM, to attend the weekly Monday evening termly classes, some of whom, as a result of their 'learning' then 'discern' a

previously unrecognised vocation. In short, the diocese sees its LMP as more than meeting its LLM and OLM training requirements.

12. The LMP's Annual Self Evaluation, annual meetings with training Incumbents and the Students' Parish Support Groups, regular student feedback and close relationships with Diocesan personnel help both in reviewing the LMP's aims and practices and in ensuring that the LMP continues to meet the Diocese's ministerial training requirements.

In relation to Oxford LMP

13. The formation which takes place within the course is appropriate for the Church of England and the Deputy Warden of Readers, LLM students and Ordinands specifically mentioned working the formational criteria of the Church which were both explained and used as part of the course. The implementation of recommendation 3 will further strengthen the Centre's ability to regularly review and its formational aims, which will be important as the Oxford LMP develops in response to emerging diocesan priorities and opportunities.

In relation to the Centre for Formation in Ministry, Sarum College

14. The Sarum Centre for Formation in Ministry arises from the incorporation three years ago of the Southern Theological Education and Training Scheme (STETS) into Sarum College. This has been timely and has been carried through with drive, enthusiasm and effectiveness in most regards. The ethos of STETS was that the Scheme was, on an ecumenical basis, training for licensed ordained ministries. The Centre now also includes provision for full-time ordination training. The focus on ordination training is very well handed.

15. The introduction of training for pioneer ministry is an important seed for the future. There is one formally sponsored candidate for pioneer ministry and other students who are encouraged to develop their vocation to a pioneer approach for their future ministries. Placements are provided locally and nationwide to give experience, and the formally sponsored pioneer candidate is well supervised by a pioneer minister in Poole.

16. A focus on Rural Ministry has also been introduced in the last eighteen months, which has an excellent fit for a number of local dioceses, including Salisbury and Bath and Wells. This is being developed fully and thoroughly as a "Rural pathway" for some students and as an element across the whole curriculum for all. There is a helpful link being made with "Germinate" and the national Church work on rural issues. The recently appointed staff member has experience in rural issue at the Church of England national level.

17. For the last three years, Sarum Centre has provided the educational training for Local Licenced Lay Candidates from the diocese of Salisbury, and (in one case) from another nearby Diocese. The Director of Lay Ministry for Salisbury Diocese is closely involved and the Reviewers had an informative meeting with her. There are clear benefits for lay and clergy candidates to train alongside each other in terms of becoming ready for their future collaboration in ministry.

18. The lay students were very positive about their involvement in Sarum, especially with regard to teaching, learning and their pastoral care. Their integration as lay candidates has increased over the last three years, with attendance for parts of some residential weekends, in addition to Saturday study days, and for part of the Summer residential time. On two weekends, they arrive on Friday

evening, which they welcome. They are not part of reflection groups with the ordinands, having their own additional diocesan formation days instead. They do not share in voice training at Sarum College, having an alternative diocesan provision. Their representative students explained to the Reviewers that it is not easy for the lay students to enter into residential weekends after they have begun and to leave (as it feels like to them) part through a weekend or Summer residential, albeit the educational session on Saturdays form a coherent whole for them. In future their lay candidates will attend the whole residential weekend when it has a focus on preparation for rural ministry. The students would like greater involvement in Sarum College courses, but they realise that there are financial constraints on the diocese.

19.   To some degree, the students for lay ministry feel that Sarum Centre continues to operate on a "norm" of ordination training, given also that ordinands are in a significant numerical majority. They gave a few examples of very occasional staff comments, for example in on-line tutorial comments, that assumed all students of Sarum College would be ordained at the end of their training. The lay candidates said that they believe in the policy that lay and ordained are two unique and equally valued ministries. For the greater part, Sarum shows itself it be careful to vary language in teaching sessions and to reflect both ministries in their different validity. We encourage this to continue. We were impressed by the calibre, commitment and vocational service expressed by the lay candidates.

In relation to the School of Mission, Winchester Diocese

20.   The formational aims are certainly fulfilling the training requirements of the Church of England. The school has a clear focus on mission and evangelism, but this has been complemented by the introduction of an appropriate course and provision for pastoral formation with a dedicated post of "Pastoral Co-ordinator", appointed about a year ago. The School of Mission originally focused solely on lay ministries, but as it has been expanded to including preparation for ordained ministry, greater attention is now being given to the specific formation of the candidates for ordination. The student feedback to the review team was very positive. However, while valuing the opportunity to train with candidates for lay ministries, ordination candidates raised with the Reviewers the issue of specific formation for those to be ordained. Some specific training has been already been introduced and more is planned as the third year of the curriculum for ordinands will be offered for the first time in the coming academic year. We recommend that these plans take account of the range of ordained ministries for which candidates will be prepared, including self-supporting and future potential primary responsibility.

21.   The lay training is primarily for future Licensed Lay Ministers; in addition, there are students in the first year following a one-year Foundation Course for preaching in a lay ministry authorised by the Bishop. With regard to the full course for licensed Lay Ministry, the reviewers noted the pre-training arrangements for the vocational development and assessment of candidates is not as well developed as those for ordinands. This in effect means that the lay students begin the course of formation having given less consideration to their specific ministerial vocation, skills and prior development, compared to the ordinands. This may mean in some cases they are less well prepared than could be the case. We *encourage* the diocesan staff responsible, who are part of the same department as the Winchester School of Mission, to offer a more rigorous and developmental preparation for lay students before they begin the course of education and formation so that the students benefit as much as is possible.

22. The School of Mission is not formally accredited to train for pioneer ministry, but evangelism is an aspect of the training for all students for licensed ministries. Students take a Durham University module which includes church-planting, pioneering and fresh expressions. It is also mounting a joint venture with the University of Winchester to provide for an MA in Missiology. The School of Mission in training lay and ordained students alongside each other seeks to prepare students for a flexible and collaborative ministry.

Recommendation 4

We recommend that the Winchester School of Mission fully develops and implements the plans to specifically address the formational needs of ordinands in the third or final year of the curriculum.

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

23. There is significant support within the church in the region for the work of the South Central *Regional Training Partnership*, as a partnership which adds value to the dioceses and brings together a range of partners.

24. We encountered some confusion as to the relationship between the South Central *Regional Training Partnership* and the South Central *TEI*, which are in fact distinct bodies with different legal obligations (SCTEI has significant obligations under its contract with Durham University), different scope (the SCRTP considers a broad range of ministry, formation and training issues outside of IME 1) and different partners (the SCRTP includes other TEIs, dioceses not connected to the SCTEI and the Methodist and United Reformed Church).

25. The relationship between the four centres and the SCTEI is also not clearly communicated. For example, course publicity which describe a centre as being 'in *partnership* with South Central TEI', when it might be clearer to say that it is *part* of the South Central TEI, so enabling the TEI's potential to be better and further understood and supported by the wider South Central area. Nevertheless, we encountered real commitment from those involved in the four centres to the SCTEI. Our concern under this heading is merely focused on the TEI public profile, understanding and support.

26. All four of the centres have good balance of gender and church tradition among the student body and among teaching staff. The age profile is generally more heavily weighted towards older students, though there is a sufficient mix to maintain a sense of diversity. The Winchester School of Mission has a particular commendable focus on welcoming students with less formal educational backgrounds and less confidence when they begin the course. We also saw good practice at Sarum College of assisting those learners who do not have a strong formal educational background, through flexibility and staff support.

27. The staff in the four centres were clear as to their responsibility towards those with a disability, additional learning needs, or who because of lower prior educational achievement might need confidence building, and could give examples which suggested this was done well in practice. However, this was not highlighted within advertising and promotional materials. This creates a real risk that those with these needs will 'self-select out' from offering for ministerial training because they don't have confidence that it would work for 'people like them', even if in fact the centres would provide good support.

28. All four centres suffer from a very small, in many cohorts zero, representation from BAME students and staff. Staff were conscious of this, and that it was not desirable, but none of the institutions appeared to have clear plans to address this. The centres appeared to put this at the door of the dioceses (on the grounds that they only train those whom they are sent), do not appear to have strategies for using visiting lecturers to ensure diverse voices are heard 'from the front', and seem unclear as to the percentage of the population in the areas they serve who are BAME, or any other appropriate benchmark. Addressing this issue will require collaborative action across the four dioceses as well as the SCTEI. However, the recommendations in this report can only address the SCTEI. Thus the following recommendation sets out carefully what we believe is appropriate action by the SCTEI.

Recommendation 5

We recommend that the South Central TEI produces an action plan to:

   a) **establish a benchmark for BAME students and teaching staff (whether employed or visiting speakers) and a process for the regular review against this benchmark;**

   b) **review the publicity materials from all four centres to ensure that those currently under-represented (whether on a social, educational, ethnic or age basis) see clearly that there are 'people like them' on the courses, and the support necessary for them to thrive is available;**

   c) **be proactive in working with diocesan vocations teams to address the imbalances in the student body.**

In relation to Guildford LMP

29. The Guildford LMP is, as its name suggests, local to the diocese of Guildford where its aims, activities and achievements are understood and supported by the sending benefices, the DDO and the sponsoring bishop.

30. It is open to ecumenical partners sharing in its training. At present it has only Anglican students. Its successful promoting amongst external stakeholders its openness to welcoming students from other denominations to its course would further enrich all the students' learning experience and would be a foretaste of a future inhabiting in licenced and ordained ministry in the diocese of the dominical wish that 'all may be one'.

In relation to Oxford LMP

31. The various partners whom we met were clear in their support for the pathway. The Training Incumbents appreciated the pathway's ability to train a wide range of people and commented 'it is not a sausage factory'. In addition, they recognised improvements in the pathway's communication with them over the last few years. The DDO enthusiastically listed a number of strengths and achievements, including the strong foundation in context and the support offered. There was particular appreciation for the way in which a congregation was enabled to flourish when a student trained with the course.

Commendation 1

We commend the Oxford LMP's creative approach to creating formational communities and the development of the role of the Interested Learner in particular.

In relation to the Centre for Formation in Ministry, Sarum College

32.   Sarum College is aware of and responsive in ways that support, shape and inform its public profile. The stakeholder feedback confirms this, as does the feedback from current students. The recent growth in student numbers confirms this support. For example, the 2018 intake closely matched the 2017 intake by having 21 ordinands and 4 Local Lay Ministry candidates.

In relation to the School of Mission, Winchester Diocese

33.   The Winchester School of Mission and its LMT has been fully responsive to the aspirations of the Diocese which it serves. This is confirmed by the external stakeholders.

> **In relation to Criterion A, Formational Aims, the review team has:**
> - **Confidence with Qualifications in South Central TEI**
> - **Confidence in**
>   - **Guildford LMP**
>   - **Oxford LMP**
>   - **the Centre for Formation in Ministry, Sarum College**
>   - **Winchester School of Mission**

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.**

34. The South Central RTP continues to foster shared thinking and reflection across the region, and the South Central TEI benefits strongly from this culture of partnership. Indeed the TEI itself emerged partly from this and the Local Ministry Framework begun in 2010.

35. Staff at the four centres, and diocesan stakeholders, were clear in their commitment to the partnership which the SCTEI represents, and their belief that the partnership allows the four centres to thrive. This is seen as a good collective use of expertise and resources and a positive expression of the history of cooperation through the RTP and Local Ministry Framework in the region. In particular that this partnership is an effective and efficient route through which they relate to Durham University. The Winchester School of Mission, the newest of the four centres, was clear that the support of the other three centres, and the South Central TEI was of great value as it was created.

36. However, the level of engagement between the centres is patchy, relying mostly on individual staff choosing to communicate with colleagues elsewhere, or a centre taking the initiative to offer a topic for discussion. Some focus is given by the termly Common Awards Staff Meeting, yet we found little evidence of an intentional and systematic engagement between centres to drive up quality. The TEI itself identifies a weakness in terms of "a lack of natural awareness of what other Centres are doing in terms of pedagogy, theology, models of ministry, etc." We observed this, when we found staff in one centre ignorant of the good practice we had found in other centres in a range of areas, and in some cases staff communicated some reluctance to share materials asserting that the copyright lay with the centre. Another example was the Board of Studies at Sarum College which carries out an exemplary regular internal review of feedback and evaluation, as part of the college governance. However, when asked if the Board was aware of or informed by the work of comparable bodies in the other Centres where similar students were studying the very same modules, with a view to gaining and sharing insight on education and formation, the Chair admitted that this has never been considered. There is significant good practice in different areas in different Centres; it would be to the benefit of the students if this was more effectively shared.

37. The SWOT analyses noted that students were often not aware of belonging to a larger cohort within the SCTEI, and there was a danger of them becoming insular within their own centre. This was supported on our visit, when there was little mention of the SCTEI and few apparent ways for the students to participate more fully. The TEI Annual Self-Evaluations [ASE] refers to TEI 'field trips and teaching experiences which can be offered TEI-wide'. Though the ASE recorded that 'all centres now have details of [sc. such] ongoing opportunities', students did not appear aware of such possibilities or to have taken up such offers. Furthermore, an Associate Tutor at one centre who was planning a visit to the British Museum to show her students artefacts associated with her lecture series on the Old Testament was unaware of the TEI's ambition to share such opportunities. We note, and support, Durham reviewer colleagues' recognition and commendation of shared academic good practice (paragraph 250, **Commendation 21**), but on the evidence cited above we believe

there is further to go in terms of extending formational opportunities and benefits more widely. Hence:

Recommendation 6

We recommend that the South Central TEI strengthens its processes for the intentional and systematic sharing of good practice with regards to education and formation between the Centres in the TEI.

In relation to Guildford LMP

38.   Besides drawing Associate Tutors from across the diocese of Guildford, the LMP draws at least one Associate Tutor from London. It arranges placements and learning opportunities in both parishes of a church tradition and/or a socio-demographical composition other than that of those placed, and in sector ministries [e.g. in hospitals; prisons]. It engages with Islam, Judaism and Hinduism, in part through study day visits to these faiths' places of worship. It augments the course on theological reflection by arranging regular meetings of students with their training incumbents and their Parish Support Groups.

In relation to Oxford LMP

39.   The pathway is well embedded in the life of the Diocese. One of the course tutors spoke of being energised by the opportunity to be a theological educator as well as parish priest. The Principal is also the Warden of Readers for the Diocese and both the Principal and Course Director have an office base in Church House, which clearly helps communication, and keep in regular contact. The DDO identified a lack of clarity about whether she had a role on the Oversight Committee, while she does now attend the meetings, this seemed to imply that processes during a handover of roles might be stronger. The Programme Leader meets with the Training Incumbent of the students to ensure that the TI's comments on formational needs are integrated into the course.

40.   Some teaching takes place in Cuddesdon. The partnership, which at the time of review did not appear to be very effective, such that the reviewers had been minded to recommend further efforts to agree mutual expectations around its functioning, is now dissolved. Oxford LMP continues to value using Cuddesdon as a venue particularly for the use of its library.

In relation to the Centre for Formation in Ministry, Sarum College

41.   Sarum College has a highly effective link with the University of Winchester with regard to its MA programmes, which attract significant numbers of serving clergy and interested lay people. It has a bi-annual link with the ecumenical institute at Bossey, with student groups for a two-week study period. There is currently one Baptist student training for ministry but the Baptist Union, like the Methodist and URC Churches, is centralising its ministry training. With regard to Inter-faith understanding and good practice, the Salisbury Diocese and Sarum College have recently gained from the contribution of a former Archbishop's Adviser in this field. There are those of other Faiths resident in areas in the Centre's range of dioceses, and this issue is now taken up through the context weekends with visits and reflection. There is a wide range of placement opportunities, including those with involvement in public life in towns and villages, and community occasions.

42. There are annual weekly residential weeks for ordinands at Wycliffe Hall in Oxford and these are highly valued by the ordinands. There is a three-year cycle of topics, which in turn are: hermeneutics; death and dying; the sacraments. Documentation also described a new venture begun in the summer of 2018 for an annual placement in Rwanda, receiving contextual training in mission (led by CMS Africa). and observing the benefits of that training in local contexts. There are mission and also parish placements, which aim to broaden the students' vision for mission and ministry, and these include chaplaincies and other town or civic situations. With regard to Interfaith matters, the School of Mission will be introducing the Common Award's module in 2019-2020, which concerns the engagement of Christians with people of other Faiths.

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

In relation to Guildford LMP

43. There are clear policies on such issues as diversity, Accredited Prior Learning and Safeguarding in both the Course Handbook, Academic Year 2018-19 and via the VLE. These generally are embedded in the LMP's life – the staff, ethnicity apart, reflect diversity in age, gender, church tradition, ordained/lay etc.; and the students are aware of where to find the policies and know the demands and processes of Safeguarding, even to the point of introducing, without prompting, safeguarding questions in discussions in a Pastoral Care Module.

44. Pastoral care of students was reliable, offered by Core Staff, Associate Tutors, training Incumbents and by the Parish Support Groups. The care and support offered to a student who has withdrawn, at least temporarily, from the course, is impressive.

45. The quality of lived corporate life, and how it enhances the students' continuing formation, was especially evidenced in the regular corporate worship. This was very manifest in all three years of the LMP supporting and encouraging those students leading BCP evening prayer on one of the regular Monday teaching sessions. It was also patent in the obvious and mature trust and respect for one another that students in a Year Three Pastoral Care module showed.

46. Students are very content with the provision for spouses and family members. These latter are sympathetically supported by the students' training incumbents during the students' attending the course. They are also invited, and certainly some accept the invitation to join the eucharist at the end of residentials. When the suggestion was made that they might be more involved in the first year students' initial induction, there was no rush to support it.

In relation to Oxford LMP

47. The Course provides local training over a geographically spread Diocese. Evening teaching involves the same course being taught in different centres on different days of the week, the intention being to maximise choice and access for students. The ordinands and LLMs train alongside each other but following different pathways. The LMP Handbook clearly recognises that this means that members of the learning community for each course differs and that learning communities may be transient. There are also some unavoidable issues with travel and the distances involved. When questioned one small group of students did mention a sense of isolation for part of their course, but overall

there was deep appreciation for the sense of community developed particularly at the residential weekends. There was also some use of social media to enable communication between weekends, which we would like to see encouraged. It was clear to us that the course seeks to think about community creatively and, in particular, had developed the role of the Interested Learner; members of the parish or benefice are able to attend the evening course free of charge alongside the student. This provides a key opportunity in peer learning for the student as conversation about the course happens, for example, on the drive home and has encouraged further vocations within the Diocese.

48.   The pathway makes use of the Diocesan Safeguarding policy and works with the Diocesan safeguarding officers. The procedures in place are appropriately robust. The Moodle page on safeguarding links to both the Diocesan safeguarding page and the TEI safeguarding policy. When asked, students stated that they would report any safeguarding concerns to one of the core staff without mention of the Diocesan staff and it seems that the role of the Diocesan staff in reporting processes could be made clearer to the students. However, it was clear to us that the Centre and the Diocese co-operate closely and appropriately and we had no concerns around safeguarding.

49.   We met some students from a BAME background who spoke warmly of the support that they have received. The team of associate tutors includes three non-Europeans of BAME heritage. When questioned members of staff had either already received training in unconscious bias or were booked to attend such training, some of which will be delivered on-line for added flexibility.

In relation to the Centre for Formation in Ministry, Sarum College

50.   The policy documents of Sarum, including the Handbooks, are impressive. In order to further consolidate the process of formation for students, two new initiatives are in preparation. The first is a Formational Curriculum. The second is the creating of a Portfolio of formational and skills-based development, which is student-led and will assist in identifying for further reflection their formational needs to arrive at an action plan, and which will be an aid for students to identify key points of change and growth for further reflection. We encourage these plans.

51.   The residential times have a strong focus on formation, theological reflection, and widening experience, with also an educational element. They are well planned and reviewed. In 2017, what had been in effect an Easter School was moved to August to operate as a Summer School. Whilst the corporate theological and liturgical exploration of Easter was lost by this move, the Summer School has worked extremely well as an induction for new students and as preparation for the forthcoming academic year. It means that contacts between ordinands are well made and groups formed, ahead of the weeknight learning and further residential times. It builds community life.

52.   Given that the weeknight learning is carried out through the Virtual Learning Environment, rather than meeting with local tutors in person or by attendance at Sarum, we explored very carefully with the students the nature of their corporate life, both in terms of formation and in terms of mutual support in learning. We were very encouraged by what we found.

Commendation 2

We commend the impressive quality of the learning community at Sarum College's Centre for Formation in Ministry, arising from residential times, Reflection Groups, on-line VLE (Virtual

Learning Environment) tutorials, and the regular electronic peer interaction such as through On-Line Forums.

53.   Safeguarding training is taken very seriously, reviewed annually, delivered by a qualified member of staff. A workshop on domestic violence will be introduced this current year.

<u>In relation to the School of Mission, Winchester Diocese</u>

54.   There are a number of policies which have been recently devised or introduced, or are ready for piloting, and the formalisation of what is provided is much to be encouraged. These include a Formational Handbook for students and incumbents, policies on corporate life and corporate worship.

Recommendation 7

We recommend that, in the light of a number of new policy documents in education and formation, the Winchester School of Mission should establish a timetable for the regular review of all these policies, taking account of feedback from students, supervising clergy and those connected with fulfilling the policies.

55.   Corporate life is assisted by the study weekends, some of which are residential over Saturday night and some involve travelling on both Saturday and Sunday. Weeknight teaching is provided in Winchester and, with this being reasonable in reach for travel time for most students, is a feasible arrangement, even if demanding for those in full-time work and with family or other responsibilities. The weeknights include corporate worship, fellowship, and teaching. There is a plan, outlined in the newly devised Licensed Ministry Training (LMT) Development Plan, to formalise the weeknight groups so that there is more opportunity for discussion and reflection. The review necessitated a gathering of a cross section of students from different years and pathways. This was greatly valued by the students present, who felt that it revealed that there was not sufficient opportunity for sharing and reflection between year groups built into the current programme. We observed a helpful sharing of insights between student year groups and this also gave a benefit to the first year students in being able to help them map better their learning and formational experience and to see the coherence in their continuing study and training. For example, some students considered that staff were available but, in specific needs, they were not sure whom to approach and the role of their personal tutor (newly introduced by LMT) was not always clear to them.

Recommendation 8

We recommend that greater clarity is presented to Winchester students with regard to the respective roles of personal tutors, academic tutors, and other identified sources of pastoral, spiritual and educational support.

56.   Student feedback also suggested that some "common room meetings" of all students would enable better collective communication with regard to student feedback and the staff review and revision of arrangements for formation and education. We also note positively the plans to have more formal weeknight Fellowship Groups. We recommend that these meetings across year groups and pathways should certainly continue (and we welcome the plan to have more formal weeknight Fellowship Groups).

Recommendation 9

We recommend that Winchester School of Mission create greater opportunities for interaction between student year groups and pathways during weekends and residential times, so as to strengthen the community life in benefiting learning and formation.

57. Spouses of students have some opportunity to be involved in the training, for example through specific events at Christmas and in the Summer. The School policy for Corporate Life records that "core members of staff are available and willing to support spouses and partners of students as requested". Training for safeguarding is provided through the Diocese of Winchester and meets all current requirements. This is confirmed in the Annual Self Evaluation document from LMT. There is a range of theological approach amongst the staff, taking into account the part-time specialist teachers along with the core staff.

Commendation 3

We commend the Winchester School of Mission for the notable enthusiasm for mission, commitment to learning, and depth of vocational development, which were conveyed to us by the students.

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

In relation to Guildford LMP

58. The LMP is a non-residential course and uses the De Vere Hotel, East Horsley, for residentials and Christ's College, Guildford, for weekly teaching. Given such, the accommodation is suitable. The 'conference rooms' at the hotel are better for teaching than for worship; but while the room used for worship is not entirely satisfactory, it was prepared and used creatively by students and staff alike. The teaching rooms at Christ's College are well furnished and provide IT and 'whiteboard' facilities. Christ's College also has its own chapel which accommodates all three years of the course and staff well. Disabled access at both venues is good. Neither venue has a 'loop' system; but special arrangements are made for those with hearing difficulties as and when necessary.

59. Access to Christ's College for the Monday teaching sessions is from 1900hrs; worship begins at 1930hrs; and the venue has to be vacated by 2155hrs. A room, in addition to the rooms used for teaching, is set aside for private conversations; and a year tutor is always available. Nevertheless, some students voiced a concern that the timings and venue of the Monday evening teaching sessions are not ideal if anyone wishes to speak privately, then and there, with a staff member. **Recommendation 28** at Section D4 for the Guildford programme addresses this further.

60. Library facilities are mainly via the VLE and, for those on Durham University validated courses, Durham's 'on-line' journals. There is a library at Guildford Cathedral, at which students are welcome. Its hours, however, are a challenge for those working full-time; and a good number of students interviewed commented that its distance from where many live, alongside the challenge of opening hours, often put it beyond a student's consideration.

61. Social space at the residential meetings is good; that at Christ's College is limited – but then time also is limited; and time for teaching is paramount.

In relation to Oxford LMP

62.   The pathway meets in a wide variety of centres, including both Cuddesdon College for its residential weekends and Church House Oxford. An annual LMP weekend attended by LLMs and ordinands takes place at the De Vere Milton Hill Hotel and Conference Centre. When questioned, the Programme leader was clear that the majority of accommodation used is accessible for all abilities and that where this is not the case, appropriate arrangements are made. However, this is not made clear on all publicity.

63.   Students have access to Cuddesdon Library, but in practice described a range of use of libraries depending on geographical situation and stated that a large amount of reading was available via Moodle.

In relation to the Centre for Formation in Ministry, Sarum College

64.   Sarum College facilities have been upgraded in a concerted plan for improvements, with many rooms en-suite. A Quinquennial inspection of the buildings has recently been undertaken and, whilst there are costs involved in the remedial work, it seems that funds can be available to achieve what is needed on a reasonable time-frame.

65.   There is a clear policy to assist the learning of those people with dyslexia, set out in the Sarum College handbook, and this is followed in practice (as set out in the College's Annual Self Evaluation, page 5) . We are impressed with the actions taken in recent years to assist people with disabilities, such as the lift systems, and appreciate the considerable cost involved in achieving this. However, further steps are needed and indeed in view.

Recommendation 10

We recommend that Sarum College fully implement the next stage of the College's devised action plan for improved arrangements for those people with disabilities, especially with regard to ground floor bedrooms, access to the chapel, and exit in the event of a fire.

66.   Should Centre numbers continue to expand, there are plans to provide additional accommodation locally to the College. There are some appropriate opportunities for spouses to attend, for example for Sunday meals and special annual occasions.

In relation to the School of Mission, Winchester Diocese

67.   The LMT currently had the benefit of meeting at Wolvesey, the buildings that form part of the home of the Bishop of Winchester. The learning facilities are excellent. Numbers will expand this Autumn with the third intake of ordination candidates (to about 70 students in all); there is discussion in the LMT Annual Self Evaluation about the use of alternative residential venues if the expansion should in the future require this. There is a potential difficulty about access for those with physical disabilities with regard to the use of the chapel for worship which is up an inflexible flight of steps. However, the staff have in mind to move corporate worship to the drawing room (or other ground floor space) should this become necessary. There are plans to move the diocesan theological resources centre to Wolvesey which will further enhance the library and other learning resources available at that site.

68. There is policy and provision for assisting students who have dyslexia, as some current students do, but we found that in some cases in the recent past the need for this help could have been identified more quickly. It was expected that students would identify their own need whereas a more proactive approach would be beneficial in this matter and with regard to the continuing provision of help with overall study skills available to all students beyond the time of the induction stage of student involvement.

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

In relation to Guildford LMP

69. Through its taught first year courses on 'Worship and Spirituality', the 'Quiet Day/s' offered across the diocese which students may choose to attend, and the 'Quiet 24 hrs' - an integral part of the Ordinands' Summer School - the LMP introduces its students to Celtic and Taizé Worship, Common Worship and BCP evening prayer [with readings taken from the KJV]. In addition, in the sending parishes and the placement parishes, different patterns and traditions of worship are often encountered. The liturgy experienced by the reviewers was much more than an introduction to a particular tradition as part of an academic exercise. It was a particular liturgy, in a particular style, prayed.

In relation to Oxford LMP

70. We attended one act of student led worship which used material from the Iona community. The structure of the course means that there is not much staff led worship but the Principal stated that BCP worship does happen on some weekends and several people made clear that every effort is made to give experience of a broad range of traditions. The Incumbents of current students recognised that they had a role in supporting students in their development as worship leaders.

In relation to the Centre for Formation in Ministry, Sarum College

71. Corporate worship during residential times is seen as a Centre requirement and is taken very seriously. There are opportunities for the use of the Book of Common Prayer, which are well explained in the Student Handbook, and for the Centre student groups to prepare innovative worship. Whilst the historic layout of the chapel with steps, has some limitations, it lends itself to reflective and participatory worship. The link with Salisbury Cathedral also means that high quality formal worship is included. To gain a wide variety of experiences of Sunday church worship, visits are undertaken and then become the subject of corporate theological reflection. We observed a very good example of such theological reflection on Sunday worship attended.

72. The student body includes a reasonable cross-section of ages, including a proportion of students with young families, who value the flexibility given by the weeknight learning, as well as those in full-time work and those retired. We were impressed by the theological diversity found amongst the students and the generous sense of respect expressed amongst them. The eucharistic presidency of women is fully accepted, such that both men and women regularly preside. We heard about a theological reflection held recently following a visit to a Forward in Faith parish church.

73. There are well considered arrangements for corporate worship through authorised rites on weeknights and study or residential weekends. There is a eucharist at least once every term and at weekends, with a range of men and women who preside. The BCP is introduced and used on a regular basis, especially given that there are students' home parishes where it is in continuing use. There is daily worship during weekends, with scope for innovative rites. For the ordinands who attend the annual residential week at Wycliffe Hall, these ordinands also benefit from corporate and attendance at the daily offices, and training in other forms of corporate worship (e.g. funerals).

74. There is a genuine diversity and generosity of outlook across the student body, which we found encouraging. It was explained to the reviewers by the Principal that there is a smaller proportion of ordinands coming from Catholic or Central parishes in the diocese than in the past; nonetheless, there is a spectrum of theological understanding. There is carefully considered scope for a student with reservations about women in ordained ministry to be part of the worshipping community.

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

75. Each of the four centres are considered against this criterion below. However, in every one of the four the same issue emerged in relation to the provision to support tutorial staff in their ongoing learning and developing their professional expertise. This is a significant issue in its own right, to ensure the highest standards for the students, and the development of high quality theological staff. It also undermines the staff's ability to model for LLM's and SSM's, who also already will have heavy workloads in the benefices in which they will soon be licensed or ordained, how important it is to create time for their own theological refreshment, for the sake of themselves and of those amongst whom they shall minister.

76. These issues were handled slightly differently in each of the four centres (and we note that the Oxford LMP has recently agreed that core staff should have two weeks study leave a year). Nevertheless, in none of the centres did we find clear provision, given the high staff workloads, for tutorial staff to have the space and focused time necessary to maintain and develop professional expertise, and contribute to the life of the Church through researching and writing for publication.

77. We recognise in this regard the complication caused by the core staff of the Guildford LMP, Oxford LMP and Winchester School of Mission being DBF employees and therefore in a context of employment contracts, staff handbooks and terms of service, which in general are dealing with employees in non-academic settings. We understand the difficulty in some DBF employees having provision for study leave or book grants, when others do not. However, such provision, however it is codified, is essential to ensure that students receive the high-quality teaching they need, and parity with the quality found in other Church institutions which more closely approximate to the academic terms and provision for ongoing staff research and development in an HE institution. **Recommendation 44** at Section E3 refers further, in addition to **Recommendation 11** below.

Recommendation 11

We recommend that

- **the SCTEI produces guidance as to the appropriate provision of books, study leave and provision for attending conferences for all SCTEI core staff to ensure their continuing professional development as theological educators**

- **the four partners (the three DBFs and Sarum College) commit to implementing these terms as a minimum provision for their employees continuing to function as core staff within the SCTEI.**

78. The same challenge – of ensuring good continuing professional development - also exists in relation to the associate staff, and occasional tutors who carry out significant amounts of teaching across the centres. However, this is particularly challenging, and the manner in which the different centres use such staff, and the nature of the staff themselves differs widely. For example, in the three diocesan centres, many of these 'external tutors' are in fact the lead DBF employees in the diocese in that subject specialism (e.g. a Director of Mission, or Youth Advisor). Therefore we focus our attention on the core staff, with the expectation that a changed culture in relation to the continuing professional development of the core staff, will also create different expectations and opportunities for associate staff.

In relation to Guildford LMP

79. Core staff and Associate Tutors, who represent a healthy spread of Anglican traditions, are theologically reflective, curious and eager to engage in the shared task of faith seeking understanding. Particularly noticeable in regard to modelling appropriate patterns was the sermon preached at the May 2019 residential by the tutor who teaches preaching. Very obviously she practised what she preached.

80. Two students are representatives on the CAMC. Because of both the timing, often during the working day, and the distance to be travelled to the venues of the meetings of CAMC, the students generally tendered their apologies. Interestingly, they felt that they neither were enabled nor encouraged to attend the meetings – even though Guildford LMP staff assure us that student representatives are so encouraged, receive papers by email and are invited to comment by email if they cannot attend.

Consequently, student representatives saw their role almost exclusively as that of 'sorting out' local LMP issues, and not as sharing in the full agenda of CAMC. The LMP's Core staff did attend CAMC meetings. Yet, for whatever reason their attendance and their involvement in *all* CAMC business did not appear successfully to model for the student representatives the propriety of the students attending and participating fully – hence our **Recommendation 40** below.

In relation to Oxford LMP

81. Students, former students and others spoke warmly of the support that they received from the core staff who are experienced as flexible and highly responsive to the needs of individual students. It was clear that the core staff work hard to develop relationships with the students and the weekend we observed made use of one teacher and a host tutor, as well as the core staff who were present.

Oxford LMP have run development programme for associate staff, and are training tutors in online marking and Moodle use. (See further section E4 on staff development across the TEI.)

<u>In relation to the Centre for Formation in Ministry, Sarum College</u>

82.   We found the academic staff team impressive, both in terms of individual gifts and qualifications, and in their corporate and collaborative work. Sarum is well served. The staff include those who are ordained, both men and women, and also full-time lay members of staff. There is an arrangement for annual staff appraisal and opportunities for continued staff learning and professional development. The staff clearly enjoy being part of Sarum College.

Commendation 4

We commend the excellent model of collaboration, continuing spiritual life and further study provided by the staff team of Sarum College.

<u>In relation to the School of Mission, Winchester Diocese</u>

83.   We found good and supportive relationships between the core staff, some of whom are fairly new to the LMT. There is a new full-time staff appointment envisaged for this Autumn to assist with regard to covering "LMT resources, library and other agreed areas", as set out in the LMT Development Plan. There is an annual system for staff review and appraisal, which is felt to be effective, and there is some scope for reflection and further learning.

In relation to Criterion B, Formational Context, the review team has:

- **Confidence with Qualifications in South Central TEI**
- **Confidence with Qualifications in**
  - **the School of Mission, Winchester Diocese**
- **Confidence in**
  - **Guildford LMP**
  - **Oxford LMP**
  - **the Centre for Formation in Ministry, Sarum College**

SECTION C: LEADERSHIP AND MANAGEMENT

C1 The TEI has clear and effective governance structures.

<u>In relation to the SCTEI</u>

84. Legally the South Central TEI is the Guildford Diocesan Board of Finance. While operationally the SCTEI comprises the four centres, brought together in the Common Awards Management Committee, it is the Guildford DBF, as a company limited by guarantee, which acts as lead institution and is the legal entity with which, for example, Durham University has made a contract in relation to Common Awards.

85. The South Central Regional Training Partnership is a completely separate, though related, institution, which has a wider membership than the TEI, and a wider brief. It is not a legal entity and uses the language of a covenant between partners, rather than a constitution, to express this. Historically, the SCTEI emerged out of the SCRTP in 2014. The formal link between the two is that the SCRTP appoints the chair of SCTEI's CAMC, and the SCTEI gives a report annually to the SCRTP. There are also overlaps in the people involved in the two bodies. The PER did not review the SCRTP, although it is mentioned at points in this report as part of the wider supportive context.

86. During the review the question 'who are the governors of the SCTEI?', or 'how is the SCTEI governed?' was asked of various different diocesan and TEI staff. This question itself often appeared to cause some confusion, and rarely produced a clear answer, which is itself revealing. Three responses did emerge:

    (a) mention of Guildford DBF accompanied by qualifiers such as 'formally', 'legally', or 'theoretically', as if it were generally understood that the governorship by the Guildford DBF was somewhat titular;

    (b) a collapsing down of the idea of governance solely into matters of financial and legal liabilities;

    (c) the documentation supplied by the SCTEI stated that 'SCTEI is governed by the Common Awards Management Committee', but that committee is solely made up of staff members and defined its own purpose as "It oversees the *delivery* of the Common Awards academic programme for 'formation for ministry' within the TEI." We struggle to see how a body solely made up of employees and which is focused on delivery can be seen as exercising governance.

87. The review team has no reason to doubt that Guildford DBF has clear and effective governance structures. However, we were not shown any evidence which demonstrated that the Guildford DBF engaged in the broad range of governance responsibilities in relation to a TEI, beyond providing a legal and financial backstop. For example, it was not clear that the Directors of Guildford DBF exercised oversight of the formational aims of the SCTEI; the business planning and risk management of the TEI; the support, development, recruitment and retention of staff; the achievement of student outcomes across the TEI; or drove improvement and enhancements to the quality of the TEI. It was similarly not clear that any other body had a remit to do this. Thus, we are concerned that the governance structures of the TEI itself are not clear and may be of limited effectiveness.

88. We wish to be clear that we have no presumption about what is the correct governance *structure*, and are not recommending that there ought to be a single legal charitable trust called the SCTEI. We understand that there are good reasons for the structure of four centres, each of which are

embedded within a distinct legal entity (the three DBFs and Sarum College); and recognise the burden which accompanies the creation of new legal entities. However, the governance *function* is important in driving quality. The SCTEI will be significantly strengthened if there is clarity as to how these governance functions are undertaken in respect to the SCTEI as a whole.

89. As documented elsewhere in this report, the CAMC - Common Awards Management Committee - makes a significant contribution to the positive outcomes achieved by the TEI, and is the TEI's main oversight body. Its terms of reference and as far as we could ascertain its current practice are in line with the committee's title - its focus is Common Awards. However, there are issues which could helpfully be addressed by the SCTEI which are not easily seen as part of Common Awards, such as the development of formational aims, the support of a more diverse body of ministerial candidates for the Church, good practice in placements and the development of feedback on worship. Discussion with staff suggested that colleagues from different centres would gain wisdom from each other on such matters but in an informal way, or round the edges of the CAMC. The SCTEI would be strengthened if this collaboration became more intentional and appropriately structured. This would also be an important statement that ministerial formation goes beyond the achievement of a Common Awards qualification, and that the centres within the SCTEI collaborate in this wider agenda.

Recommendation 12

We recommend that the SCTEI reviews its oversight structures to ensure that, following the many changes in the SCTEI over recent years, they are now best arranged to give clarity and to drive continuing increase in quality outcomes for learners. In particular to ensure:

  a) **That there is clarity as to the interrelation between the SCRTP and the SCTEI;**

  b) **That there is a body exercising regular oversight of SCTEI as a whole which includes 'independent voices' - people who are not on the staff of any of the four centres - and is chaired by one such 'independent' person;**

  c) **That, while there are regular meetings of staff, these should be formalised, clarifying the remit with clear terms of reference, including for collaboration and quality enhancement beyond simply the requirements of Common Awards, and formal staff meeting procedures such as minutes and records keeping.**

In relation to Guildford LMP

90. Internally to the Guildford LMP, management, administrative and financial structures and roles are understood. Similarly clear is the relationship with the Common Awards Management Committee of the TEI. Less clear is the relationship between the LMP and the wider diocesan training operation and other associated activities within the sphere of mission and ministry. In particular the current diocesan oversight body, the Diocesan Discipleship, Vocation and Ministry Council, which sits between the LMP and the Guildford DBF, has not met for a year. We recognise that this lack of clarity is partly due to recent senior staff turnover and broader re-organisation within the Guildford DBF. Nevertheless it is important that clarity is re-established between the LMP and the rest of the diocesan training and ministry activity, and in particular the connection between the LMP and the DBF which has the governance responsibility for it.

Recommendation 13

We recommend that the accountability and management arrangements for the Guildford LMP be reviewed in order to establish a clear oversight body for the pathway, in succession to the DVMC (such a body might reasonably have additional diocesan functions beyond those relating to the LMP):

   a) **establishing clear line management and support for the Principal**

   b) **providing a diocesan context within which the programme as a whole is nurtured and challenged**

   c) **including in its membership a Director of the DBF as a representative of the trustees**

   d) **having clear terms of reference and a formal, regular (annual) reporting mechanism to the DBF**

   e) **attending to the needs to appropriately recruit, train and support the members of the oversight body.**

In relation to Oxford LMP

91.   The Oxford LMP has clear management and administrative structures, both within the diocese structures and in its relationships with the various teaching and placement centres. Financially it relates structurally to the Oxford Diocese Diocesan Board of Finance [ODBF] through the Diocesan Oversight Body, on which there is student representation. It is accountable to the ODBF, which has delegated governance to the Oversight Body, currently chaired by the Bishop of Dorchester. Given the placing of the Course within the Oxford Diocesan Board of Mission and its important role in connection with discerning and facilitating vocations, it would be appropriate to consider making one of the Diocesan Directors of Ordinands [DDOs] an *ex officio* member, so strengthening the structural relationship of the DDO's, the Board of Mission and the LMP.

92.   The LMP also has a structural relationship at both staff and student levels with the Common Awards Management Committee [CAMC] - though there currently is a student vacancy and a number of the students whom the Reviewers met were unaware of both the existence and role of the CAMC.

In relation to the Centre for Formation in Ministry, Sarum College

93.   Sarum College has a board of Trustees that is responsible for controlling Sarum's management and administration. It operates with three subcommittees – Nominations and Remuneration, Board of Studies and Finance & General Purposes, that have clearly set out terms of reference and membership. The Ministry Programme is overseen by both the Board of Studies and the SCTEI Common Awards Management Committee.

94.   The Board of Trustees has clear responsibilities that include policy, finances, budget and managements and both envisioning and planning for Sarum's future strategic development.

95. As is evidenced by the Winchester School of Mission, Licensed Ministry Training Organisational Chart, governance of the Licensed Ministry Training (LMT) is shared by Winchester Diocese and the wider SCTEI and RTP Boards. The LMT is part of the Winchester School of Mission (WSM) and there is an LMT Advisory Group which consists of the core staff, including the Principal, DDO, staff and tutor representatives and representatives from the University of Winchester and Wycliffe Hall, Oxford.

96. There is no evidence of any Terms of Reference covering the Advisory Group or for the make-up of its members. This would be helpful to clarify its role and aid in the monitoring of its actions. Such terms should also clarify the relationship with the SCTEI structures emerging from the implementation of recommendation 13.

Recommendation 14

We recommend that Terms of Reference be produced for the LMT Advisory Group, including how members are appointed, and clarification of its relationship with the SCTEI and the Winchester DBF.

C2   The TEI has effective leadership.

In relation to the SCTEI

97. The leadership of the TEI is located in the role of the Chair of the CAMC and the Academic Registrar of the SCTEI, and more broadly is seen as lying collaboratively with the heads of the four centres. The Academic Registrar role is a part-time role currently held alongside the post holder being the Director of Studies of the Guildford LMP. The role of Chair of the CAMC is currently held by the Principal of the Guildford LMP.

98. We saw evidence that the CAMC was effective in carrying out its role in relation to the Common Awards programme, and a positive collaborative spirit, which testifies to the competence and effectiveness of the Chair and Academic Registrar.

99. However, there are weaknesses in the current set up. In particular, the fact that the Chair is also the Principal of one of the four centres and the Chair role is simply 'in addition' to his significant workload as Principal, limits the degree to which he can genuinely exercise leadership of the SCTEI. Indeed, nowhere in the documents provided nor in the interviews with staff, was it suggested that the role of the Chair was to provide leadership.

100. The Academic Registrar is rightly highly respected by colleagues and provides significant strength to the central functions of the TEI. We are aware that conversations were ongoing about the amount of time allocated to the role of Academic Registrar (as opposed to her role as Director of Studies in Guildford LMP) and paid for by the SCTEI. Additional hours would strengthen the effectiveness of the SCTEI. However, the fact that the post holder is also a key staff member in one of the four centres (and indeed the same centre as the Chair), the role description of the Academic Registrar and the shared expectations of the role, mean that the post could only be said to contribute to a limited degree to the leadership of the TEI.

101. The focus of leadership is within each of the four centres; that centre-level leadership is discussed in the following paragraphs. Leadership at the SCTEI level is far less developed. This is not a comment on the individuals currently holding positions, but rather appears to be the result of the current structures appearing not to place much importance to the provision of leadership at the SCTEI level. There are some parallels here with section C1 above (paragraphs 84-89, recommendation 13), where in relation to governance the SCTEI level also appeared to be under-developed. We respect that different institutions will organise their leadership in different ways, and have no blueprint in mind. However, there is a strong case that clearer leadership for the TEI could strengthen the overall TEI and thus the effectiveness and student outcomes of the four centres. This is demonstrated by the fact that 15 out of the 45 recommendations in this report are addressed to the SCTEI, not to one of the Centres. There is work to be done, and change to be managed, at the SCTEI. Thus the recommendation below, which recommends not a particular pattern for SCTEI leadership, but that the SCTEI reviews its current practice and structures to ensure that they provide for leadership fit for purpose for the task in hand.

Recommendation 15

We recommend that the SCTEI reviews the provision for the leadership of the TEI, to ensure that there is clear leadership for the TEI with sufficient authority and time to give to this task, as evidenced by capacity to carry forward the recommendations for the TEI in this report.

In relation to Guildford LMP

102. There is evidence that that leadership within the LMP is both directive and collaborative. There is a vision for excellence in terms of serving the programme's students and the needs of the wider Diocese, and this is valued and appreciated by stakeholders within the wider diocesan context. There are structural issues to do with the governance arrangements (**Recommendations 12 and 13** above) that mean that the working relationship between governance bodies and those responsible for leading the LMP are not as effective as they might otherwise be. The operational leadership of the LMP is sound but it would be useful for further consideration to be given to its strategic direction (see **Recommendation 23** under C4 below).

In relation to Oxford LMP

103. The Course Principal and Leadership Team work well both together and with the Diocesan Oversight Body, whose business, judging by its meetings' agendas and minutes is mainly management. They relate easily, creatively and well with students, being readily available to them and encouraging them in their vocations. However, we note that there is a clear division between the leadership of the LLM work (the Principal) and the ordinand work (the Vice Principal). This seems at odds with, and potentially modelling something contrary to, the diocese's commitment to the ordained and LLM's working as one in their ministry in benefices. It appears to be a legacy of the bringing together of Reader training and OLM training in the past. It is not clear that maintaining the sense of division by ministry between these two different leaders is helpful in the present.

Recommendation 16

We recommend that the Oxford LMP reviews the allocation of responsibility for LLM training and ordinand work between the Principal and Vice-principal and considers alternatives models that avoid the risk of modelling division between the two types of ministers.

104.   The LMP has a clear strategic direction, reflected in the handbooks for both students and tutors. To sustain that, however, as recommended elsewhere, the provision of a succinct, readily usable digest of the Course's vision and strategies would be beneficial. The LMP fosters a good motivational climate through its provision of pastoral support, tutors and training incumbents' availability, its developing collegiality through shared learning and corporate worship, generally student led, and the meeting individual student's needs [e.g. through regular 'study skills' sessions.

105.   It aims for excellence and mostly achieves such. Given the size of Oxford diocese, the need regularly to deliver learning in more than one venue and the number of tutors and placements required, an unevenness of delivery occasionally occurs. The staff and students are alert to these challenges and, when the widely owned vision for excellence is not realised, appropriate action is taken [even, for example, by replacing a tutor, or relocating an OLM to another, more suitable training benefice].

In relation to the Centre for Formation in Ministry, Sarum College

106.   Sarum College has quite a small leadership team, but it holds a good range of meetings, with relevant staff, with specific remits e.g. Ministry Team, Student Review, Planning, Curriculum, Programme Committee, College Leadership Team etc. Each meeting has a clear agenda which enables them to concentrate on a specific area of college life and ensures that all aspects of the college are discussed. This provides an opportunity to discuss strategy as well as day-to-day management. The small leadership team helps to maintain good, consistent, leadership that stays close to its aims and objectives, but direct responsibility sits on the shoulders of a few individuals, particularly the Principal. We recognise the inevitability of significant burden falling personally on the Principal in the early days of what was effectively a new venture following the merger three years ago. Nevertheless, we continue to be concerned that the level of direct responsibility born by the Principal may not be sustainable long-term. For example, nearly all the staff report directly to the Principal, whereas we think there is scope for greater delegation at this stage in the college's development. We were encouraged to hear that the college is aware of this issue, and that plans were underway to strengthen the business model and reassess the leadership responsibilities across the team. The following recommendation seeks to encourage the implementation of those plans.

Recommendation 17

We recommend that Sarum College implements changes to its structures for delegation and staff oversight to reduce the high level of direct responsibility borne by the Principal.

107.   The leadership team has functioned well since the merger three years ago and it has overseen a good level of growth in the numbers of students and the range of courses offered. There has been growth in almost all aspects of the college which has enabled them to improve their financial stability. It has set itself challenging but achievable targets for the future which would produce significant increases in profit.

In relation to the School of Mission, Winchester Diocese

108.   The booklet 'Licensed Ministry Training in the Diocese of Winchester' clearly lays out the Bishop's vision for licensed ministry training and the central role that this has both for his own ministry and within the diocese. The bishop sits at the heart of the leadership of the LMT and it benefits from his vision and is shaped by the diocesan vision 'living the mission of Jesus' and the four strategic priorities: making disciples, reimagining church, social transformation and sharing resources

generously. There is also clear leadership of the overall School of Mission, within which the Licensed Ministry Training programme sits. The LMT is appropriately led by the Principal and the LMT Core Staff. Overall therefore there appears to be good, effective leadership with clear lines of responsibility for the centre. There are great benefits from a training institution being so closely connected to a diocese and benefiting from such close episcopal support, and it appears that the School of Mission's commitment to collaboration within the SCTEI effectively mitigates any possibility of the LMT becoming too inwardly focussed.

109.   There has been significant growth and development in the WSM and LMT over the last two years as they have moved from being a training centre for licensed lay ministries to include training for ordination. This seems to have progressed well and this will be down to effective leadership. There will continue to be growth as the third intake of ordination candidates happens, resulting in an overall increase in the number of students, but plans to manage this seem to be in place. It is inevitable that due to these new developments that some of the detail in how leadership will operate is still to happen, but all the evidence so far is good.

C3   Trustees are appropriately recruited, supported and developed.

110.   The situation regarding trustees for the SCTEI and the four centres is complicated. The legal body behind the SCTEI is in fact the Guildford Diocesan Board of Finance, and hence the trustees of the SCTEI are the directors of the Guildford DBF. Three of the centres (Guildford, Oxford and Winchester) are from a legal point of view simply departments within their DBFs, hence the trusteeship of the Guildford LMP, Oxford LMP and Winchester School of Mission lies with the directors of their respective DBFs. Sarum college is an independent charitable trust. In relation to the Guildford, Oxford and Winchester centres we interpret the question regarding trustees in relation to those on their oversight bodies as well as the DBFs.

In relation to the SCTEI

111.   Guildford DBF has a wide remit with many statutory and non-statutory responsibilities to discharge, and requirements to meet, of which the trusteeship of the SCTEI is only a minor part. These broad duties will necessarily figure prominently in how DBF trustees are recruited, supported and trained. We have confidence that for this broad role, the DBF appropriately recruits, supports and develops its members. However, we could find little evidence that the DBF members have been intentionally trained as to their responsibilities as trustees for a major ordination and lay ministry course in the Church of England, which stretch beyond just the legal and financial probity of the institution. However, we recognise that there needs to be a sense of proportion. Therefore, as **Recommendation 12** is implemented, clarifying the governance arrangements for the SCTEI, the question of appropriate selection and training of Guildford DBF trustees, given their role in the SCTEI, can be revisited. We do not make this a formal recommendation since we have confidence in Guildford DBFs processes to attend to this.

112.   Though not strictly a trustee matter, there are issues regarding the recruitment of student representatives to the CAMC, currently the key body within the SCTEI, and, as we note at paragraph 81, with student attendance and participation in the wider business agenda, perhaps partly resulting from practical travel difficulties. Ways to facilitate students attending the CAMC [e.g. *via* virtual presence through conference calling/Skype etc.] should be explored. Hence our **Recommendation 40** in Section E1.

113. **Recommendation 13** above is to review the oversight arrangements for the Guildford LMP. The need for the members of that oversight body to be recruited, trained and supported is addressed in that recommendation.

In relation to Oxford LMP

114. The composition and the minutes of the Oversight Body suggest that its members have appropriate skills and engage positively with their role. The introduction of a biennial skills audit may, however, ensure that both the necessary skills are continuously present and suitably updated and honed. Such a skills audit may suggest that the membership of the Oversight Body, most of which is *ex officio* and drawn from the diocese, should be expanded, or the co-opted places be pro-actively used, to include 'independent' and 'ecumenical' members who can broaden the perspective and act as a 'critical friend'. We understand that the Oversight Body includes a DDO, as it certainly should, given the importance of the link between vocations and the LMP. At the same time – as we reflect further at paragraph 132 - we were surprised that a DDO we met who had apparently been on the Oversight Body for two years, after having previously lobbied for inclusion, was unaware of an Oxford risk register item for which she had been named as holding lead responsibility. Some students also appeared ignorant of the fact that a student representative was on the oversight body, despite the fact that – as we were told - both Ordinand and LLM representatives contact all respective student colleagues prior to each meeting by way of gathering feedback. In short, our view is that the Oversight Body's representation and communication links with key constituencies could usefully be strengthened.

Recommendation 18

We recommend that the Oversight Body for the Oxford LMP:

a) **regularly carries out 'skills audits' of the current membership so as to ensure that the co-opted members enable a richer, wider and ecumenical oversight;**

b) **considers formalising the *ex officio* inclusion of a Diocesan Director of Ordinands in its membership;**

c) **ensures that all students know that they have a student representative on the Diocesan Oversight Body, and who s/he is and how s/he may be contacted.**

115. Trusteeship within the diocese for the LMP, however, ultimately lies, not with the Oversight Body, but with the Oxford DBF. It appears that there is quite a long 'distance' between the DBF and the LMP Oversight Body. Notwithstanding the latter's accountability to the Diocese's Board of Mission, we were left unclear as to whether the Oxford DBF could effectively carry out *its* fiduciary duties in relation to the LMP in a well-informed, authoritative and publicly accountable manner given that these responsibilities extend beyond financial responsibilities to overseeing the quality of learning and formation.

Recommendation 19

We recommend that the interaction between the Oversight Body and the Oxford DBF is reviewed to ensure that the DBF trustees understand their duties in relation to the LMP, are

aware of the formational aims of the Course and how these aims are put into practice and monitored by the Oversight Body, so they are enabled to exercise due oversight of the Course.

<u>In relation to the Centre for Formation in Ministry, Sarum College</u>

116.   The Board of Trustees consists of no fewer than 10 and no more than 14 Trustees and they may co-opt up to a further two trustees. Of these, two are Foundation Trustees, appointed by virtue of their office – the Bishops of Salisbury and of Bath and Wells. The remaining members, Nominative Trustees, normally serve a term of four years and are eligible for reappointment for one further four-year term. Although the Board was established on 25 March 2015, it has arranged for a good spread of dates for re-election so that there will be continuity in its membership.

117.   New or additional Trustees are appointed by the existing Trustee Board. The Board is required to consider that skills and experience of the new trustees match the needs of the Charity as a whole and that it needs to ensure an appropriate balance of national and regional experience, denominational background, and that there is equality and diversity of gender, lay and ordained. There are no requirements regarding a staff representative. There is an induction programme that includes governance, Trustee responsibilities, an introduction to the College and a discussion of current issues.

118.   Student representatives sit on the Programme Committee and Common Awards Management Committee, but they do not have any representation on the Board of Trustees. There are no apparent guidelines to ensure that student representatives are appointed by the student body.

Recommendation 20

We recommend that the Sarum Centre's process for the appointment of student representatives is clarified and their choice is mainly, if not wholly, determined by the student body itself.

Recommendation 21

We recommend that the Sarum College Trustees carefully consider including staff and student representatives in their meetings.

<u>In relation to the School of Mission, Winchester Diocese</u>

119.   Although, due to the current structure, the LMT doesn't have trustees, the LMT Advisory Group does act in this capacity and seems to have a good spread of skills and experience. Elsewhere in this report there are comments regarding the provision of study time for core members of staff and it would be beneficial to include some ongoing development of their role as 'quasi-trustees' for them and the other members of the group. The implementation of **Recommendation 14** regarding the 'Terms of Reference' for the LMT should also assist the induction of any new members, and their ongoing support and development.

C4.   The TEI has effective business planning and fundraising.

120.   The SCTEI does not have a business plan. We recognise that the training activity of the SCTEI takes place within one of the four centres, who are responsible for their own finances, and that legally the SCTEI is Guildford DBF. Nevertheless, the SCTEI acts and presents itself as a body with financial

and contractual obligations and significant responsibilities towards students, which effectively employs staff (the Academic Registrar, though payment is made through the Guildford DBF). Given that, the SCTEI should be able to give clear account of its business activity and future plans; without this it is hard for it to be robustly overseen, and for risks and opportunities to be managed. In this context we note that it was remarkably difficult to obtain sight of the legal undertakings between the dioceses in which the DBFs indemnify Guildford DBF for financial losses arising from the SCTEI, and to obtain information such as who is the legal employer of the SCTEI registrar. Hence the Recommendation below – see also the Common Awards review team's **Condition 1** at Section E1.

Recommendation 22

We recommend that, once recommendations 12 and 15 (concerning the oversight and leadership of the SCTEI) are implemented, the SCTEI undertakes a review to:

> **(a) gather transparently in one document the legal and financial basis on which the SCTEI operates;**
>
> **(b) consider what plans and commitments need to be in place and taken forward to ensure that the SCTEI as an entity continues to flourish in the medium term and innovates and further develop its activities to the benefit of the Church.**

In relation to Guildford LMP

121.   The Guildford LMP's business planning is embedded within that of the Guildford DBF, but the detail specific to the LMP is correspondingly relatively limited. There is an appropriate awareness of threats and opportunities for the LMP within its self-assessment documentation and staff are in a position to engage with it. However, the organisational context of the LMP is subject to an on-going process of review and change within the wider Guildford DBF, a situation currently of some uncertainty but that may result in beneficial outcomes for the LMP and its staff.

Recommendation 23

We recommend that the Guildford LMP undertake a strategic planning exercise, to sit within the Guildford DBF's strategic plan and also relating to any similar exercise for the TEI. The planning exercise need not be overly extensive but should consider how best to approach the particular opportunities and risks for the LMP that are expected to arise in the medium term, including those resulting from an internal restructuring of the DBF's operation.

In relation to Oxford LMP

122.   The LMP staff and its Oversight Body plan strategically around business and resources. The minutes of the Oversight Body note the growing number of ordinands in training, the effect that that increase has on core staff numbers and the need to raise these issues with both the Bishop's Staff and the ODBF.

123.   The LMP's core staff are appreciative of the accommodation and the shared learning resources that the LMP, part of the SCTEI, shares with Ripon College, Cuddesdon, another member of the RTP of which the SCTEI is a member, of the needs and ambitions, financial and otherwise, of both, and of the possible strains which may emerge. The LMP is also committed to research-led teaching, and so

the need for study/research opportunities for both core staff and lecturers. Some provision for such opportunities has been made by the ODBF for the core staff. Nothing so formal and effective is yet provided for the course lecturers and the incumbents overseeing placement. A 'watching brief' is being maintained on all these matters, whilst action is being taken to increase the number of core staff.

<u>In relation to the Centre for Formation in Ministry, Sarum College</u>

124.   Sarum College, in its new form, came from its merger with STETS (Southern Theological Education and Training Scheme) in 2015 and therefore is still a young organisation. The previous trustee body engaged in strategic planning that included fundraising and the development of the academic programme. The 'new' Sarum College has produced a Strategic Plan covering the period 2018 to 2023 which "aspires to generate creatively:

-    A stronger narrative of learning

-    An outward facing learning focus and life

-    Financial stability through increased volume of business"

125.   This plan contains some detailed strategic aims underpinned by Sarum's clearly defined vision, values and mission and based on an analysis of its strengths, weaknesses, opportunities and threats, but it does not include any financial exploration. They now aim to identify priorities for the next 3 to 5 years which will include any additional resources needed.

126.   The plan was discussed with a wide range of constituents and they now plan a 'staff away day' to help translate the strategy into plans of action which will also need to address finance and fundraising. It is recognised that they work within a changing context and that this must inform the strategic direction. The Trustees will be involved in the further development of the plan.

<u>In relation to the School of Mission, Winchester Diocese</u>

127.   The business planning and fundraising of the LMT forms a section of the wider planning within Winchester diocese. A budget has been produced covering the period up to 2022. The Diocese has a strategic plan and they are currently in the second year of this plan. There is an 'Outline WSM LMT Development Plan' produced by the WSM, which is a 'working document' rather than a 'formal proposal' and is subject to continued discussion, development and change. It will be adopted and reviewed by the LMT Advisory Group and covers the areas programmes taught, ministries offered, structure of training and worship, staffing and resources needed and any other developments relevant to the LMT. This document currently covers developments happening only up to the end of 2019.

128.   The LMT is discussing the implications of continued growth in the number of students and the possible necessity of a change of location. This forms part of a much wider discussion at diocesan level but it is encouraging to see that plans for the future are being discussed at the highest level within the diocese.

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

129.   The SCTEI appears not to have any processes for risk management and reporting. No risk register was produced for the review team. As detailed under C4 above, while we accept that many of the

risks and financial processes lie within the centres not the SCTEI, this is not completely true. For example, there are reputational risks which would affect the SCTEI overall, or risks associated with the SCTEI failing to meet its obligations under its contract with Durham University. These should be noted and managed. Again, the Common Awards review team's **Condition 1** (Section E1) refers.

Recommendation 24

We recommend that, once Recommendations 12 and 15 (concerning the oversight and leadership of the SCTEI) are implemented, a risk register is produced for the SCTEI and consideration is given to the management of those risks.

In relation to Guildford LMP

130.   As with its business planning, the Guildford LMP's financial risk management and reporting sits within that of the Guildford DBF, which is responsible for formal budgeting and accounting procedures. The DBF operates a risk register and risk management process that includes the LMP as part of the wider educational and training context. In respect of **Recommendation 23** under section C4 it would be prudent for the LMP to give consideration in its strategic planning to any specific and significant risks associated with the programme.

In relation to Oxford LMP

131.   Through the Diocesan Secretary and the Oxford DBF the LMP has a clear understanding of the LMP's financial streams, its budget and its management accounts. It is financially a 'going concern' certainly for the medium term, underwritten by the ODBF.

132.   Risk management is prepared annually by the Oxford Board of Mission, received by the Oxford Diocesan Audit Committee, and incorporated into the Oxford DBF Risk Register. It was a surprise therefore to both the Reviewers and the DDO whom the Reviewers met that she had not been informed of the one risk relating to the LMP which she had been named in December 2017 to manage. There was no evidence of the Risk Register either being sufficient to the potential risks that could face both the LMP and the other constituent members of SCTEI, or of its being used as a management tool in the LMP's day-to-day running or the Oversight Body's regular monitoring of the LMP.

133.   Safeguarding is an item on all the agendas of the Oversight Body; and the same Body dealt efficiently and effectively with a recent Gender Harassment case.

134.   Overall responsibility for GDPR in the Diocese of Oxford lies with the Oxford DBF. Within that purview, the LMP seems to be 'on top' of such in relation to all areas, apart from GDPR as it relates to those based in benefices and placements as part of their learning in context while in training. There appeared to be a lack of clarity as to responsibilities for GDPR in relation to data shared between the course and these beneficiaries/parishes. It would be wise for the LMP to clarify this.

Recommendation 25

We recommend that the Oxford LMP take action to ensure that all individuals listed in the Risk Register to manage a particular risk are informed of their allocated responsibility.

135.   The financial statements for Sarum College are currently produced as a single document with the details of the charity and trading subsidiary shown separately. Expenditure seems to be controlled well and surpluses have been generated in the last two years. Due to fragile finances in the past, great care was taken to ensure a positive cashflow but the new, more entrepreneurial focus, is currently delivering benefits.

136.   Due to the way in which Sarum operates, and reports on, its finances it is not possible to identify the different activities it is involved with. Monies received, and spent on ministerial training cannot be identified, and there is a potential danger of cross-subsidy, in either direction, between this and the rest of Sarum's activities. Although some would be notional, it should be possible to quantify expenses attributed to ministerial training so that a fuller picture of the various aspects of Sarum's activities could be monitored.

137.   At present two risks registers are produced, categorized as enduring or year specific. These are currently being reviewed and will be amalgamated into one list which will need regular updating and reporting on progress.

Recommendation 26

We recommend that the presentation of accounts and budgets clarifies the financial arrangements for the different activities within Sarum College, so that there is transparency over how the money received Church of England for ordination training is spent.

In relation to the School of Mission, Winchester Diocese

138.   Due to the fact that the LMT is inherently part of the WSM and in turn Winchester Diocese, its finances are managed via the Winchester DBF and both its financial and risk management and reporting are produced as part of this wider perspective.

139.   It was reported that the money received in relation to ministerial training is held separately but this is not evident from the reports provided which do not go down to that level of detail. The WSM is financially well-resourced by the diocese to provide a wide range of training, but it is not possible to identify expenditure on the different types of training and whether there are cross subsidies across year groups or ministry tracks.

140.   The risk register, produced by Winchester Diocese, includes both strategic and operational risks and one section identifies risks specific for WSM. These are reviewed three or four times a year and annually by the Board. They are currently working to produce a detailed SWOT Analysis to enable them to monitor the events most likely to have both positive and negative effects.

Recommendation 27

We recommend that the presentation of accounts and budgets clarifies the financial arrangements for the different activities within the Winchester School of Mission, so that there is transparency over how the money received Church of England for ordination training is spent.

In relation to Criterion C, Leadership and Management, the review team has:

- **Confidence with Qualifications in South Central TEI**

- **Confidence with Qualifications in**

  - o **Guildford LMP**

  - o **Oxford LMP**

  - o **the Centre for Formation in Ministry, Sarum College**

- **Confidence in**

  - o **the School of Mission, Winchester Diocese**

SECTION D: STUDENT OUTCOMES

Since students solely work within one of the four centres, the review in relation to section D operated distinctly at the level of the four separate centres, not the SCTEI. Therefore the whole of section D is presented about each centre in turn.

In relation to Guildford LMP

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

141.   From our observations of the teaching sessions during the weekend residential, which included the Developing Preaching in the Contemporary World module and Old Testament Studies module, it was evident that the students were engaged and the teaching was delivered well. Students expressed appreciation of the teaching on the programme and generally felt well supported in their studies. However, although students valued the provision of study skill sessions at the beginning of the programme students expressed the need for more support in this area especially when they progress to the next level of study. We note that the Study Skills and Presentation of Work Handbook is required reading for students at the beginning of their course, one student said that they had found the handbook daunting and. While we recognise that the Guildford programme already offers additional face-to-face study skills support in the first-half term during its teaching sessions, students nonetheless suggested more input was desirable to reinforce the handbook.

142.   The academic modules are taught at residential weekends and on Monday evenings. These are intense periods of input and demanding for students. Students shared that for some the Monday evenings involved travelling a considerable distance to Guildford for a 7.30pm start and the finish time of 21.55 meant that some did not return home until after 10.30pm. For those students fitting this in with a demanding full time job, Monday evenings are especially draining. See further Section D4 and **Recommendation 28**.

143.   Theological reflection as stated in the Formation Handbooks is 'heavily accentuated' in the course as is the integration of academic study with the practice of ministry. Although in conversation students tended to talk of the academic modules as being separate from their placement and parish experiences. Theological Reflection is also a focus of the Parish Support Groups. There is well documented guidance for these groups which are led by the student, which includes a detailed programme and a Theological Reflection Workbook which is a resource to support students in developing theological reflection for ministry. Feedback from incumbents and students suggested that this worked well.

Commendation 5

We commend the Guildford LMP for the parish support group system and the integration of theological reflection and leadership development within it.

144.   We heard from students how much they valued the residential weekends as an opportunity for peer support and building community. The manner in which the programme integrates the training of LLMs and OLMs and models collaboration and respect for these distinct vocations was affirmed by students and incumbents. However, we noted that the entire student community does not spend a residential together in the annual programme.

Commendation 6

We commend Guildford LMP's teaching and formation of OLMs and LLMs together and the embodiment of collaborative ministry and mutual learning from distinctive vocational journeys.

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

145.   We noted from the handbooks and timetable that all students study Christian Discipleship in year 1 and Mission and Evangelism in year 2. Although, the words mission and evangelism were not mentioned by the students, incumbents and diocesan stakeholders affirmed the programme for providing good contextual training which was meeting the needs of the diocese. The contextual component of the programme means that students have ample time to reflect on mission in their context and the Parish Support Group provide an opportunity for students to lead and nurture theological reflection and discipleship in their parish. Furthermore, students undertake a three-month placement outside their particular context and a short secular ministry placement. These are further opportunities to broaden and develop their understanding of mission and evangelism.

146.   The strap line of the programme in its publicity material is *minster locally, think globally* and one of the sub headings is *making disciples*. From our observations, mission and evangelism was not mentioned or referred to spontaneously by students or core staff. Therefore, we would encourage the staff to be looking for ways in which this is emphasised and integrated more into the programme and becomes established in its DNA.

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

147.   We observed students participating in prayer and worship. At the residential weekend this included student led worship on Saturday evening, student led morning prayer and a Eucharist at which the principal presided and an associate tutor preached. Students received feedback on their worship leading. The worship liturgy was predominantly from Common Worship. Students also begin the Monday evening teaching session with student led worship. In their parish context, students are required to participate in leading worship and preaching in their parish context once a term. It is evident that the students value this opportunity to lead worship and the feedback they receive. The LMP Worship policy stresses the importance of worship formation, which included teaching, being exposed to a variety of worship styles and reflecting on practice through the feedback from tutors, peers and in their parish and placements from incumbents and members of the ministry team and congregations. We also noted that during the weekend students pray in small groups.

148.   All students are strongly recommended to have a spiritual director and a rule of life, which is realistic and sustainable. The principal stated that he encourages individuals to take responsibility for their spiritual care and well-being. Students confirmed that incumbents checked regularly on their prayer life and spiritual well-being.

149.   Students are notified of the Diocesan quiet day programme and there is a 24 hour period of silence as part of the OLMs' Summer School. However, quiet days are not part of the programme because of time constraints.

D4 Students' personality, character and relationships

150. Although, it was evident that this was a demanding commitment for some of the students and the return to or beginning higher education was stressful, overall the students were positive about the programme and the support they received. Conversations at meals and the general atmosphere at the residential indicated that students had established good, supportive peer to peer relationships and this was also apparent in the teaching sessions.

151. We were pleased to see that several spouses joined the community for the Eucharist at the end of the residential. We learned that they are also invited to the awards ceremony. We wonder whether spouses might benefit from being included in the introduction at the beginning of the year so that they are more aware of how the programme operates, have met the core staff early in the process and had the opportunity to ask any questions at that point. However, we were reassured by incumbents indicating that they also oversee the family of the students and offer pastoral care from the parish context.

152. It was clear that the relationships between all the constituent groups of the programme work well. Incumbents and associate tutors praised the accessibility of the core staff and their willingness to provide extra information or discuss matters. Students spoke highly of the support that they received from staff and the speed with which they responded to emails. However, some felt that on Monday evenings, even though in theory there was time to speak with tutors before the session began, time was pressurised for staff and conversation was not always possible or felt rushed.

Recommendation 28

We recommend that Guildford LMP's arrangements on Monday evenings are changed such that there is more intentional time for tutorial conversations between students and core tutors.

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

153. Incumbents and diocesan stakeholders reinforced that the programme was delivering OLMs and LLMs who can work collaboratively. This is modelled intentionally in the programme with OLMs and LLMs training together. We also witnessed this in the students leading of worship and in class when they were required to work in groups. Many of the students have acquired leadership skills in their occupations and these are undoubtedly developed for ministry in their parish context. The OLMs are also exposed to different models of leadership through their placement in a secular context and the three-month placement in a different parish context. However, we observe that there is no leadership module taught on the course, but one session in the 'Foundations for Ministry and Mission in Context' module. Hence, we conclude that leadership is developed largely through what is modelled on the programme by staff and incumbents and the leadership responsibilities given to student in their parish. We encourage staff to review the provision of leadership formation especially in the area of missional leadership.

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

154.   From our conversations with a range of personnel involved in the programme we are satisfied that both OLMs and LLMs are dedicated to their calling within the breadth and diversity within the Church of England. This has been nurtured, supported and well tested in their local parish context before being affirmed by the Diocese and wider church as appropriate.

D7   **Pioneer ministry training** - not applicable to this review.

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

155.   The programme has a well-documented process for self-assessment and end of year reports in both the LLM and OLM Formation Handbooks. The process is thorough and we were reassured that reports are well supported with evidence from the tutors, peers and parish representatives. Regular meetings with the incumbent are important for feedback and monitoring progress. The Parish Support Group also supports this function providing a reflective forum and they are expected to be challenging and robust in this role.

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 development**

156.   Whilst academic and formational development plans exist for students in the form of a training pathway and these are reviewed at the end of the year, preceded by students' self-assessments and interviews with their year tutor and, in the final year, also with the principal as part of the annual reporting process, we recommend that these are reviewed and followed up more intentionally and regularly both with tutors and placement supervisors.

Recommendation 29

We recommend that the setting of Guildford LMP's formational goals with actions be recorded in a document at the beginning of the academic year, and that this is shared with the incumbents. The student's progress in meeting these goals should be monitored throughout the year and recorded in the end of year report.

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

157.   The Annual Self Evaluation process demonstrates an ongoing process of review. Furthermore, students provide feedback through the module feedback sheets, which include both academic and formational feedback sections.

158.   There are two student representatives who represent the students at the SCTEI CAMC. As noted at Section C3 above and reflected in **Recommendation 41**, we learned that the student body has very little to offer in terms of feedback to the representatives and the representatives as a rule do not manage to attend the SCTEI CAMC because of location and timing. The representatives did not recall receiving minutes from the CAMC, although staff have assured us that papers are sent to representatives before each meeting, and minutes are sent afterwards. Furthermore, students could not identify a defined process for the Guildford LMP's responses to feedback. Sometimes an email is

circulated or feedback takes place at residentials or other student gatherings. Again, staff assure us that there is a defined slot at residentials for tutors' feedback to students in person, and that this process is explained to students. Some students expressed concern that their feedback was not responded to or any response was not communicated to them. Notwithstanding the generally positive account of feedback systems across the TEI reflected at paragraph 279, evidence from Guildford clearly suggests that the feedback mechanisms are not always working well for Guildford students and that, although they exist, the communication of these processes and their effectiveness requires review and improvement.

Recommendation 30

We recommend that there is a more robust process of feedback between the student representatives, Guildford LMP local committee, CAMC and the student body and that this should be documented in student handbooks.

Recommendation 31

We recommend Guildford LMP core staff implement a process whereby responses to the module feedback forms are communicated to the student body. This might take the form of a tutor's response form posted on the VLE or via email.

> **In relation to Criterion D, Student Outcomes, the review team has Confidence with Qualifications in Guildford LMP.**

In relation to Oxford LMP

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

159.   The timing of our visit meant that only one weekend teaching session was observed. The teaching was excellent and related biblical and theological depth, with expert knowledge and research in gerontology to Christian mission and ministry. However, the internet connection was poor in the teaching room at Cuddesdon and this had an impact on the student experience.

160.   From the documentation, we learned that there is a rolling programme of modules with two modules each term been taught on a weekday evening and a further module taught through one or two residential weekends. In addition, there are Saturday training days, which focus on aspects of ministerial formation and leadership. The weekday evening teaching involves the same module being taught at different centres by different tutors. From our conversations with students, it was evident that they were generally positive about the quality of teaching although some commented that the standard was variable and there was no consistency in the style of teaching or the handouts from the different tutors teaching the same module. In addition, a number of students commented that the academic study's relevance for ministry was not always apparent for example in the Church History and Christin Doctrine module.

Recommendation 32

We recommend that the Oxford LMP programme leader ensures that there is greater parity between tutors with regard to the module delivery and content in the various delivery centres.

161.   All the partners we met and students spoke about the emphasis on theological reflection in the programme. This is present in module teaching and developed in the parish setting. It is also evident

in the aims of the programme as described by the tutors who spoke of the programme equipping to think theologically and become natural reflective practitioners. The Director of IME2 and Deputy Warden of Readers reinforced the importance of theological reflection in the programme and how this provided a good foundation as well as continuity as students progressed from IME1 to IME2. It was also made explicit by the programme leader who summed up the programme as aiming to develop 'Christ centred and theologically-informed reflective practitioners who are contextually aware'.

162. Students we had conversation with valued their training, and appreciated the staff's dedication, investment, compassion, and disposition to listen and learn from others as models for them. One LLM described how the programme had change their thinking and they now think theologically. Another said that it had established a foundation for discipleship and leadership. Ordinands valued the residential weekends, which they attend each term. The output of these contributes to a Reflective Practice Portfolio which they are required to complete each year.

163. Some but not all of the teaching and study days include both ordinands and LLMs. This enables students to engage with the breadth and diversity within the Church of England. An LLM student shared with us that it was significant that the programme modelled 'making it work' with students of mixed ability and background and this spoke to them of what it is to be a Christian.

Commendation 7

We commend the attention given by the Oxford LMP to developing the habit of theological reflection in all elements of the course.

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

164. When asked about Mission and Evangelism, students responded that the 'M' word is mentioned frequently. All students on the programme study the Mission and Evangelism module and in their placement contexts have a variety of opportunities to reflect on and participate in mission, evangelism and nurturing discipleship. Students may also be asked to gain experience of an Alpha or Pilgrim course if they have not done so already as part of the Mission and Evangelism module. Furthermore, ordinands and LLMs are required to complete a 30 hour placement in a new context which will expose them to a different missional context.

165. Our conversations with incumbents, the DDO and other partners indicated that the programme was meeting the needs of the diocese. The Diocese has a common vision of becoming more Christlike based on the beatitudes and these are cited in the LLM Handbook with mission and evangelism mentioned in the statements on Courage and Compassion. We note that this was not included in the Ordinands' Handbook, but the welcome page concludes with the aim of the programme as 'to educate, train and form God's people for discipleship, mission and ministry in the contexts to which God has called us'. We therefore suggest that the content of the handbooks might be reviewed and there is more parity between them.

166. We are satisfied that the course fosters and develops the students in this vital area of ministry.

D3   Student are growing in spirituality and engagement with public worship.

167. The LMP has a clear worship policy, which identifies how both the programme and placement/parish contexts are significant in developing students' spirituality and gifts in leading worship and preaching.

168. We only observed one act of worship on the visit; Morning Prayer, which was student led and used an Iona Community liturgy. The Principal described in detail how students engage with a range of liturgies and traditions. BCP and other traditions are used at weekends. All teaching session begin and end with prayer. Parish context and placements also expose the student to different worship styles. Students work collaboratively on planning and leading worship on the programme and are encouraged to work with others in the parish to organise and participate in short acts of worship. They receive feedback from tutors and from incumbents and members of the congregation in their parish setting.

169. The handbooks indicate that students are encouraged to have a Spiritual Director and rule of life which was confirmed in our conversations with students. Their spiritual development and prayer life are monitored primarily by the incumbents and forms part of students' annual review and assessment. The programme includes a Silent Retreat for the ordinands and LLMs have an annual Quiet Day.

D4   Students' personality, character and relationships

170. The majority of students were very positive about the programme and their learning. They talked about how they have set up electronic media groups to keep in contact with each other and valued time together on residential weekends and Saturday Training days. The students we met evidenced good relationships between students and the core LMP staff; notably the Principal and Programme Leader.

171. Training on the programme alongside the demands of employment is stressful, but the Programme Director said that he works hard to use what flexibility is possible for the benefit of students. Although some students told us that the academic study was challenging and one student commented that the first year especially had been a struggle, it was evident that the students were resilient and very well supported by the core staff team. Students spoke favourably about the new initiative of study days when they come to work together on a variety of topics, use the library and tutors are available for conversation.

172. We were impressed by the level of commitment to students and their experience on the programme by the Principal and Programme leader. Every group we spoke with reassured us of good relationships between all parties associated with the programme.

Commendation 8

We commend the core staff of Oxford LMP for their accessibility and responsiveness to both incumbents, tutors and students.

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

173. We note from the documentation that ordinands study Leadership and Collaboration as an integral part of the L5 Reflective Practice Module. The programme also includes a training day on 'Undefended Leadership'.

174. The documentation evidences the importance of students leading worship and working collaboratively with other students as well as with their incumbent and members of their congregation in their parish context. Furthermore, the module teaching arrangements during

weekday evenings ensures that LLMs and ordinands learn together and participate in peer support and group work. When we met with the DDO and incumbents they shared that the modelling and experience of collaboration was seen as a strength of the programme by them and the Diocese.

175. The programme offers students the opportunity to reflect on and develop leadership skills and contribute to the life of their community primarily in their placement settings. An incumbent reported how the programme had shaped an LLM for public ministry and another talked of how a student had an increased awareness of how they were seen by others in the ordained role.

176. The diversity of the student body means that some students will have considerable leadership experience in their professional lives, whilst others will be learning this from what is modelled by their incumbent, from their parish group and working with peers on the programme.

177. Incumbents shared with us the growth in confidence of their students from their learning and participation on the programme and their overall confidence in the formation that the programme delivers.

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

178. From our conversations with a range of personnel involved in the programme, we are satisfied that both ordinands and LLMs are committed to their calling within the breadth and diversity within the Church of England. The course offers training within a diverse community with students from a variety of traditions and backgrounds. It provides a supportive vocational context and this is evidenced by the commitment of the students to pursuing their vocation and the flexibility offered by the programme in supporting them in their vocational journey. Their vocations have been nurtured, supported and well tested in their local parish context and the good relationships and communication between the DDO, Warden of Reader, IME 2 Officer and the LMP, ensure that the students' callings continue to develop on the programme.

Commendation 9

We commend the core staff of Oxford LMP for their commitment, flexibility and care of the students to ensure that they follow the most appropriate pathway and are enabled to complete their training and fulfil the ministry to which they are called.

D7   Pioneer ministry training - not applicable to this review.

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

179. The annual reporting process for ordinands is clearly laid out in the Ordinand Handbook. Ordinands also have a negotiated Training/ Partnership Agreement, which is between the student and the incumbent and set up to ensure that there is adequate local training and time for reflection and supervision. For LLMs the reporting process and end of training assessment is not clearly outlined in the handbook. We suggest that the Handbook is amended to includes this in detail.

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 development

180. The Programme Leader described a three way meeting between the incumbent, course tutor and student to devise a learning plan and formational goals. However, there was no documentation outlining this process or proforma or details of how formational goals are monitored.

Recommendation 33

We recommend that Oxford LMP include more detail in both Ordinand and LLM formational handbooks on the process by which formational goals are set and how a student's progress in identified areas of formation is monitored both during and at the end of initial training.

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

181. We were encouraged to hear from the DDO and incumbents of their growing confidence in the LMP and the positive impact it was having in the diocese. They spoke of the growth of a local ministry teams, value for money, the positive feedback from students, lay and ordained working alongside each other and collaboratively and a positive vocational ripple effect.

182. From our conversation with the Programme Director, he confirmed attention to student feedback from the Module Feedback Process and student representatives and said that there had been both changes to a module and a new module introduced in response to student feedback. Changes to the programme and response to feedback are communicated in a number of ways including email, the student *WhatsApp* groups and a summary of actions from the oversight committee.

183. Students reported that they have representatives on the Oversight Committee and CAMC. Not every student we spoke to knew who the reps were; this was notable in a student who had joined the programme after the beginning of the start of year. Student representatives collect feedback via email or at a time in the residential weekends. However, there was not a formal process of reporting responses to the student body.

Commendation 10

We commend the core staff of Oxford LMP for gaining the increasing confidence of receiving incumbents through their attention to the ongoing development and improvement of the programme.

Recommendation 34

We recommend that there are better communication processes within Oxford LMP to ensure that all students are aware of their student representatives and that feedback from relevant meetings including CAMC is communicated in a formal reporting process so that all students are aware of actions and responses to student issues and concerns. The process for student feedback and response to be included in student handbooks.

> **In relation to Criterion D, Student Outcomes, the review team has Confidence in Oxford LMP.**

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

184.   The syllabus covered well the required fields. The teaching styles we saw were open and interactive and worked well for people with differing academic backgrounds and different theological viewpoints.   In a session with students coming up to ordination, the tutor specifically illustrated clear points using not just his own words but theirs, and he used pictures as well ('…for students who find words hard') and read movingly relevant poetry. Finally, students were invited to suggest a word meaningful to them at this point in their lives and post it up—and they did it thoughtfully and responsively as a group.

185.   The syllabus contains a good selection of Biblical subject matter from the Old and the New Testaments and special attention is given this year to Matthew's Gospel to tie in with the Gospel for the year and any sermons they may have to write. Ample time is spent on Doctrine and doctrinal development and we noticed special attention was given to the Reformation period as the source of Anglicanism. The Liturgy tutor said that once the students had engaged with learning and had glimpsed its depth, they got caught up in an 'educational jet stream' and were so enthusiastic about the possibilities opened up to them by new Biblical knowledge and liturgical possibilities, that he saw many of them 'taking off' and becoming more effective in their local churches - with guidance. One student reported taking material back from the course and using it to great effect in a discipleship group in her own church.

186.   We were able to sit in with a tutor using a VLE system for a tutorial with 5 students. They were all able to see each other's faces on the screen and listen to the tutor who could control who spoke. The tutor held the seminar together well and students were able to join in and interact naturally with each other as they explored the nature of their ordination vows and compared them with those of the Baptist student. We met the students in person the next day and asked them about their experience of VLE. They were all enthusiastic for several reasons. One practical advantage is that students do not have to drive long distances (up to two hours in one case) along country roads in darkness and bad weather, it also meant that people with a long working day were able to do the course. Students liked the face to face images on the screen and one said that when sitting in a discussion circle now she struggled because she could only see most of her colleagues in profile.

187.   New students had a good induction in how to use VLE and the tutor initially has been prepared to spend a lot of individual time with students unused to electronic devices – but all who spoke to us have achieved fluency.

Commendation 11

We commend the teaching staff of the Sarum Centre for their enthusiastic commitment to VLE and other effective teaching methods and the administrative staff for their support of both students and teaching staff.

188.   A DDO saw, 'Significant developments for the better at Sarum with a greater sense of community alongside a robust and evenly moderated level of learning.' Academic, voluntary and administrative staff all interacted effectively together, modelled good collaborative working with the teaching staff and supported the students well.

189.	We found students to be one cohesive community, cutting across differences of which programmes they are on and regardless of how far through the course they were. A DDO said, 'There is an evenly moderated level of formation and learning which has given a much-improved level of community.'

190.	A student said, ' we are better prepared (than we were) to disagree with each other,' which was picked up by a staff member who said, 'They seem to acquire a visible ability to disagree without falling out.' When we asked about the absence of Biblical languages, although several members of staff could have taught it, they said it was too difficult to make it accessible to everyone because of the distance many students travel to Sarum – so rather than divide the community, they publicize a 'Greek in a Week' course which is run at the Sarum Centre instead.

191.	The course also included time spent experiencing worship in a wide variety of traditions from Salisbury Cathedral to Fresh expressions of church. Students did come from a variety of Anglican traditions and a DDO said, 'Students find more awareness and comfortable working within the diversity of church traditions here than they may find in their Chapters.' A training incumbent said, 'Studying a spectrum of traditions enables students to be more confident in their own' Another incumbent said, 'The Course sits light to differing church traditions so the students are better prepared to engage in generous disagreement with each other – or even change themselves.' A placement supervisor revealed his view of how Sarum is so effective in this area when he said, 'They have found Sarum a gentle place, with people of deep kindness which enable students to be more confident in their own tradition.'

192.	The emphasis on reflection and Reflective Practice running as a thread through the syllabus was impressive, and we saw it used most effectively in a whole class group. In one session on 'How do we read the Bible?' careful input was sharpened up by well-chosen questions and challenges to the group. Work to do in the Reflection groups followed. The students responded thoughtfully, listening to each other as well as to the tutor. One of the students said, 'Our diversity of ministry is a gift to and for each other. 'Another student said, 'I find the mixture of teaching and learning interspersed with formational thinking very stimulating and helpful'

Commendation 12

We commend the Sarum Centre staff for teaching and modelling a generous respect for diversity within the church, and the students for practising it.

**D2	Desire and ability to share in mission evangelism and discipleship**

193.	Two tutors spoke of the value of the Summer school (which is for ordinands only). During the Summer School on Ethics, they had noticed a growing confidence among students in discussing ethical issues. They realized that in this area the ministers need to be ready to contribute intelligently to issues relating to the common good. In one class we attended students were urged to '…read the world, don't collude with it.' A Placement Supervisor noted that the taught modules seem 'engaged with the world rather than being purely academic.' Sarum has consistently encouraged and enabled its students to take advantage of the opportunity offered nationally by the Ecumenical Study institute at Bossey in Switzerland, whereby students can opt to go there for two weeks in their second year of study.

194.   The long placement is the place where students meet practical mission and evangelism (or the need of it) in a well supervised context. Staff felt that the sensitive guidance and good relationships with their local Training Supervisor enabled many students to become excited by evangelism and some have become highly motivated towards evangelism in their home parish context. One of the students found material taught at Sarum was so stimulating, she took it back to her home church and used it as a discipleship course there. Some students found their Local Learning Group a good place to test out what they were learning about evangelism and how to effect it locally.

195.   Group prayer took place on the course in the students' Reflection Groups. A good example of the importance of prayer, the urgency of mission and the practical use of Reflective Practice was voiced by a third year student. She heard a quotation from the new Poet Laureate, who said, 'The world is a confused and confusing place with 24 hour information and over communication. Poetry is time out from that.' She immediately put the quotation in her journal 'as we have been trained to do at Sarum' and she reflected on it as part of her sermon preparation. She continued, 'Sarum has made it second nature to consider the world at length and use crafted language to articulate what we find useful in our sermons and prayers. This approach helped me understand the importance of liturgy and cherish it as an aspect of our counter cultural faith.' She is planning to teach reflection in her parish, in schools and in her social work.

196.   The students we met and talked with were clear in their desire to help other people to grow in their faith and see others come to faith and valued the time spent on this in placements. In a study on priesthood we heard them being encouraged to love the people' God calls his own'. The modules on Human Identity and Reading a Context were clearly pivotal to the growth of many students in understanding of what their missional role as ministers would involve. Students recalled the visits to a Quaker group, a Fresh Expression, a Messy Church, New Wine church and Forward in Faith church and had found them memorable and enlightening – just as a visit to a post Easter Eucharist in Salisbury cathedral was enlightening in a different way for other students. These visits were followed by reflections together - skilfully led by staff or in their smaller student led groups, where they considered how they reacted to the styles of worship and how people new to the church (or even outside it) might react. A tutor said that he noticed a growing confidence in thinking theologically happened by the middle of the Course. His modules had a first assignment in essay form and a second which was more practical – such as a discussion about the ethics of a situation.

197.   The Rural Pathway adds a new dimension to the effective delivery of mission in the villages. This Pathway is in its third year of running and will be developed further. Currently it is offered as part of the mainstream training and as an HE Diploma in 'Rural Leadership'. Modules within the Rural Pathway programme are also available to those taking other pathways, for instance the two-year part time HE Certificate. Its theological basis is incarnational, its ethos is about building an intergenerational Christian presence in small communities and the teaching is built around finding useful tools for this context. It has been welcomed by students, and is also being taken up by some ordinands from other dioceses, within and beyond the South Central RTP. We encourage its further development and take-up.

Recommendation 35

We recommend that ways of promoting and deepening the Sarum Centre's Rural Pathway are developed.

198.   We did not hear much about nurturing vocation in others – life was too crowded for some in developing their own vocation. A training incumbent said: 'Studying a spectrum of traditions enables a student to be more confident in their own but they need that confidence in their own vocation first.'

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

199.   Students in their Reflection groups lead prayer in the chapel at residentials. The ones we experienced were carefully prepared and helpfully led and quite different in character, one using CW Daily Prayer and the other a 'Songs of Praise'. The Liturgy Tutor said he saw students growing together in Christ and wanting to learn as the Course progressed... He had also experienced a deep interest 'from all quarters' in learning about the sacraments. He was impressed that the students were asking questions about the nature of the Eucharist, rather than just asking about who does what in the service. Training Incumbents said they gave students opportunities for different ministries and for leading and experiencing different types of worship.   Feedback from the congregation was useful and the students' use of journaling was helpful in the learning process here.

200.   The LLMs have their own training for some topics in the Diocesan LLM Formation and Training Programme, but share in the Sarum weekends. It was not our role to assess this, but a group of representative LLMs who were there just for the day did feel they were missing out by not being there overnight and sought us out to tell us so.

201.   Voice coaching was exemplary: rigorous and individual when necessary. An experienced professional person came in to coach all the students and her aim was to ensure that every student would be able to sing evensong when they left. This skill is particularly useful in the rural BCP parishes. She also taught how best to use a microphone in different buildings.

202.   Students engage in prayer and worship in their home church, in college Chapel and in their placement church with proper assessment where appropriate. Their various supervisors found this worked well. Students engaged in their own daily prayer and prayer with and for each other in their Reflection groups.

203.   From an early stage in training students are expected to have a Spiritual Director and helped to find one by members of staff (two of whom who are specialists in Spiritual Direction). We were impressed by the degree to which the student body worked together co-operatively and engaged in prayer for each other. They kept in touch about prayer requests on *WhatsApp* and by copying each other in to appropriate emails as pastoral needs demanded. They were taught the value of journaling.

Commendation 13

We commend the quality and rigour of the Voice Training offered by the Sarum Centre.

Commendation 14

We commend the way the Sarum Centre student body works together from a prayer base.

D4   Personality character and relationships

204.   The students who spoke to us appeared to be teachable and resilient: they were engaged, enjoyed learning and the staff certainly seemed to enjoy teaching them. They appeared stable and confident but such things are hard to assess in a short visit: one student with an openly acknowledged life shortening illness seemed happy to be there, and was encouraged by staff and his peers.

205.   There was good support for people who felt under pressure at particular times. Each residential gathering deliberately includes time and space for students to get to know each other and support each other in their groups, and a voluntary chaplain attends all residential times and is available for confidential conversations. Students have regular meetings with their Personal Tutor and their local Training Supervisor and Placement supervisor. All these people have training for the work: students form their own Local Learning Group in their home parish and are encouraged to have a good variety of people on it. The Reflection Groups meet at residentials: although they have tasks to do in the syllabus such as leading worship, these groups are the place for students to pray together and to share some difficulties privately. Students who are known to have learning differences such as Dyslexia receive good help from the Librarian (who also runs an efficient, well stocked and accessible library with clear notice boards) and from administrative staff. Students with other challenges – health issues that require awareness and management, for example - are encouraged by their personal tutor and shown where to find help. Staff recognize that some students are from a non-book culture, yet can be very able when their learning confidence is built up.

206.   One DDO thought it would be good to have some exploration of non-traditional, perhaps experiential ways of learning, especially assessments being by presentation rather than an essay (see E (ii) below). She went on to say, 'This has been arranged for a student with significant additional learning needs, but could be used more broadly.' We met a student who earned his living as a qualified plumber, whose quiet pride in eventually getting a good mark for an assignment was a tribute to everyone involved. Another LLM with a practical day job said, 'I was very shy when I came, but now I am involved in leading groups.'

207.   The Summer school is important as a community building experience, and was referred back to several times in discussion with students. It was also a time when new students were able to have a taste of the existing community. It was at times like this the small Religious community who live in the grounds in the former Principal's house join with Sarum college at mealtimes; easy access to the bookshop add to the feeling of community.

208.   One student felt deeply disadvantaged because his BAP had been so late that he felt under-prepared for the Summer School that he attended only a few weeks afterwards, though he said the staff had done their best to make him feel at home quickly. Training ministers were clearly valued by the students we talked to and students valued being able to contribute increasingly in their parishes. Long placements were helpful and the rural nature of the area made the Rural Pathway important to many of them.

209.   Students we spoke to appeared to get on well with their work colleagues and spoke of working to maintain strong family relationships. Most of them seemed sensibly pragmatic in their planning of time and fully able to maintain a balance in their life.

210. Although some students did have to juggle their time commitments very carefully, most students appeared to be learning both professional and pastoral boundaries from their Training Incumbents and Placement Supervisors as well as in their secular employment and family relationships. We experienced some good teaching about care of others and care of self from a local Mental Health Chaplain who came in for a session working with year three students. Aspects of professional conduct and safeguarding issues are part of the curriculum

Commendation 15

We commend the work put in by the Sarum Centre to helping all students reach their own innate abilities.

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

211. Personal growth was seen as a precursor to good leadership practice. Students, whilst being encouraged to be mutually supportive, were also taught to ask themselves, 'Where do I need to grow? Where are my weak links?' and to be tolerant and not afraid of otherness or difference. To encourage the finding of this inner core of confidence and authenticity, students are encouraged to discover their own formational needs and get help to pursue them. This includes suggesting their own Placements. The DDO supported this and said the College did not want to infantilize students or deskill them by creating dependency. He went on to say that this system generally worked very well and he had only infrequently had to intervene and share with staff that a placement was not working.

212. Staff spoke of the college providing a secure base for a spectrum of traditions and views. Some deep conversations had happened at the Summer school arising from the Ethics topic, challenges ranging from refugee matters in Bristol to LGBT issues in society generally. Students we spoke to value the variety of support groups they had. An interesting feature were the Local Learning groups, whose members were chosen by the students- these proved a good place, several said, to try out new things they were learning and, initially, to get practical support at home for things like on-line problems. They also modelled lay and clergy working together. The student-led Reflection groups at residentials were valued and gave the students opportunity to recognize each other's gifts and work together collaboratively in planning and delivering worship, sharing reflective practice and even in practical matters such as running the Bar. The course is open to candidates from other churches, but has only one (a Baptist) at the moment. In the VLE tutorial the students who were all leavers, had been reading the promises they would be making at ordination and comparing them with what the Baptist student would be promising at her ordination; it led to some good discussion about expectations put on them.

213. Talking with two Placement supervisors, one said, 'With confidence there is danger of a lack of the notion of accountability to others in authority,' but they then agreed that they actually saw no real problems about this in the Sarum students they had worked with. Students we spoke with felt they were learning about obedience and accountability. Several said they had a new understanding of the Church of England's role from being on Placement and of the avenues that could open up for them in public settings, such as in national commemorations. Group dynamics appeared to be productive and people took responsibility for themselves appropriately. A session with the leavers touched on '

not to think of yourselves more highly than you ought to think', and they were urged above all to develop wisdom. This seemed to be a group of people who were mature and thoughtful.

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

214.   We sat in on a year 3 group working towards the end of the course on what it means to be a minister. They considered the inner and outer journey to ministry, Erikson's stage of generativity, and reflected on some thoughts of Evelyn Underhill and the introspection of RS Thomas. One student said she was finding her voice as she got into her vocation, they certainly were increasingly clear in their own vocation, and nobody (the Baptist student was not there) queried that it should be anywhere other than in the C of E. Students we spoke to had a clear understanding of their calling within the Church of England and the ones training for stipendiary ministry understood about deployability.

215.   We were impressed by students' increasing confidence in shaping their own views and hence becoming more generous to the views of others. A DDO said, 'Students who have attended Sarum are very grounded and realistic in their awareness of the demands and challenges of parochial ministry especially in a multi parish context. They are also more comfortable working in the diversity of church traditions. We had confidence that the students we saw would minister in any church that welcomed their ministry.

216.   In the final term, time was spent going through the ordination vows and the Oath of Obedience: we heard of no problems about this ever arising. Students were taught that their ministry would involve civic duties and a care for church schools. They were aware that they are in public view representing the Bishop and that as curates they will be accountable to their incumbent.

D7   Pioneer ministry

217.   Currently there is one person training for accredited Pioneer ministry, although there are others in the student body who are interested in pioneering ministry. A Pioneer minister in Poole (who is the SCRTP co-ordinator for Pioneer Ministry) works alongside a staff member at Sarum in the training. The current student is on placement in Poole and it was not possible to arrange a meeting with him. His DDO, however, said that one of the strengths of Sarum as a Provider was their '…responsiveness to diocesan vision and priorities – i.e. working with SCRTP pioneer hub co-coordinator.'

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

218.   Formative and summative reporting by the Course was carefully done and what we saw were done according to the guidelines. Students and the local training incumbents had confidence that it was a rigorous and orderly report, and students are given time to reflect on it. We were particularly impressed by the attention given to the BAP reports and referred to in assessing student outcomes, as were the IME 1 guidelines. Placement Supervisors and local ministers were all consulted and often quoted, when appropriate, in the reports. The DDO was content with the information given and said the mapping against IME-1 was good and all was in order.

D9   The Student has during the end of initial training, a personal learning plan or another clear basis from which to learn and grow further in ministry and discipleship

219.   Students were guided in making a personal learning plan for them, and then have a session together at the end of year three where they set out what they see as their needs: the staff then review what the students have written. The process is under constant review. Former students told us that they had confidence in the rigorous and orderly report writing, and what we saw upheld that. Former students valued the care with which plans for future development were tackled at Sarum.

D10   TEI learns from patterns of its student's personal ministerial and formational achievements and acts on areas of particular need.

220.   We heard that the College does its statistics well. The whole staff meet each term to consider feedback and areas needing development. We heard from students that they had good care and people were always helpful when they had a problem – either a practical one or a personal one. Some people had experienced difficulties, such as the student whose BAP was so late that he then had insufficient preparation time to engage fully at the Summer School residential (see above) – but that is not an issue the Course is in charge of. Another student spoke about changing from LLM to Stipendiary ministry. She found the process very smooth and she felt supported. The current LLMs were not happy with the small amount of residence they had at the college, but that is a decision made by their diocese not by Sarum. But they did agree that the quality of the care and of the intellectual input was high. A former Church Army trained Officer was enjoying the atmosphere of the College, but found the extra training required a bit of a burden.

221.   Former students visited us and had found their training there very helpful. One said, 'Sarum is not just training you but preparing you.' A DDO said she 'would like to see a more socially and educationally diverse cohort of students, to gain the formational development necessary for ministry.' (see recommendation 5 above). She also commented on the good take up, by clergy and others, of Sarum's Winchester MA provision.

> **In relation to Criterion D, Student Outcomes, the review team has Confidence in the Centre for Formation in Ministry, Sarum College.**

In relation to the School of Mission, Winchester Diocese

D1   Students are growing in their understanding of Christian tradition, Faith and life

222.   Teaching is in year groups, and across the intake. Students in the teaching groups represent a good stretch of Anglican traditions and include those training for Stipendiary Ministry, Self -Supporting Ministry, Licenced Local Ministry and people on a 1 year preaching course- this latter is not validated but the students are fully part of the student body. Teaching is across the year groups and we saw respect for diversity of belief.

223.   We saw a varied syllabus and clear and informative Handbooks with a helpful emphasis on mission. The Course is setting up an MA in Missiology at Winchester University (aiming to start in 2020) and currently the School uses Sarum's MA in Spirituality and its Common Awards MA. The curriculum covers the main areas needed for ordination and lay ministry but, apart from a course at Wycliffe College on Death and Bereavement, the course is light on issues of Pastoral Care at the moment. A

new staff member has been working this year to coordinate pastoral formation, and this has encouraged her to do more work on expanding the wider Pastoral Care programme.

Commendation 16

We commend the Winchester School of Mission's current initiative to expand the Pastoral Care and Pastoral Formation programme.

224.   There is good emphasis on Reflective Practice in the curriculum which students responded to well. They appreciated it being rolled into the training from year 1 when they were learning in their home parish. Training Incumbents had some training for being a Reflective Practitioners in their own induction into the role but a few of them would have liked their own induction to have been earlier in the process. They have found great value in being enabled to reflect together with their student. We saw a carefully constructed handout explaining the process or Theological Reflection, but we were not there long enough to see how it is explained in year 1 seminars. A joint Theological Reflection by student and supervisor is however used as a basis for the assessment of the long placement in year 3, which is then used as part of the final year Report. We saw assessments and annual reports which clearly showed good reflective practice.

225.   The DDO said that tutor recruitment from among the diocesan clergy was going well. Parish clergy with good theology degrees enjoyed the stimulation of teaching and in some cases they had recently gained an HE teaching diploma in addition. He welcomed the change to Context- based teaching which is an innovation for some tutors.

226.   We heard from students (and witnessed ourselves) that some of the teaching is excellent where the tutors are not only up to date and well informed about their subjects but also use teaching methods which encourage student reflection, participation and shared learning. In a teaching session with some final year students we saw some very effective reflective tutoring and some mature and thoughtful student responses to it. Another student spoke of the experience of tutors being '…knowledgeable but less able to teach.' Some first-year students, however, were concerned that the preparation and pre-reading given for teaching sessions did not always tie in with or appear to relate to what happened in the evening teaching itself.

Recommendation 36

We recommend that, because the course is relatively new, the Winchester School of Mission establish a clear programme of peer review of teaching to embed and support good practice.

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

227.   A good proportion of students are training for SSM or LLM, so the lives of many of them will continue to be outward looking to a large extent. Some placement reports spoke highly of students' ability to learn new tasks and get alongside people in the parishes. The students we met and had time to speak to were open in communication and enthusiastic in their vocation. The diocesan School of Mission was referred to as a positive adjunct to the training course

228.   There is a diversity of belief and practice among students and tutors and supervisors on the Course though the strongest influence is the outward looking Mission approach, of whose quality they are rightly proud. In Year two there is a missional placement and students take the opportunity to engage with Fresh Expressions of being church, Pioneer situations or even, for town dwellers, to

experience a rural situation where BCP is the norm. All these appeared to be going well.

One of the exceptional things offered by the Winchester course however is the possibility of doing the year 2 Missional placement in Rwanda. This helps foster a wider understanding of the Anglican Communion as well as being a positive way of teaching about mission in different situations. Students valued the opportunity to do this and one spoke highly of his experience in Rwanda; staff said, 'They return very different'.

229.   Students found that the placement and the residential time in Year two helped them focus on their relationship with God and with each other. Training Incumbents and Placement Supervisors were often heartened by the growth and formation they saw happening over time among their students. The Year two placement gave students the opportunity to enable growth in other people, which they relished.

Commendation 17

We commend the Winchester School of Mission for making available a broad variety of Placement situations, and particularly those with the church in Rwanda and the broadening understanding of mission and of the Anglican Communion which they offer.

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

230.   The learning pathways included worship modules, which explore how to plan worship and use authorized additional materials such as 'Times and Seasons'. In the time we had at Winchester, which was very limited, we attended one evening teaching session which was preceded by student led worship. This worship was well prepared and clearly delivered by a student in the final year, who accompanied the singing on his flute. In evening teaching we heard students give two short, but highly effective homilies on an OT passage

231.   Sustained learning about worship leading and preaching is in their home church in year 1, term two and during the third year placement, which is in a parish of a different tradition from their own. Several students felt they had a lot to learn about other traditions and they valued especially the year three placement. They said they had learned more about the theology behind ecclesiological differences and understood better how it impacted in practical ways such as how to plan charismatic worship or lead High Church mass. In both placements their work was supervised and assessed by working with a Training Incumbent or Placement Supervisor and learning from them. From our conversations we are confident this was effective and worked well.   We heard there was help with public speaking and singing, but we were not able to observe this.

232.   Since the Training Incumbent is so integral to the success of the year 1 placement, it was good to see that the students we met all found the system helpful and said they had grown in understanding of their vocation particularly as they later went on in years 2 and 3 to engage in worship and shared fellowship in different congregations.

233.   Some ordinands said that the preliminary discernment process had made them more aware of their need to build up a meaningful rule of life for themselves. They said that the Course staff had encouraged them all to have a Spiritual Director, and this had fed their need. Most students do have a Spiritual Director and the plan is that all students will have a Personal Tutor who will see them at least once per term and report back to the Principal. All students have a Quiet Evening each term. The new Personal Tutors will all have some training before they start. This plan is only just starting

to be implemented and has not yet worked through the Student body. The Receiving Ministers we spoke to were pleased to hear about these planned improvements to student support.

234. There are good plans being worked on to move the weekly timetable round slightly to make space for twice monthly cross-year groups meeting for prayer and fellowship before evening teaching. These are planned to replace evening worship in those weeks. These groups will meet Students' expressed desire for more cross-year contact.

Commendation 18

We commend the Winchester School of Mission for the quality of the Training Incumbents and the Placement Supervisors and the far-reaching contribution they make to the Ministerial formation of the students.

Commendation 19

We commend the Winchester School of Mission for the plans already in place to encourage personal spirituality and particularly welcome the planned cross-year Fellowship groups.

D4   Personality, character and relationships

235. Supervisors spoke of how open their students were to new learning in their placements. Students in Year1 talked of the pressure they felt under the workload. Students in other years appeared to be settled and developing resilience and were living fuller but balanced lives, with satisfaction 'No matter how teachable and resilient they are, students have to learn to drop one thing in order to learn something new,' a staff member said. The Student Handbook, which is comprehensive and helpful, clearly does emphasize the need to give things up in order to learn new things, but the students need more support and encouragement to do this giving up, especially if their local church has come to depend on them. Students were encouraged in the handbook to form a local support group but we heard little about them from the students. The Student handbook is a good production, perhaps more time should be given to encouraging students to read it.

236. Respect for tutors and supervisors and the ability to learn from them was clear in conversation with students. We saw good supportive interaction between students and many kept in close touch with each other, mostly electronically. In our time with students some were not afraid to bring into ordination training their own best practice in professional experiences, notably in management and education, and to sustain healthy relationships with those teaching them. When students spoke with us about the course they looked involved and interested.

237. By next academic year the Personal Tutor system should be in place across the course. The DDO and other staff have approached former students about taking up this role, with some success, and those suitable will be trained. Getting the 'Buddy' system in place for the next intake will be a good addition to inter-year support, especially if it is at the beginning of the course: some first year students said they would have valued more help to settle in and said, 'Induction should be done earlier'. The student reps said, 'The course is well done here by people who want it to work, but there is still good space to develop what is being done.' That seems a fair comment on a Course which is still in the process of being reborn.

238. Apart from hearing about encouragement to deepen personal spirituality, we had no opportunity to hear about students' self-care except in this one particular instance. Those students who arrived unused

to study were offered support and taken round this library (which is extensive) and they grew in confidence. They also found ways of coping themselves, (notably supporting each other on *WhatsApp*). One student working full time was asked to read the whole of Isaiah for the next week. He arrived at the tutorial and said, 'I have not had time to read it… but I have listened to it in the car as I travelled to work!' There was recognition that some students would have conditions that made learning harder (such as dyslexia or deafness). Whilst efforts were made to make it easy for them to ask for help, it was acknowledged that there could be students with these challenges who had not felt able to ask for help.

239.   Safeguarding was given its due place in the syllabus and many of the practical guidelines in professional conduct were in the policies and reinforced in the placements.

Recommendation 37

We recommend that the Winchester School of Mission's Personal tutors are given some responsibility for helping new students find a work/life balance, and that more emphasis is given to this issue in the Induction of new students.

Recommendation 38

We recommend that the good practice set out in the Winchester School of Mission Handbooks regarding a buddy system and local support groups is implemented as soon as feasible and that new students are inducted in good time.

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

240.   The Local Incumbents and Placement Supervisors we talked with generally found that the placements were carefully set up and that the students engaged well in the parishes and were open and ready to learn and work collaboratively with congregation members and the Training Incumbent / Supervisor. They found students willing to engage with a variety of styles of worship and study groups. The times of meeting and reflecting together were usually fruitful. One Training Incumbent said that he felt able to '…. offer the students a taste of real time and leadership in their local church so they see that it is not all about governance and practicalities.'

241.   The clergy appreciated the timing of the final year placement which ended at Easter, so that students experience Easter in a tradition different from their own. They felt that student crises – sometimes after close encounters with different traditions from their own - were to be expected. These crises are often opportunities for both formational growth and an occasion to put theological reflection into practice. At the moment formation is taught in the modules and built up incrementally. One placement Supervisor cited an instance when an Anglo Catholic student on placement in her open evangelical church, spilt some of the wine as he was assisting in the sanctuary. He was mortified and did not know what to do as the blood of Christ soaked into the carpet. The congregation took it sympathetically in their stride and with the minster smoothed things over so the liturgy could continue. Afterwards after the supervisor had reflected on the incident with him, he went away with much to consider.   A Year 3 Placement Supervisor noted that students with him often had a lot to learn and were stretched to see and work with other traditions. Another incumbent said, 'Students with me have come from a breadth of traditions and many have blossomed under the challenge of being open to change'. He saw this openness being exercised in approaches to pastoral matters, in

ways of praying and in experiencing charismatic worship. One supervisor said, 'This meant that at its best the clergy/ student relationship enabled both of us to reflect together as servants of God.' Another supervisor would like to see the links between Theological Reflection and formation made more intentional, though they all agreed things were improving!

242. The consensus was that the students were eminently teachable, took the opportunity to learn theologically in these new situations and to look differently at challenges such as taking the occasional offices when they return to their home church.

D6 **Students show a calling to ministry within the traditions of the Church of England**

243. Students were clear in their vocation, though one or two had moved across from LLM to Ordained ministry and so lost some ordination formation time in the first year. All those we met had a clear calling to discipleship and appropriate ministry.

244. Placement Supervisors found students generally engaged well when put in a church of a different tradition from their own (see D5 above) and the clergy we spoke to enjoyed very much sharing their ministry with the students and were clearly effective role models. They spoke of good collaborative working among students and an openness to work within parts of the Church of England they had not experienced before, even though some of them were stretched considerably by the experience. The Supervisors saw a broadening of outlook in many cases and often a release into a more inclusive ministry.

245. Supervisors were also aware of the pressure of work on many students. One said, 'Some of them have a lot to learn in a very short time.' The supervisors found that occasionally students had things like adoption or maternity leave happening which made it even harder to fit everything in. and staff said   '…., the range of LLM ministry can be limited for people in full time work.'

246. The placements included opportunities to work in schools and other areas of their training parishes, but whether students fully understood the nature of the Church of England's public ministry or indeed the overarching need for obedience and accountability, only time will show…. At least they were made aware of some of it and we expect these matters to be carried forward into IME2. Authority and Canon Law is also scheduled for IME2

D7 **Pioneer ministry training** - not applicable to this review.

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

247. The staff follow clear summative and ongoing assessment procedures before training starts, the Principal analyses the BAP reports and discusses individual recommendations with the staff.

248. For the penultimate year report students complete a self-assessment, and the Training Minsters and Placement Supervisors contribute a report. In the final year the report is drawn up according to the guidelines and shared with the Receiving Ministers.

249. Student outcomes are measured against the IME-1 criteria and internal and external materials is used.

Commendation 20

We commend the Winchester School of Mission's placement reports written as a dialogue between Supervisor and student for their clarity and their usefulness in formation and change.

D9   The student has, during the end of initial training, a personal learning plan or another clear basis from which to learn and grow further in ministry and discipleship

250.   Initially student learning goals are made based on their BAP Report and they are tracked throughout the course.

251.   The Principal however, had no paperwork from the Ministry Division about a Personal Learning Plan, but he and the other staff work with the candidate to make a Formation Plan especially in key areas, which ordinands and LLMs take out with them into IME2.

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

252.   Reporting from tutors, Supervisors and Training Incumbents is in place so a continuing programme of training can be monitored.

253.   We heard of good practice in collecting student evaluation. Former students continue in roles as tutors and supervisors so have an easy access to continuing evaluation of the course.

> **In relation to Criterion D, Student Outcomes, the review team has Confidence in the Winchester School of Mission.**

SECTION E: PARTNERSHIP WITH UNIVERSITY

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

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

Management and oversight

255.   South Central TEI brings together Sarum Centre and the three dioceses (Guildford, Oxford and Winchester) under the aegis of the Diocese of Guildford (Guildford DBF) as the lead centre and designated legal entity with which the University contracts. Legal memoranda are in place between the Guildford DBF and the remaining constituent centres for the purposes of the University validation. In light of this, the trustees of SCTEI are those of the Guildford DBF.

256.   The review team noted that SCTEI's Common Awards Management Committee operates in alignment with the Terms of Reference, as specified within the validation contract. The Management Committee is responsible for the oversight of the programmes offered under the contract with the University, and reports to the Common Awards Management Board. The Management Committee comprises of representatives from the different centres offering Common Awards programmes, as well as student representatives. Written reports are provided from each constituent centre and are routinely discussed as part of the formal business of the Management Committee. The TEI has included additional terms of reference to the Management Committee to ensure that an annual report is shared with the South Central RTP Board and the Chair of the Guildford DBF Board of Trustees - in order to provide assurances on the quality and development of provision for which the Management Committee is responsible.

257.   Each centre has a different management and governance structure, developed in light of its individual needs. It was clarified in meetings with staff that these committee meetings fulfil the formational and academic needs for the centres. Evidence provided to the review team confirmed that where matters for which the Management Committee is responsible were discussed at a centre-level, appropriate consideration was also subsequently undertaken at the Management Committee.

258.   Throughout the PER review visit, it was very evident to the review team that the TEI operates effectively as a single TEI. In addition to the routine sharing of information from each centre at the TEI Management Committee, the review team heard, and saw evidence of, further examples of where South Central TEI was making good use of its structure as a multi-centre TEI – hence our **Commendation 21** below. For instance, the TEI uses cross-centre teaching, moderation and peer review processes; and implemented cross-centre attendance on staffing appointment panels. Whilst the students and staff of the TEI did not feel that there was a distinct culture or identity for SCTEI, this did not detract from the TEIs ability to work collaboratively or negatively impact the student experience.

Commendation 21

The review team commends the TEI for its effective and collaborative operation as a single TEI in respect of Common Awards provision, notwithstanding its multi-centre status.

259. Notwithstanding the recognition above, the review team identified a number of examples where the TEI could enhance its existing practice of sharing good practice across and between centres of the TEI, and recommends accordingly:

Recommendation 39

The review recommends that the TEI continues to develop opportunities to share good practice across the centres of the TEI.

Business Plan and Risk Register

260. SCTEI operates as different centres in a partnership. The TEI informed the review team that SCTEI does not have an overarching business plan or risk register that pertained to matters at a TEI-level. The majority - but not all - of the centres maintain such documents for their own purposes. For the three dioceses, (Winchester, Guildford and Oxford) ministry training is a part of the business plan of various Diocesan Boards of Finance; as such it was confirmed that there is no separate business plan for ministerial training, which is in effect fully integrated into the budgets of the various Diocesan Boards of Finance. Furthermore, ministerial training may form a part of a wider department: for instance, in Oxford it is part of the Department of Mission, in Winchester it is part of the School of Mission, in Guildford it is part of the Discipleship, Vocations and Ministry Team. For Sarum College, the ministerial training delivered through the Sarum Centre for Formation in Ministry is a part of the wider business plan of Sarum College. For these reasons, SCTEI does not have a separate business plan.

261. It was explained to the review team that SCTEI felt that it was agile enough to respond to matters and that both formal and informal communications channels enable matters to be shared with SCTEI in an efficient manner. Notwithstanding this, the review team considered that it was important that SCTEI formally monitor and manage any risk relating to Common Awards programmes and the partnership with the University. **Recommendations 22 and 24** refer further.

Condition 1

The review team requires that:

(a)   **a SCTEI Business Plan and Risk Register be developed;**

(b)   **that these documents be developed in consultation with all constituent centres;**

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

Engagement with the University

262. The review team noted that SCTEI's engagement with the University has been positive. SCTEI highlighted that engagement with the University Liaison Officer (ULO) had been very positive; the ULO had attended and contributed in line with the University's expectations but had also attended the TEIs Annual Self-Evaluation away day, which had been particularly welcomed.

263. The TEI reported that there was sometimes a feeling that the Common Awards administrative team requested action or information from the TEI with little notice and that, due to the part-time

working of some administrative staff in the TEI, this often put strain on the team. Clearly communicating the urgency of matters to the TEI would help alleviate some of this pressure.

264. Overall, SCTEI reported that they felt they had a very good relationship with the Common Awards Team and was pleased to hear that the overarching Service Contract between the University and the Archbishops Council had been renewed. The TEI particularly valued the additional resources provided to students and staff as part of the validation arrangements - such as the annual staff conference, the research framework and the DELTA programme - and the opportunities this offered to bring all TEIs together. The TEI was also glad that the University and the Common Awards Team demonstrated a strong understanding of the links between vocation and academia, and the reputation that came with being validated by Durham University.

265. The Principal of the Local Ministry Programme, Guildford, is the current Chair of the TEI Forum which provided additional opportunities to engage with matters at a strategic level.

266. It was recognised that the TEI often recruited associated tutors during the academic year and as such it would be helpful if CIS registrations could be accepted throughout the academic year.

Applications and admission

267. The TEI's admissions policy and entry requirements apply to all programmes delivered by the constituent centres. Admissions decisions are made by the centre of study within the TEI, and by the relevant programme leader. All admissions decisions are overseen by the Management Committee. A common application form is used across the TEI and interviews tend to be used in instances where additional information is required from the applicant.

Accredited Prior Learning

268. The review team reviewed a sample of APL requests considered by SCTEI. With respect to the operation of the APL at SCTEI, each centre designates one or more APL officers from amongst those who are members of the Board of Examiners for the TEI. These named individuals are responsible for liaison with students concerning APL claims, making a preliminary assessment of such claims, and presenting them for formal consideration at the sub-committee of the TEI Board of Examiners.

269. In its exploration of the documentation provided, the review team noted that the minutes of an APL sub-group stated that the committee agreed the award credit to a cohort of students where it was not clear from the minutes that the appropriate quality assurance processes had been undertaken. It became clear to the review team that the relationship between APL and the Common Awards taster modules was not fully understood by the TEI and that this could have the potential to lead to an inappropriate APL request being approved by the TEI. The review team explored colleagues understanding of the operation of APL and taster modules.

270. The University permits individuals to undertake one 10 or 20 credit module (known as a 'taster module') without being formally registered on a Common Awards programme; this option provides students a 'taster' of Common Awards study without having to commit to full registration on a programme. After successfully completing a taster module, the student may wish to register on a Common Awards programme. In this case, the TEI can register the student with the University at the next student registration point, providing that the student's assessment and mark have been

through the normal quality assurance procedures (e.g. marking, moderation, review by the external examiner and confirmation of the module mark by the Board of Examiners). A student record is subsequently created and the credit is added to the students' record.

271. In instances where it has not been possible to undertake the quality assurance procedures outlined above (for instance if the student did not inform the TEI they wished to formally enrol on the programme in sufficient time), the APL process may be used, ensuring that comparable processes as those described above or subsequently undertaken by the TEI.

272. It was not possible to confirm at the review visit which process had been followed. In light of this uncertainty, it was agreed that the Common Awards team would liaise with the TEI to ensure that the appropriate processes had been followed correctly.

273. The sample of APL requests considered by the review team otherwise demonstrated that the process for considering and approving APL requests was operating effectively, and in line with the University's policy and processes.

Concessions

274. The review team reviewed a sample of concessions requests considered by South Central TEI 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

275. SCTEI has effective internal processes and practices for managing assessment. Plagiarism detection software (Turnitin) is used for assignment submissions; students submit their assessed work via the software which is available through the Moodle virtual learning environment. All marking and moderation is carried out by the module tutors. The quality of feedback is monitored by the internal moderators and the external examiner.

276. The review team noted that whilst Turnitin was routinely used by all centres, all but one centre permitted students to submit draft assessments to Turnitin in advance of the submission deadline. It was felt that this enabled students the opportunity to correct any mistakes in referencing and composition before their final submission; it was made clear to students in this policy that students would still be subject to the assessment irregularities policy of the TEI where necessary. It was noted by the review team that whilst this was a TEI-level policy, it was expected that all students registered on Common Awards programmes would be subject to the same policies, procedures and regulations. Notwithstanding this, the TEI recognised that there would be a value in revisiting this policy in light of the inconsistent approach and would welcome support from Durham University in considering the pedagogical benefits of permitting the submission of a draft submission.

277. A single TEI-level Board of Examiners confirms module marks and considers progression decisions for all students on Common Awards programmes. A good working relationship has been developed with the University to ensure that the required data and meeting documents is generally provided on time for the TEI's completing students to be considered by the overarching Common Awards Board of Examiners. Moodle has been developed in collaboration with Ministry Division to enable the TEI to provide the data in the required format directly from this system. The use of Moodle has also enabled the TEI to prepare meeting papers and student profiles for the TEI-level Board of Examiners

meeting. Data transfers from the separate Sarum Centre VLE site (see paragraph 70) is done securely and processes are in place to check the accuracy of the data.

Student Engagement

278.   SCTEI uses a range of effective mechanisms to gather student feedback in order to assure and enhance the quality of provision. Upon the completion of every taught module, students are required to complete a module feedback form. The TEI also participated in the Common Awards Student Survey for the first time in 2018; the results for the 2019 Common Awards Student Survey were not available at the time of the review. Each centre holds regular in-year discussions with their students, as well as end-of-year discussions.

279.   Students were satisfied that they had sufficient formal and informal opportunities to ensure their voice was heard, collectively and individually. The Common Awards Student Survey (2018) confirmed that 85% of students felt they had appropriate opportunities to provide feedback on their programme. Students were also able to provide multiple examples of where their feedback had been responded to, and where the centres and SCTEI had provided notifications of the action taken in response.

280.   In discussions with students and staff, the review team found that student attendance at the Management Committee was variable and that engagement with all items of the agenda was often limited. The review team noted the TEI's use of Moodle to facilitate student engagement in their learning and considered that the possible benefits could be extended to supporting student engagement in quality assurance process.

Recommendation 40

The review team recommends that the TEI keeps under review student attendance and engagement at the Common Awards Management Committee and explores the use of virtual engagement to facilitate student involvement.

Conclusion

281.   The review team considers that quality control and assurance procedures governing the partnership are in place.

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

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

Induction and programme information

283.   Induction processes are organised by each respective centre within South Central TEI. In each case this is usually a day or evening hosted by the centre which effectively introduces students to their programme of the study and the centre itself. This provides students with an opportunity to meet their tutors and key centre staff. The students with whom the review team met spoke generally positively about the induction activities arranged by each centre, particularly the opportunity to meet with students. Students based in the Winchester Centre had experienced limited opportunities to meet with other students on the programme as part of induction processes and felt that developing the sense of community between students had been slower as a result.

284.   The TEI has an effective process for ensuring that handbooks are routinely reviewed and updated as needed. Each handbook is dated to make clear to students the academic year it relates to and is reviewed by the Academic Registrar for consistency. Handbooks generally provide academic and pastoral information, programme details and policies and procedures. Whilst the review team noted that there was some centre-by-centre variation in the content included in handbooks, information was appropriately signposted to resources in Moodle, or in some cases, as annexes to the handbooks. More information about programmes (such as module outlines, contact hours, learning outcomes, and modes of assessment) is provided centrally on Moodle (see paragraphs 290-2).

Study Skills Support

285.   The review team heard that the provision and accessibility of study skills materials has improved in recent years; additional guidance on Moodle has supported this. Each centre provides information on study skills as part of induction processes but the provision for ongoing study skills was variable across centres. Whilst the review team saw evidence of study skills materials from each centre, it was noted that this was inconsistent and a potential missed opportunity to share good practice and resources across the TEI. For instance, the Guildford Centre had developed a detailed study skills handbook which could be usefully shared across all centres. Hence our recommendation below. The same issue contributes to **Recommendation 39**.

Recommendation 41

The review team recommends that the TEI reviews the opportunities to share resources, and practice, across the TEI to ensure that all students have access to ongoing study skills support, and that these are clearly signposted as such to students.

Tutorial and Pastoral Support

286.   Each centre is primarily responsible for supporting students in their studies. Guidance and information on the centrally provided Moodle site (see paragraphs 290-2) includes generic statements on student support, including identifying the key roles and responsibilities of programme leaders, personal tutors and placement supervisors, as well as those responsible for teaching on particular modules. Students with whom the review team commented favourably on the support available. Students particularly welcomed the opportunity to speak with tutors at residentials as this tended to offer greater opportunity for in-depth discussions. Notwithstanding this, students felt that there were appropriate opportunities to discuss matters with named tutors. The results of the Common Awards Student Survey (2018) reinforce this: 81% of students confirmed that they have been able to contact their tutor, and 82% felt that the support provided was good. The review team also heard of a student-initiated peer-to-peer support system which appeared to be working well.

Complaints and Appeals

287.   The TEI maintains a student complaints policy; this is available to students and staff via Moodle and is in detailed in some, but not all, centre-specific programme handbooks. The TEI encourages complaints to be dealt with informally in the first instance and at TEI-level. Notwithstanding this, the policy outlines the formal mechanisms for raising a complaint, the timescales for its consideration, and the stages involved. SCTEI's complaints process has three stages. The first is informal resolution at TEI-level, the second stage seeks formal resolution at TEI-level, and the third and final stage is referral to the University. Students with whom the review team met were clear about the process for submitting a

complaint, but commented that the majority of issues could be dealt with informally.
Students also recognised the role of student representatives for seeking resolution, where appropriate.

Support for Students with Additional Needs

288.   Students are encouraged to disclose any disabilities or additional needs as early as possible; the common admissions form has been designed to enable students to do this. Where able to comment, students spoke positively of the disability support provided to students. One student highlighted that whilst the information was readily available regarding support for dyslexia, the student felt that they had to be proactive in order to receive this support.

289.   Supporting students with additional needs has been the focus for staff development events at SCTEI. In response, the TEI has made effective use of Moodle in order to further support students with additional needs. The TEI reported that PowerPoint lecture presentations have been converted into videos, as well routinely recording tutorials, to support students with additional needs. This contributes to **Commendation 22**.

Attendance Monitoring

290.   Student attendance is formally monitored by the TEI. The policy of the SCTEI is that all students are expected to attend 100% of the contact hours specified for each module by the relevant centre, and that any absence shall be agreed in advance with the core staff of that centre. The policy states that should module attendance by any student fall below 70%, the student shall not normally be able to obtain credit for that module. In such instances, the policy outlines that the core staff of the centre will discuss with the student how these credits may be "made-up".

291.   The TEI reiterated the importance of such a policy, particularly with respect to attendance at residentials, intensive teaching sessions which spanned across multiple days, and engaging appropriately with online learning. The review team heard from staff at the TEI that the policy was designed to identify those students who are not making appropriate academic progress, but also provide additional pastoral support where needed. The review team recognised that a comparable policy within the University would be the Academic Progress Notices procedure and which could result in the withdrawal of a student form their academic programme. The review team therefore impressed the importance of having a clear process for monitoring the non-attendance (or non-engagement) of students. For instance, there would be a need to make clear the academic commitments that students would be expected to engage with, in order to appropriately implement the procedure.

292.   The review team found that it was not entirely clear to staff what the implications of the policy was for students. The TEI was unable to confirm if the intention of the policy was for students to be deemed to have failed the module or to be withdrawn from the module. There was a clear need to ensure that such a policy aligned to what was permissible within the University's Core Regulations – hence **Recommendation 42** below. The review team advised the TEI that work was currently being undertaken on an Academic Progress Notice procedure that would be applicable to TEIs and Common Awards programmes.

Recommendation 42

The review team requires that the TEI liaise with the Common Awards Team regarding the current attendance policy to clarify how and where it applies, the rationale for differing practice across centres and its links with the University's Core Regulations.

Graduate destinations

293. It was confirmed that graduate employability and destinations were not considered at TEI-level. The TEI reported that they did not formally track the graduate destinations of their alumni as a very high percentage of students are studying for the purpose of pursuing a career in ministry. Some informal monitoring was undertaken by Sarum centre, but not consistently.

Conclusion

294. The review team considers that the 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.

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

Library and Electronic Resources

296. Students have access to a wide range of resources in the Guildford Diocesan Library, the theological library of Ripon College, Cuddesdon, the theological library at Sarum College, full access to the libraries of Winchester University, including two theological libraries and the Winchester Diocesan resources centre.

297. The results of the Common Awards Student Survey (2018) indicated that 51.3% of students considered the provision of books and resources in the libraries to which they have access as good. The TEI had reflected upon this feedback as part of its Annual Self-Evaluation and felt that the additional provision of books via the Common Awards Hub would help improve student satisfaction; some feedback from students had suggested that the distance between the libraries and the teaching venues had impacted upon the low satisfaction rate. It was noted that, at the time of the review, the Guildford Centre had received a 27.3% satisfaction score with the same question. The centre had undertaken an additional survey in response to this and in response to the additional student feedback had agreed to increase the variety of books in the library rather than to provide multiple copies of the same text which was existing practice.

298. Students with whom the review team met confirmed that the resources were generally easy to access and considered them to be useful. The review team noted that the results of the 2019 Common Awards Student Survey would be provided to the TEI in June 2019 and that South Central TEI would be expected to provide a response as part of its Annual Self-Evaluation process 2018-19. Nonetheless, we recommend as follows:

Recommendation 43

The review team recommends that the TEI keeps under review student satisfaction with the provision of learning resources.

Moodle

299.   The TEI currently makes good use of the Moodle virtual learning environment, which is a particularly important resource for students. Moodle houses programme documentation (such as handbooks), relevant policies, and software for online submission of assessed work (Turnitin). Students with whom the visit team met spoke positively about the importance of Moodle as a repository for key information and learning materials. The TEI has published a GDPR statement with respect to the information held in Moodle.

300.   On Moodle, the TEI maintains a central site for general information about the TEI (which includes policies, procedures and handbooks) and then separate sites for each consistent centre. Sarum Centre maintains its own separate VLE site for all its Common Awards programme materials. This is the result of the need for integration across all the courses run by Sarum College. Student data, including marks, are transferred securely to the Sarum Centre section of the SCTEI Moodle, but otherwise has no course content is populated in Moodle. A student handbook on how to use Moodle effectively is available to all students.

301.   Students commented positively on the use of Moodle by the TEI and especially welcomed having named contacts in each centre for questions about Moodle. The review team heard multiple examples of the TEI using Moodle in innovative and exciting ways to support teaching and learning. For instance, Moodle was being used effectively to support the use of flipped classrooms, video lectures and tutorials, wiki-tasks and forums. The development of online materials supplements rather than replaces face-to-face interactions but has been found to be effective in engaging students with their learning.

Commendation 22

The review team commends the exciting developments in SCTEI's use of Moodle and its contribution to supporting learning online and those with additional needs.

Teaching venues and Study Space

302.   In response to the initial validation process the TEI developed – and has since maintained – a policy on the use of teaching venues. The policy clarifies the roles and responsibilities of the TEI and the constituent centres in respect of assessing the proposed teaching venue. The policy ensures that due consideration is given to its suitability for teaching, accessibility, health and safety and insurance.

303.   Students with whom the review team met confirmed that that teaching venues were appropriate and were used effectively for both lectures and seminars. Some frustration was reported with having to vacate a teaching venue in Guildford immediately after the teaching session was concluded and which was felt to limit the opportunity for students to continue their discussions but that this had no material effect on the quality of teaching delivered.

Conclusion

304.   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.

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

Teaching staff

306.   A 'Staff CV Summary' (T9) document was provided with the PER documentation, and reviewed in light of the academic programmes delivered by the TEI. At the time of the PER, the TEI employed a core team of 23 members of teaching staff. They also employed 85 associate tutors. Reports from the ULO and discussions with the TEI confirm that the staffing base is appropriate. The review team concluded that members of academic staff were suitably qualified and experienced to deliver the approved programmes.

Teaching quality

307.   The students with whom the review team met commented very positively on the quality of the teaching, referring to teaching as excellent, outstanding, extraordinary and diverse. The Common Awards Student Survey (2018) reinforced this view, with 88% 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 processes; the effective use of the External Examiner reports and ULO reports; through the Annual Self-Evaluation process; and seeking regular student feedback. Students spoke positively about the way in which teaching staff request, respond to, and act on student feedback promptly and regularly throughout the year.

308.   The quality of teaching at the different centres is monitored. Peer-review, cross-centre moderation and student feedback is used to monitor the delivery of teaching across the different centres. The policy on the peer review of teaching outlines the minimum expectations with regards to the peer observation of core, associate and assistant tutors at South Central TEI. Whilst staff with whom the review team could provide examples of where the peer review process had enhanced their teaching, it was noted that the (anonymised) outcomes of the peer review process were not shared with the TEI Management Committee. The review team felt that this was a missed opportunity to identify trends, potential staff development needs and share good practice. This contributes to **Recommendation 40** above.

309.   There is an established induction process for new staff, for both academic and administrative, to ensure that staff are familiar with the operation of SCTEI's policies, processes and procedures. All new markers receive an induction to the marking and moderating processes and procedures at SCTEI and must be required to undertake this training before commencing marking responsibilities. When a new member of staff first undertakes summative assessment, second marking is carried out on at least 35% of the submissions and a minimum of 12 scripts, over and above the minimum requirements of the Common Awards framework.

Staff development

310.   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. Each centre is responsible for ensuring new staff receive the support necessary for them to fulfil the responsibilities for their role. New core and associate members of staff are offered additional support, usually through mentoring.

A Staff Development Policy outlines opportunities and expectations with respect to professional development.

311. All staff at the TEI receive a formal annual appraisal, although the process for associate staff tends to be more informal. This normally includes a review of the past year's performance, identification of priorities and development needs for the year to come, and review of the job description. New core, associate or assistant teachers are subject to peer review in the first module which they teach.

312. Academic staff at the TEI have taken advantage of University staff development opportunities including what was formerly the Durham University Teaching and Learning Award (DULTA – now DELTA, for 'Excellence in Learning and Teaching'), and attendance at Common Awards Conferences and TEI Fora.

313. A large proportion of staff are employed directly by the centres. Concerns were raised about whether the demanding nature of teaching roles at a higher education level were always recognised by partner dioceses, and sufficient time granted to staff for their teaching roles, including the time and opportunities for ongoing professional development.

Recommendation 44

The review team recommends that the TEI negotiates clarity with the dioceses around the expectations of providing sufficient opportunities for staff development in all centres of the TEI.

Professional Support Staff

314. Induction to the TEI follows the similar procedures to those outlined in paragraph 80; however, bespoke induction or training sessions are organised in light of developments in the sector (e.g. GDPR).

315. The TEI has a part-time Academic Registrar dedicated to the coordination of the Common Awards partnership and its programmes at SCTEI. In addition to this, each of the centres currently employ administrative staff who contribute to the operation of the programmes at a local level. The review team heard that an additional professional support services post would be advised in due course to provide additional central administrative support for South Central TEI; this would be in addition to the existing Academic Registrar post at SCTEI.

Conclusion

316. 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.

317. The appropriateness of the mechanisms to ensure the accuracy of public information, publicity and promotional activity was confirmed through the initial validation process.

318. The TEI did not at the time of the review maintain its own website; instead, each constituent centre published information on Common Awards programmes. This was predominantly embedded with

the existing diocesan website with the exception of Sarum centre, embedded within the Sarum College website.

319. The TEI Management Committee has responsibility for the oversight of published information and any and all promotional activity. SCTEI was aware of the need to liaise with colleagues in the Common Awards Team at Durham University to ensure that any publicity materials and promotional activity related to the partnership or its programmes were shared in advance of making use of such materials. The TEI makes effective use of seeking feedback from the University Liaison Officer in advance of publishing information. Whilst it was recognised that some centres advertise Common Awards programmes with an alternative name, it is clear in promotional information – and thus to prospective applicants and students – the official title of the named award.

Conclusion

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

Section E Conclusion

321. Having considered the evidence encountered before and during the visit, the review team considers that South Central TEI successfully meets all the PER criteria relating to taught programmes, subject to satisfactory completion of the Condition and Recommendations in this section.

> **Subject to the implementation of recommendations relating to 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.**

322. Taught programmes with the following target awards are offered by each centre within South Central TEI:

	DELIVERY CENTRES			
	Guild.	Oxford	Sarum	Winch.
Foundation Award in Theology, Ministry and Mission	✓	✓	✓	✓
Cert of Higher Education in Theology, Ministry & Mission	✓	✓	✓	✓
Cert of Higher Education in Christian Ministry & Mission	✓	✓	✓	✓
Dip of Higher Education in Theology, Ministry & Mission	✓	✓	✓	✓
Graduate Certificate in Theology, Ministry and Mission	✓	✓	✓	
Graduate Diploma in Theology, Ministry and Mission	✓	✓	✓	
BA in Theology, Ministry and Mission	✓	✓	✓	✓
Postgraduate Certificate in Theology, Ministry and Mission		✓	✓	
Postgraduate Diploma in Theology, Ministry and Mission		✓	✓	
MA in Theology, Ministry and Mission		✓	✓	

323. The TEI has experienced growth since the initial validation took place. In recent years student numbers have increased from 144 students for 2016/17, and 155 in 2017/18 to a current tally of - as of 1 December 2018 - 187 students studying at South Central TEI.

324. Notwithstanding the steady growth experienced by the TEI, future student numbers are difficult to predict. Changes to patterns for resourcing ministerial education, and the changing needs of the sponsoring dioceses, contribute to the uncertainty regarding future student numbers. In the Diocese of Oxford, there has been a growing number of Readers in training and reforms in theological education have led to an increase in ordinands. In the Diocese of Winchester, there has been rapid growth in the number of ordinands and a steady increase in the number of Readers in training. The introduction of the BA and Foundation Award at Winchester are having a positive impact on student numbers. In Guildford diocese, the numbers of candidates entering training remain encouraging, paralleling the national increase in vocations. After a low student intake in 2016, the numbers at Sarum Centre have risen through 2017 and 2018. This includes an increased number of sending dioceses, including Chelmsford, Newcastle and London, which is a trend the centre is hoping to continue.

325. The multi-centre nature of the TEI was felt be a key strength in being able to attract student numbers and respond appropriately to changing contexts.

Conclusion

326. The review team concluded that – should student numbers remain stable –the programmes are viable in terms of market and likely numbers of entrants.

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

327.   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.

328.   The TEI has engaged with the curriculum development process to review and update its curricula in response to institutional review and student feedback. The TEI sought and received approval for each of the programme amendments, which included: the addition of new programmes for new and existing delivery centres; the inclusion of approved Common Awards modules, and changes to existing modules. Despite the incremental changes brought about through the curriculum development process, the TEI's programmes remain similar to those that were originally approved.

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.

Teaching and Learning and Assessment

329.   The External Examiner confirms that the range of assessment is appropriate to the curriculum and the intended learning outcomes. South Central TEI programmes are assessed by a range of methods and in accordance with the assessment pattern guidance and guidance material of the Common Awards framework.

330.   Students felt that, on the whole, the volume of summative assessments was appropriate and supported them in their learning. Students confirmed that they were aware of the marking criteria and that these were accessible.

Assessment Feedback

331.   Students can download their marked work from Turnitin, which includes comments throughout and an overall summary. The quality of feedback is monitored by the internal moderators who are asked to comment on the quality of feedback provided. Training and guidance are provided to markers and moderators. 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 and the assessment criteria. Deadlines and processes are in place for the timely return of feedback to students. The TEI operates a feedback turnaround target of four weeks. The students with whom the review team meet felt that they generally received their feedback within the expected four weeks. In instances where this was not returned on time, students are informed of the reason why and provided with a new return date.

332. Notwithstanding this, the results of the Common Awards Student Survey (2018) indicated that only 44.32% of students agreed that they had received feedback in sufficient time to be helpful in their future assessments. Related, students felt that the provision of feedback was generally consistent but commented that assessment feedback did not always provide comments that could inform improvements in future assessments. This was supported by the results of the Common Awards Student Survey, with only 51.14% of students agreeing that they had received helpful feedback on their work.

Recommendation 45

The review team recommends that the TEI reviews the provision and timeliness of feedback to ensure that this enables students to improve in future assessments.

Learning hours

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

Conclusion

334. 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.

335. The report of the initial validation visit documented the TEI's mechanisms for ensuring that arrangements for placements are appropriate but requested that a shared set of expectations or roles and responsibilities for students in setting up placements, and the levels of support or guidance they can expect to receive in this process be generated. The TEI produced and published descriptions for placement supervisors (distinguishing in this between extended placements in the student's 'home' context, and short-term placements elsewhere), and a pro forma for the training/partnership agreement the TEI would require to be agreed for each placement. These are included in the student handbooks as part of the generic information given to all students in the TEI via Moodle.

336. The management of individual placements is undertaken by the relevant centre. All students are allocated a placement supervisor who offer guidance in the placement context, and learning agreements are in place- albeit not always with the students' involvement. Risk assessments, health and safety checks and DBS checks ae undertaken in advance of a placement commencing. Summative assessment is carried out by tutors at the relevant centre of study, not by placement supervisors; although placement supervisors are required to provide formative feedback both to students and to the constituent centre.

337. 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. Support to students is provided by academic tutors and placement supervisors. The Common Awards Student Survey (2018) confirmed that 88% of students felt that placements had helped them to learn and develop.

338. 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.**

339. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Provision.

340. 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 and requiring more independent learning. Overall, students confirmed that they were well supported to make the transition between levels; some students were able to identify specific student skills sessions which had been organised in support of this.

341. It was not possible to meet with students who had completed the dissertation; however, those who were able to discuss their experiences of completing an independent learning project reported that appropriate support and guidance is in place. The TEI confirmed that dissertation titles were approved by the TEI and that associate supervisors for dissertations were routinely included on the T9 document submitted to the University. There was a sense from staff that there was some variability in the approach to dissertation support centre-by-centre, but that the number of contact hours for students was maintained in line with the agreed allocation on the TEI Module Overview Table, and in line with the TEI's policy on tutorial supervision for independent projects and dissertations.

342. The review team heard that although the TEI encouraged research time, this was not always realised. It was recognised that ring-fencing this time was more challenging for diocesan staff, as contracts did not always allow for study or research time. As a result, it was recognised that staff time on research was variable across the centres of the TEI. The review team impressed the importance of research and development time as a key element in ensuring tutors ability to perform their role. This contributes to the **Recommendation 44.**

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

343. 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. The TEI has submitted a number of curriculum development proposals since the initial validation, including the introduction of new programmes and modules, and other more minor changes to programmes and modules, such as a change to an assessment option for a module.

344. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. This is predominately undertaken at an ASE Review Day, where discussions then feed into a final submission considered by the Management Committee. The day is usually held in June; however, the TEI is considering moving this to later in the year in order to take full account of the Common Awards Student Survey data. The TEI expressed the opinion that the ASE was a helpful exercise to encourage reflection and served as a useful reference point throughout the upcoming

academic year. The TEI welcomed the ability for centre-specific reflection in Section A of the ASE (which is returned to Ministry Division).

345. Students are encouraged to attend the ASE Review Day; however, attendance has been variable. The TEI has recently trialled scheduling this on an evening to encourage attendance.

346. The review team noted that South Central TEI routinely provided clear and detailed ASE submissions, particularly in relation to information provided on the module reviews undertaken at the TEI. It was also noted that it was clear to see where actions had arisen from the ASE process.

Conclusion

347. The review team concluded that the programmes are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement (see also E3).

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

CONCLUSION

Overall outcome:

> **The review team has:**
> - **Confidence with Qualifications in South Central TEI**
> - **Confidence with Qualifications in**
>   - o **Guildford LMP**
>   - o **Oxford LMP**
>   - o **Winchester School of Mission**
> - **Confidence in**
>   - o **the Centre for Formation in Ministry, Sarum College**
>
> **in preparing candidates for ordained and licensed lay ministry.**

LIST OF COMMENDATIONS

Commendation 1

We commend the Oxford LMP's creative approach to creating formational communities and the development of the role of the Interested Learner in particular.

Commendation 2

We commend the impressive quality of the learning community at Sarum College's Centre for Formation in Ministry, arising from residential times, Reflection Groups, on-line VLE (Virtual Learning Environment) tutorials, and the regular electronic peer interaction such as through On-Line Forums.

Commendation 3

We commend the Winchester School of Mission for the notable enthusiasm for mission, commitment to learning, and depth of vocational development, which were conveyed to us by the students.

Commendation 4

We commend the excellent model of collaboration, continuing spiritual life and further study provided by the staff team of Sarum College.

Commendation 5

We commend the Guildford LMP for the parish support group system and the integration of theological reflection and leadership development within it.

Commendation 6

We commend the Guildford LMP's teaching and formation of OLMs and LLMs together and the embodiment of collaborative ministry and mutual learning from distinctive vocational journeys.

Commendation 7

We commend the attention given by the Oxford LMP to developing the habit of theological reflection in all elements of the course.

Commendation 8

We commend the core staff of Oxford LMP for their accessibility and responsiveness to both incumbents, tutors and students.

Commendation 9

We commend the core staff of Oxford LMP for their commitment, flexibility and care of the students to ensure that they follow the most appropriate pathway and are enabled to complete their training and fulfil the ministry to which they are called.

Commendation 10

We commend the core staff of Oxford LMP for gaining the increasing confidence of receiving incumbents through their attention to the ongoing development and improvement of the programme.

Commendation 11

We commend the teaching staff of the Sarum Centre for their enthusiastic commitment to VLE and other effective teaching methods and the administrative staff for their support of both students and teaching staff.

Commendation 12

We commend the Sarum Centre staff for teaching and modelling a generous respect for diversity within the church, and the students for practising it.

Commendation 13

We commend the quality and rigour of the Voice Training offered by the Sarum Centre.

Commendation 14

We commend the way the Sarum Centre student body works together from a prayer base.

Commendation 15

We commend the work put in by the Sarum Centre to helping all students reach their own innate abilities.

Commendation 16

We commend the Winchester School of Mission's current initiative to expand the Pastoral Care and Pastoral Formation programme.

Commendation 17

We commend the Winchester School of Mission for making available a broad variety of Placement situations, and particularly those with the church in Rwanda and the broadening understanding of mission and of the Anglican Communion which they offer.

Commendation 18

We commend the Winchester School of Mission for the quality of the Training Incumbents and the Placement Supervisors and the far-reaching contribution they make to the Ministerial formation of the students.

Commendation 19

We commend the Winchester School of Mission for the plans already in place to encourage personal spirituality and particularly welcome the planned cross-year Fellowship groups.

Commendation 20

We commend the Winchester School of Mission's placement reports written as a dialogue between Supervisor and student for their clarity and their usefulness in formation and change.

Common Awards Commendations

Commendation 21

The review team commends the TEI for its effective and collaborative operation as a single TEI in respect of Common Awards provision, notwithstanding its multi-centre status.

Commendation 22

The review team commends the exciting developments in SCTEI's use of Moodle and its contribution to supporting learning online and those with additional needs.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that a clear set of aims for the South Central TEI are produced which express positively in what way the united TEI contributes strongly to the formation of all within the centres.

Recommendation 2

We recommend that Guildford LMP articulates more clearly and more succinctly the Course's formational aims.

Recommendation 3

We recommend that Oxford LMP, as part of a wider strategy of developing and communicating its core identity more clearly, develops a clearly stated and prominent set of formational aims.

Recommendation 4

We recommend that the Winchester School of Mission fully develops and implements the plans to specifically address the formational needs of ordinands in the third or final year of the curriculum.

Recommendation 5

We recommend that the South Central TEI produces an action plan to:

    a) establish a benchmark for BAME students and teaching staff (whether employed or visiting speakers) and a process for the regular review against this benchmark;

    b) review the publicity materials from all four centres to ensure that those currently under-represented (whether on a social, educational, ethnic or age basis) see clearly that there are 'people like them' on the courses, and the support necessary for them to thrive is available;

    c) be proactive in working with diocesan vocations teams to address the imbalances in the student body.

Recommendation 6

We recommend that the South Central TEI strengthens its processes for the intentional and systematic sharing of good practice with regards to education and formation between the Centres in the TEI.

Recommendation 7

We recommend that, in the light of a number of new policy documents in education and formation, the Winchester School of Mission should establish a timetable for the regular review of all these policies, taking account of feedback from students, supervising clergy and those connected with fulfilling the policies.

Recommendation 8

We recommend that greater clarity is presented to Winchester students with regard to the respective roles of personal tutors, academic tutors, and other identified sources of pastoral, spiritual and educational support.

Recommendation 9

We recommend that Winchester School of Mission create greater opportunities for interaction between student year groups and pathways during weekends and residential times, so as to strengthen the community life in benefitting learning and formation.

Recommendation 10

We recommend that Sarum College fully implement the next stage of the College's devised action plan for improved arrangements for those people with disabilities, especially with regard to ground floor bedrooms, access to the chapel, and exit in the event of a fire.

Recommendation 11

We recommend that

- the SCTEI produces guidance as to the appropriate provision of books, study leave and provision for attending conferences for all SCTEI core staff to ensure their continuing professional development as theological educators

- the four partners (the three DBFs and Sarum College) commit to implementing these terms as a minimum provision for their employees continuing to function as core staff within the SCTEI.

Recommendation 12

We recommend that the SCTEI reviews its oversight structures to ensure that, following the many changes in the SCTEI over recent years, they are now best arranged to give clarity and to drive continuing increase in quality outcomes for learners. In particular to ensure:

a) That there is clarity as to the interrelation between the SCRTP and the SCTEI;

b) That there is a body exercising regular oversight of SCTEI as a whole which includes 'independent voices' - people who are not on the staff of any of the four centres - and is chaired by one such 'independent' person;

c) That, while there are regular meetings of staff, these should be formalised, clarifying the remit with clear terms of reference, including for collaboration and quality enhancement beyond simply the requirements of Common Awards, and formal staff meeting procedures such as minutes and records keeping.

Recommendation 13

We recommend that the accountability and management arrangements for the Guildford LMP be reviewed in order to establish a clear oversight body for the pathway, in succession to the DVMC (such a body might reasonably have additional diocesan functions beyond those relating to the LMP):

a) establishing clear line management and support for the Principal

b) providing a diocesan context within which the programme as a whole is nurtured and challenged

c) including in its membership a Director of the DBF as a representative of the trustees

d) having clear terms of reference and a formal, regular (annual) reporting mechanism to the DBF

e) attending to the needs to appropriately recruit, train and support the members of the oversight body.

Recommendation 14

We recommend that Terms of Reference be produced for the LMT Advisory Group, including how members are appointed, and clarification of its relationship with the SCTEI and the Winchester DBF.

Recommendation 15

We recommend that the SCTEI reviews the provision for the leadership of the TEI, to ensure that there is clear leadership for the TEI with sufficient authority and time to give to this task, as evidenced by capacity to carry forward the recommendations for the TEI in this report.

Recommendation 16

We recommend that the Oxford LMP reviews the allocation of responsibility for LLM training and ordinand work between the Principal and Vice-principal and considers alternatives models that avoid the risk of modelling division between the two types of ministers.

Recommendation 17

We recommend that Sarum College implements changes to its structures for delegation and staff oversight to reduce the high level of direct responsibility borne by the Principal.

Recommendation 18

We recommend that the Oversight Body for the Oxford LMP:

a) regularly carries out 'skills audits' of the current membership so as to ensure that the co-opted members enable a richer, wider and ecumenical oversight;

b) considers formalising the *ex officio* inclusion of a Diocesan Director of Ordinands in its membership;

c) ensures that all students know that they have a student representative on the Diocesan Oversight Body, and who s/he is and how s/he may be contacted.

Recommendation 19

We recommend that the interaction between the Oversight Body and the Oxford DBF is reviewed to ensure that the DBF trustees understand their duties in relation to the LMP, are aware of the formational aims of the Course and how these aims are put into practice and monitored by the Oversight Body, so they are enabled to exercise due oversight of the Course.

Recommendation 20

We recommend that the Sarum Centre's process for the appointment of student representatives is clarified and their choice is mainly, if not wholly, determined by the student body itself.

Recommendation 21

We recommend that the Sarum College Trustees carefully consider including staff and student representatives in their meetings.

Recommendation 22

We recommend that, once recommendations 12 and 15 (concerning the oversight and leadership of the SCTEI) are implemented, the SCTEI undertakes a review to:

(a) gather transparently in one document the legal and financial basis on which the SCTEI operates;

(b) consider what plans and commitments need to be in place and taken forward to ensure that the SCTEI as an entity continues to flourish in the medium term and innovates and further develop its activities to the benefit of the Church.

Recommendation 23

We recommend that the Guildford LMP undertake a strategic planning exercise, to sit within the Guildford DBF's strategic plan and also relating to any similar exercise for the TEI. The planning exercise need not be overly extensive but should consider how best to approach the particular opportunities and risks for the LMP that are expected to arise in the medium term, including those resulting from an internal restructuring of the DBF's operation.

Recommendation 24

We recommend that, once recommendations 12 and 15 (concerning the oversight and leadership of the SCTEI) are implemented, a risk register is produced for the SCTEI and consideration is given to the management of those risks.

Recommendation 25

We recommend that the Oxford LMP take action to ensure that all individuals listed in the Risk Register to manage a particular risk are informed of their allocated responsibility.

Recommendation 26

We recommend that the presentation of accounts and budgets clarifies the financial arrangements for the different activities within Sarum College, so that there is transparency over how the money received Church of England for ordination training is spent.

Recommendation 27

We recommend that the presentation of accounts and budgets clarifies the financial arrangements for the different activities within the Winchester School of Mission, so that there is transparency over how the money received Church of England for ordination training is spent.

Recommendation 28

We recommend that Guildford LMP's arrangements on Monday evenings are changed such that there is more intentional time for tutorial conversations between students and core tutors.

Recommendation 29

We recommend that the setting of Guildford LMP's formational goals with actions be recorded in a document at the beginning of the academic year, and that this is shared with the incumbents. The student's progress in meeting these goals should be monitored throughout the year and recorded in the end of year report.

Recommendation 30

We recommend that there is a more robust process of feedback between the student representatives, Guildford LMP local committee, CAMC and the student body and that this should be documented in student handbooks.

Recommendation 31

We recommend Guildford LMP core staff implement a process whereby responses to the module feedback forms are communicated to the student body. This might take the form of a tutor's response form posted on the VLE or via email.

Recommendation 32

We recommend that the Oxford LMP programme leader ensures that there is greater parity between tutors with regard to the module delivery and content in the various delivery centres.

Recommendation 33

We recommend that Oxford LMP include more detail in both Ordinands' and LLM formational handbooks on the process by which formational goals are set and how a student's progress in identified areas of formation is monitored both during and at the end of initial training.

Recommendation 34

We recommend that there are better communication processes within Oxford LMP to ensure that all students are aware of their student representatives and that feedback from relevant meetings including CAMC is communicated in a formal reporting process so that all students are aware of actions and responses to student issues and concerns. The process for student feedback and response to be included in student handbooks.

Recommendation 35

We recommend that ways of promoting and deepening the Sarum Centre's Rural Pathway are developed.

Recommendation 36

We recommend that, because the course is relatively new, the Winchester School of Mission establish a clear programme of peer review of teaching to embed and support good practice.

Recommendation 37

We recommend that the Winchester School of Mission's Personal tutors are given some responsibility for helping new students find a work/life balance, and that more emphasis is given to this issue in the Induction of new students.

Recommendation 38

We recommend that the good practice set out in the Winchester School of Mission Handbooks regarding a buddy system and local support groups is implemented as soon as feasible and that new students are inducted in good time.

Common Awards Recommendations and Condition

Recommendation 39

The review recommends that the TEI continues to develop opportunities to share good practice across the centres of the TEI.

Condition 1

The review team requires that:

(a)   a SCTEI Business Plan and Risk Register be developed;

(b)   that these documents be developed in consultation with all constituent centres;

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

Recommendation 40

The review team recommends that the TEI keeps under review student attendance and engagement at the Common Awards Management Committee and explores the use of virtual engagement to facilitate student involvement.

Recommendation 41

The review team recommends that the TEI reviews the opportunities to share resources, and practice, across the TEI to ensure that all students have access to ongoing study skills support, and that these are clearly signposted as such to students.

Recommendation 42

The review team requires that the TEI liaise with the Common Awards Team regarding the current attendance policy to clarify how and where it applies, the rationale for differing practice across centres and its links with the University's Core Regulations.

Recommendation 43

The review team recommends that the TEI keeps under review student satisfaction with the provision of learning resources.

Recommendation 44

The review team recommends that the TEI negotiates clarity with the dioceses around the expectations of providing sufficient opportunities for staff development in all centres of the TEI.

Recommendation 45

The review team recommends that the TEI reviews the provision and timeliness of feedback to ensure that this enables students to improve in future assessments.