

Ministry Council: Periodic External Review Report

Lincoln School of Theology

Conducted online, February 2021

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Glossary

ASE	Annual Self Evaluation
BCP	Book of Common Prayer
CA	Common Awards
CME	Continuing Ministerial Education
CPD	Continuing Professional Development
CTAL	Churches Together in All Lincolnshire
DDOV	Diocesan Director of Ordinands and Vocations
DSA	Diocesan Safeguarding Adviser
FTE	Full-time Equivalent
GB	Governing Body
ILP	Individual Learning Project
IME2	Initial Ministerial Education Phase 2
LST	Lincoln School of Theology
Moodle	An online learning platform
RSC	Resourcing Sustainable Church
SLA	Service Level Agreement
TEI	Theological Education Institution
VLE	Virtual Learning Environment

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The Periodic External Review Framework

Periodic External Review (PER) is part of the Church of England’s quality assurance for its ministerial training institutions (‘Theological Education Institutions’ or TEIs), whereby the church conducts an external quality check of each TEI against national standards and expectations for ministerial training and formation.

On behalf of the church, review teams are asked to assess the TEI’s fitness for purpose in preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of its life and work. The reviewers’ report is made to the House of Bishops acting through the Ministry Council.

Church PER teams are appointed by the National Ministry Team from a pool of reviewers nominated by bishops and TEIs.

For TEIs that offer Durham-validated Common Awards programmes, representatives of Durham University’s Common Awards team will sometimes carry out their own academic quality assurance review in parallel with the church’s PER, to inform the university’s decision-making on: (i) renewal of the Common Awards partnerships with approved TEIs; and (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

Recommendations and Commendations

PER reports include Recommendations which are either developmental, naming issues that the reviewers consider the TEI needs to address, or encourage the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers 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 use the following outcomes with regard to the overall report and individual criteria A-E:

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 raises 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.

Review of Lincoln School of Theology

Introduction

The Lincoln School of Theology (LST) continues the tradition of theological education in the Diocese of Lincoln established in 1876. Its recent history has included a number of significant changes including the closure of The Lincoln Theological College in 1996 and the creation of LST as a partnership between the University of Lincoln, Bishop Grosseteste University College, the Diocese of Lincoln and Lincoln Cathedral in 2006. In 2012 this partnership was disbanded. In March 2013 the responsibility for ministerial training along with legal and financial responsibility for LST was taken up entirely by the Diocese. At the time of the last PER in May 2013, major changes in the governance, validation of awards and accommodation of LST were all taking place.

Since 2013, LST has primarily prepared candidates for ordained and licensed lay ministry within the Diocese of Lincoln, with very few candidates from the neighbouring dioceses in the East Midlands region. There have also been a number of independent students studying at LST, currently including two from other Midlands dioceses, and some of these have discerned a vocation to either lay or ordained ministry. In recent years, the number of candidates for ordained ministry at LST has dwindled. At the time of this PER there were only 4 ordinands on the LST Ordination Pathway (the average number in the previous five years being 10). However, there has been an increase in the number of candidates for licensed lay ministry (currently 15).

Following a period of staff stability at LST, the half-time Director of Formation retired in June 2018 and was not replaced. In December 2019 the Principal resigned and left in December. From January 2020 an interim core staff team has emerged. An Interim (or Acting) Principal, and Interim Director of Studies, who is due to retire in Summer 2021, were seconded from the senior staff and Ministry Team of the diocese (both had previously held roles in theological education). They joined the two remaining postholders of LST, the VLE, Librarian, Study Skills and Module Coordinator who retired 15/02/21 and the Academic Officer. By the summer of 2020 the Warden of Lay Ministry and the IME 2 Officer and Programme Co-ordinator had also been added. All of the current interim staff also have considerable roles within the diocese, and all work for LST on a part time basis. The Academic Officer continues to work at 0.6 FTE and is part of the core staff team as well as being responsible for the day-to-day administration of LST.

Since January 2020, the Interim Principal and the interim core team have sought to stabilise the institution and address issues of governance and leadership (see Section C) as well as respond to the Covid 19 pandemic. We understand that the brief given to the Interim Principal is to stabilise the institution and to integrate the diocesan Ministry Team and LST staff to prepare the ground for the possibility of a new wider training institution. From March 2020, due to Covid restrictions, all teaching has been transferred online and the LST office and library has been closed in Edward King House – the diocesan building that LST occupies. Student placements have not taken place following this date.

National Context

Due to the onset of Covid 19 the PER originally planned for May 2020 was postponed until February 2021, and it is important to note here the additional impact of Covid 19 on the life of LST and on the conduct of this review.

At the time of the review students and staff, workplaces and churches had been locked down for almost a year, though there were a few weeks in the summer of 2020 when restrictions were relaxed and which afforded opportunities to plan for the new academic year. A second lockdown from November meant that adjustments originally intended as short-term for 2020-21 were likely to stay in force into the following year. Long term planning for TEIs and for education generally was challenging.

The impact for LST's teaching and learning, as the Acting Principal recalls, was that in early 2021 students and staff were studying from home, home schooling children, experiencing different work arrangements and unable to leave their homes. All interaction to do with LST was on line and engaging on line teaching was new to all involved and learned in isolation from everyone else. Physical library facilities were unavailable and in-person placements could not be permitted for some of the academic year of 2019/20 or for 2020/21, and hence were not taking place at the time of the PER. Students reported heightened anxiety, concentration, isolation and mental health issues, as staff and everyone else experienced. Possibilities for informal communication and peer learning were greatly reduced.

The review itself, as we note below, was carried out entirely online via pre-arranged meetings and observation of teaching and worship, and is the first PER to have been conducted in this way. The reviewers do not necessarily see this as a constraint in terms of their evidence-gathering, but it does limit the kind of informal interactions that are possible during a PER visit and that often add value. Future PERs, as with many areas of life and work, are likely to involve a mix of onsite and online engagement.

LST: Current Context

At the time of the PER, it was evident that LST was in the midst of a time of considerable uncertainty and instability. As stated above, the interim staff were covering their LST roles to deliver the teaching for the academic programme and oversee their current students' formation alongside their significant responsibilities in the diocese. We observed a staff team operating under significant strain. The review team commend the interim's staff commitment and achievements over the past year. They are to be congratulated on steering LST through a major crisis and continuing to deliver the programme effectively – particularly with the additional major complication of the pandemic. This has included implementing some basic necessary changes at a time when the student body was in a state of emotional turmoil.

LST offers the following awards which are all part of Common Awards:

Foundation Award in Theology, Ministry and Mission; Certificate in Higher Education in Theology, Ministry and Mission; Diploma in Higher Education in Theology, Ministry and Mission; BA in Theology, Ministry and Mission; Graduate Diploma in Theology, Ministry and Mission; and MA in Theology, Ministry and Mission.

There are three ministerial pathways offered by LST for Readers, Ordinands and Curates. These pathways lead to awards ranging from a Certificate in Higher Education to the MA in Theology Ministry and Mission.

There are 14 students on the Reader Ministry Pathway, 4 student Ordinands and 13 students studying for CPD/CME.

The review team have found it difficult to locate information regarding attendance requirements at teaching sessions for students on either the Ordination or Reader pathways. We were told that Readers were offered the opportunity to attend the online weekends originally set up for Ordinands only and that all of the Reader students took up this offer. LST summarised the attendance for the year by stating ‘this academic year students on the Reader Pathway and Ordination Pathway have attended 6 weekends (Fri and Sat nights and Sun morning) and 12 Saturdays. These have all been delivered online’.

The review team note the low number of ordinands as a matter of concern for the viability of this pathway and its impact on the formation for ministry for these students.

LST’s teaching programme is delivered by its core staff team and a considerable number of teachers/tutors from the diocese. These are identified as Module coordinators, Assistant Tutors and Visiting Speakers. In this report we refer to all of these generically as teaching staff and identify the sub group as appropriate.

Below are the major challenges identified by the PER team which LST faces.

1. Lincoln Diocese Current Situation

Lincoln Diocese is facing considerable financial challenges. A programme entitled Resourcing Sustainable Church (RSC) has been designed to develop a framework of growth, deployment, parish share, costs and assets that are aimed at delivering sustainable, effective mission and ministry throughout the diocese.

The plan will be delivered to the Diocesan Synod in April 2021 and final decisions confirmed in July 2021. LST is considered to be a major element in the diocesan operations and comes under the current RSC review. The diocese states that it is committed to high quality ministerial formation through LST as a TEI, but the future form of initial ministerial training in the diocese will not be confirmed until the diocese has completed this period of consultation and confirmed its plans.

2. Financial Issues and Relationship with Lincoln Diocese

The financial uncertainty within the diocese and LST’s financial dependency on the diocese are significant risk factors for LST’s future. This is compounded by the uncertainty within the diocese about its own future strategy and plans. In addition, the lack of clear boundaries around its own operations and the lack of financial clarity for LST are major drawbacks for management and the Governing Body.

3. Vision and Identity

LST is embedded in the RSC plan and until the final decisions are confirmed in July 2021, there is no shared vision or agreement on LST's identity within the diocese. The establishment of the College of St Hugh was mentioned on several occasions as a replacement for LST. Hence, although there is support for ministerial training to be owned by the diocese, what form this will take and its strategic aims and identity have yet to be agreed.

4. Staffing

LST is currently staffed by an interim core staff team of senior seconded diocesan staff on a part time basis. Module teaching is delivered by a number of external teaching staff from the diocese (see above). Just before the review the member of staff responsible for VLE, the Library, Study Skills and Module Coordination, retired. The present dependency on online teaching and learning means that this is a considerable deficit in the staff team and is being covered by core staff on a piecemeal basis.

There has been no firm commitment from the diocese to advertise any staff posts in LST including a new Principal, Director of Studies or the above position. The configuration of possible posts was discussed at a recent meeting of the Governing Body and it was agreed that the future staffing of LST required urgent attention. However, the next meeting of the Governing Body is not until June 2021. It remains uncertain as to whether any staff recruitment can occur in sufficient time for the beginning of the next academic year in September 2021 by which time the Interim Director of Studies will have retired.

5. Recruitment

LST's students are exclusively from within Lincoln Diocese. Whilst the uncertainty of LST remains, active recruitment is in abeyance and there is no strategy for recruiting independent students or recruiting ordinands from outside the diocese. As noted above, at present there are only 4 ordinands at LST. It is unclear where the responsibility lies for recruitment, advertising and the communications that underpin them which may include producing a prospectus, a dedicated, informative and up to date website and social media presence.

6. Accommodation

The diocese is reviewing the future use of Edward King House where LST's library, offices and teaching spaces are housed.

PER Process and Summary of Outcomes

The PER team conducted their review via Zoom between the period of 20 February – 25 February 2021. During this time the team observed a LST Teaching Day, held meetings with the Core Staff, External Stakeholders, Support Staff, Student Representatives, the Sponsoring Bishop, observed a Governing Body meeting and offered three drop-in sessions for one-to-one conversations with members of the review team. The lead reviewer was present for all of the meetings between LST and the Durham University Common Awards Team.

Ahead of these meetings, the reviewers received written briefing from LST about its programmes and community, and were given access to LST’s online learning resources.

This report is written in relation to the PER Criteria in force for 2020-21 and available on the National Ministry Team’s quality assurance pages of the Church of England website.

CRITERION	OUTCOME
A Formational Aims	Confidence with Qualifications
B Formational Context and Community	Confidence with Qualifications
C Leadership and Management	No Confidence
D Teaching and Learning	Confidence with Qualifications
E Ministerial Formation	Confidence with Qualifications
Overall Outcome	Confidence with Qualifications

General Observations

In concluding this introduction we highlight the following points relating to the immediate context of the review, and to the TEI’s strengths and areas for further development:

1. At the time of the review, the original interim staff team of four had only been in operation for 14 months, notwithstanding the continuity provided by two of its longer-serving staff members, and the expanded team for 9 months. Much of what the review team heard from the core staff was aspirational, due in part to the limitations of the national lockdown.
2. There was frustration expressed by the staff team concerning the lack of progress regarding the appointment of new staff to LST to relieve the interim staff and take LST forward. This is linked to the diocesan plan and the consultation process it is undergoing.
3. The establishment of the new Governing Body in January 2020 is a positive step forward but the enmeshed relationship between LST and the Diocese requires further attention in order for LST to be managed effectively (see Section C).
4. It was evident from a number of sources that the Diocese is committed to continuing some form of ministerial training institution within it. LST may become the College of St Hugh.
5. External stakeholders were mostly positive about LST and valued the contextual training it delivered. However, their experience of the interim team was limited, and their reflections referred mainly to the time of the previous principal.
6. The majority of students have been part of LST for anything from between two and four years because the programmes are part time, and many begin their time with LST by completing the

Foundation Award programme. This resulted in students sharing their experience of LST prior to the previous Principal's departure. The review team therefore needed to exercise careful questioning and discernment to identify the actuality of LST at the time of the review.

7. The review team heard that there were some reservations expressed concerning LST in the past and the establishment of new relationships between LST and the diocese was welcomed.
8. The inclusion of the Warden of Readers and IME 2 Officer and Programme Co-ordinator in the LST interim staff team has improved relationships with the diocese and facilitated integration of LST as the training arm of the diocese providing training from vocational discernment through to IME2 and CMD.
9. The review team heard positive comments regarding recent changes at LST and its future direction.
10. Students were mostly complimentary about the staff and teaching and the formation offered by LST.
11. The review team consider the present staffing arrangements as unsustainable and the need to address this as urgent.

The report that follows outlines the findings of the review team as LST is currently operating in light of the above. The team were able to identify strengths in the formation and training delivered by LST. Some of the recommendations reflect the fact that LST is at a point of transition and uncertainty. It is hoped that they will enable LST to move forward and fulfil its core purpose for Lincoln Diocese and the Church of England.

Section A: Formational Aims

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

1. LST is an integral part of the diocese of Lincoln and has no legal or organisational structure of its own. It is constituted as a sub-committee of the Ministry and Mission Committee of the Bishop's Council of Diocesan Trustees. As such, it does not have its own governing documents or statements of purpose, apart from those set out in the terms of reference of the Governing Body. These set out the formational aims of LST but are framed slightly differently from those on the diocesan website.
2. The formational aims for LST as an institution are not easy to find. LST's online presence is accessible only by staff and students on Moodle, and LST does not currently have a prospectus. On the diocesan website, the search function is required to find LST, as it does not appear on any of the tabs or dropdown menus. This makes communication with a wider audience more difficult. (The diocesan strategy overall is clear and has its own section of the website). Once found, the LST section on the diocesan website lays out the formational aims clearly. The review team were informed that this relative lack of visibility of LST and its formational aims is likely to be addressed when the future of LST within the new diocesan strategy is clearer.
3. Formational aims are also discussed in the comprehensive 'Formational Overview, 2020-2025' document presented to the Governing Body.
4. It could be argued that the formational aims are those of the diocese. A key phrase on the diocesan website – 'faithful, confident, joyful' appears on almost every communication from the diocese and is well-known and understood by a wide audience. From discussions with staff and students, the formational aims appear to be clearly understood and owned by them, even if not all in the same words.
5. It was not clear to the review team which was the definitive document setting out LST's formational aims.

Recommendation 1

When the future of LST and its role within the diocese is clearer, there should be:

- a) a definitive document setting out LST's formational aims;**
- b) a clearly accessible route from the diocesan homepage to information on LST, possibly to LST's own externally facing website; and**
- c) clear and consistent statements of LST's formational aims across all formats.**

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

6. In addition to the lack of consistency noted above, the formational aims of ordained and licensed lay ministry need to be more clearly differentiated. The review team found that staff and students were not clear on the different formational aims. Whilst the transitional period in which LST finds itself adds to the uncertainty and confusion, there needs to be a shared and owned understanding of the relative formational aims for the different ministries.
7. The review team was satisfied that the formational aims are appropriate to the ministerial requirements of the Church of England.

Recommendation 2

The formational aims of ordained and licensed lay ministries need to be clearly differentiated, documented and understood by staff and students.

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

8. LST is not currently actively promoting a public profile as it is still in transition. LST is valued by external stakeholders for its teaching of readers and ordinands together, which gives the readers in particular a broader range of teaching and learning opportunities. Stakeholders are supportive of LST and its work in the diocese and want it to succeed. The review team found a significant level of positive support for LST and a desire for LST to continue its work in ministerial (and other) training in the diocese in the future. Despite recent problems, significant levels of goodwill towards LST exist across the diocese. Stakeholders also welcomed the recent improvement in relations between LST and the diocesan senior team.
9. LST does not actively seek applications at present – students are referred through the Diocesan Director of Ordinands and Vocations (DDOV) or Warden of Readers. The diocese does not have a large BAME population although LST tries to encourage applications from people with other diverse backgrounds.
10. Once the LST future strategy, direction and focus are clear, it will need to be more active in seeking applicants, including those from diverse backgrounds (not necessarily racially diverse), for LST to be viable.

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

Section B: Formational Context and Community

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

11. At present, few active links with universities other than Durham, or with other training institutions or a Regional Training Partnership exist. The Management Committee does however have the input of a professor from Bishop Grosseteste University and its staff lead some teaching sessions. We understand that LST's residential weekends have been held at BGU for a number of years in keeping with the relationship between it and the diocese. An exploratory conversation between the Interim Principal and another TEI in the region has taken place, but did not prove fruitful. LST's Formational Overview document (updated Jan 2021) states that there is at present 'little obvious scope for partnerships with other East Midlands dioceses,' and it is apparent that current staff have little time or energy to explore such shared learning opportunities further.
12. LST needs to revisit and review this in its plans for the future, taking account of the best practice in creative teaching and learning advocated in the Common Awards framework: the change to a culture of training that has elements of online learning at its heart opens up new opportunities for shared resources and good practice that are no longer geographically determined.
13. As a result of the pandemic, placements for 2020/21 were put on hold although, at the time of the review, some were planned for the latter part of this academic year.
14. Interviews with students and stakeholders suggest that in the past the quality and effectiveness of relationships and communications regarding placements had been inconsistent and sometimes inadequate, often proving dependent upon existing personal relationships, rather than effective structures and documentation. Assurances were given that steps are being taken to rectify this, and there was some evidence from within the Diocese to confirm this; yet the placement handbook to which reference was made in the documentation (which, it stated, was due to be updated in February 2021), has not been produced. (See also Criteria D & E.) We understand that second lockdown of November 2020 will have put this intention back a little and, as noted in our introductory context-setting, no students are currently on placement. But this will change, and the updating of guidance should be pursued.
15. Interviews with members of the student body suggest that the organisation of placements has in the past largely been left to each individual student to organise although, in fairness, we could not verify this. We saw no evidence of any attempt to explore other, more creative links with other churches and secular organisations during the period of COVID restrictions. Where so much else in the life of LST has transferred online, this could have been explored further. We are assured that links with churches of varied traditions have been made via online placements as part of two modules, and with the St Philip's Centre in Leicester via the inter-faith module, but these were not highlighted in our conversations with staff or students during the PER visit.

16. Reference is made in the Acting Principal's report (February 2021) that 'A local ministry supervisors' meeting has been put on to support clergy and other ministers overseeing our students by providing ministry opportunities and feedback to personal tutors.'
17. It should be noted that the significance of such placements and links extends beyond their contribution to the formational dimension of training, as they also serve to enhance the profile of LST in the region.
18. LST's Formational Overview report (updated January 2021), observes that other Christian denominations are struggling to maintain their presence in the region and that there are 'few opportunities to form partnerships with other Christian denominations in Lincolnshire.' It also notes that 'other faith traditions are even less well represented in Lincolnshire.' Although this is undoubtedly the case, we saw little evidence of any active or creative attempt to explore such opportunities as are available: CTAL (Churches Together in All Lincolnshire) has its own website, and it was noted from within the stakeholder group that the proximity of a centre such as Peterborough, where other faith traditions are represented, remains an area for exploration. That said, and somewhat contrary to the impression given by LST's own overview, we understand there is teaching input into several modules from contributors of other denominations and faiths, including via St Philip's Centre in Leicester. This seems admirable, and perhaps LST's internal narrative might celebrate such links more fully, while also building on new opportunities for partnership.
19. A similar observation could be made in relation to potential partnerships with civic and community organisations: Skegness has a church-based workplace chaplaincy with its own website, as does Lincolnshire Rural Chaplaincy. There are NHS hospital chaplaincies at Boston, Grantham, Lincoln and Louth, and in North Lincolnshire (Scunthorpe and Goole, and Grimsby). There are also a number of opportunities for Prison chaplaincy within the diocese. Recent national restrictions have of course made such practical links impossible to develop, but we urge that they be explored as soon as circumstances allow.

Recommendation 3

LST should conduct a strategic review of its relationships and partnerships both within and beyond the Diocese of Lincoln to:

- a) develop and clarify the profile of LST;**
- b) broaden the placement opportunities for students; and**
- c) increase LST's number of active partnerships.**

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

20. A range of policies can be accessed via 'Student links' on Moodle, although their location is not immediately obvious to anyone new to the system. These include a Student Complaints Procedure; a Pastoral Care and Wellbeing Policy, and Safeguarding documents.
21. The policy relating to Pastoral Care and Wellbeing comprises a single sentence stating that: 'LST has a policy of care for our students during their studies which can be a stressful time,' which is accompanied by a link to a document listing the roles of Chaplains, Personal Tutors; Foundation Award Personal Tutors, and Ministry Pathway (Reader) Personal Tutors. These list the meetings that are to take place, either individually or in groups, to support students on different pathways.
22. We understand that elements of this are very new. The review team found evidence that the provision of meetings described in the documentation has not been fully implemented or delivered, to the extent that in interview some students were not yet aware of the identity of their personal tutor – a role that came into being for ordinands early in 2020 and for reader trainees only at the end of that year. During the time of lockdown, when the normal opportunities for pastoral interaction were significantly curtailed, this is a matter of concern, as pastoral contact could have been created and maintained using other media. Embedding the role of personal tutors will also be an important part of pastoral care.
23. Some of the written evidence, and individual interviews with students, identified pastoral care as one of the significant strengths of LST in the past; yet this was not consistently the case, and appears to have been patchy. At present, pastoral care is largely driven by student need and initiative (individuals are left to seek help when it is required) – although it was reported that such requests, when made, were met promptly. Whilst recognising the need to break away from a past 'dependency culture,' this requires significant review, looking not only at the systems that currently operate online, but at what LST will wish to offer and enable by way of pastoral support when life on-site is once again possible.
24. Students provided ample evidence of mutual support and encouragement within the student body. The review team observed this in the teaching sessions: some of it expressed through the chat facility in online sessions and this was also affirmed in student conversations with the review team. It was harder for the review team to assess the contribution made to the sense of community by the corporate worshipping life of LST in the present circumstances.

Recommendation 4

We recommend that LST reviews its pastoral support and wellbeing policy and the associated processes, and/or ensures that the outcomes of such review as it has already carried out are fully embedded in its life. This should include:

- a) **consideration of the overall provision and number of tutorials per year for each pathway;**

- b) ensuring a process that ensures that all students know who their pastoral tutor is and that meetings take place as stipulated in the documentation; and**
- c) clarification of the process for monitoring and accountability with respect to the implementation of these policies.**

25. It was surprising to note that, departing from what is now routinely adopted as best practice, there is no direct link to Safeguarding on the LST Moodle home page.
26. The current Safeguarding document (reviewed and amended October 2019) states that the names and contact details of Principal and Diocesan Safeguarding Adviser – with whom LST works closely for the delivery of its training - were updated in January 2021: however, the telephone number of the new DSA is missing on p. 4, and on p. 8 the name of the previous DSA remains unamended.
27. There is no explicit Safeguarding lead on the Governing Body; moreover, the issue of Safeguarding is missing as a standard item on the agenda of this meeting.
28. Safeguarding is a subject that is addressed in its own right within the student curriculum. However, we were concerned to hear one view expressed that the absence of children within LST meant that any safeguarding issues that arose would necessarily be ‘external’ to LST. This may have been based on a misunderstanding but may also indicate that a more informed approach to, and engagement with, the full extent of safeguarding concerns and recognition of vulnerability than this implies, is required.

Recommendation 5

LST should review its engagement with its Safeguarding policy (See also Section C).

29. It was observed by core staff, students, and stakeholders that the student body as presently constituted has a gender and age imbalance (reflecting the fact that LST currently regards itself as a ‘training’ rather than a ‘recruiting’ institution). Although across the broader staff/stakeholder team, a slightly greater diversity is apparent, this issue should continue to be monitored.
30. In general, students spoke of there being a strong sense of community at LST, which they had greatly valued and which they identified as one of its particular strengths. It has been more challenging for those who have joined LST during the past year to integrate within a community that has had an online presence only, and the review team saw little evidence of any active steps having been taken to build an online community beyond the teaching sessions. That said, the inclusion from October 2020 of reader trainees in what had formerly amounted to the ordinands’ programme, with student reflection groups and worship to enable students to build online community, has been a positive step during the pandemic. We understand from LST staff that all students have shared in the weekends’ evening and Sunday morning sessions, suggesting that they value the group reflection and worship opportunities as well as teaching.
31. LST documentation notes that the online chat facility has partly replaced the usual opportunities for students to interact informally on teaching days, but this is obviously less satisfactory,

especially for those new to LST in their forming of relationships. Students are able to chat face-to-face during breaks and lunchtime, but still currently online rather than in person.

32. Some students had been able to take part in locally constituted tutorial groups pre-lockdown, but these were dependent upon geographical factors (specifically the home locations of individual students). These groups have continued online with the inclusion of personal tutors.
33. There is currently relatively little opportunity for the needs of spouses and families to be catered for, beyond the annual end of year service in which they are traditionally invited to participate. One contributor spoke of the ‘turmoil’ caused to his family during a difficult time of transition during their time at LST, which highlights the importance of this dimension of pastoral support for students, which should be addressed. The provision of some kind of welcome/induction event for the partners of new students would be a significant first step towards this.
34. The dangers of isolation for single students, particularly in the present circumstances, are ever present, and should be addressed by the implementation of a satisfactory system of pastoral care and support (see above).

Recommendation 6

We recommend that LST

- a) **increases its support and engagement with partners and families - for example, it might implement a welcome/induction event for the partners of students; and**
- b) **puts in place some support mechanism for single students - for example, it might hold a forum for single students to listen to their pastoral and support needs.**

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

35. The review of LST took place remotely, at a time when questions about its accommodation remain unresolved; hence it is impossible to evaluate this provision adequately, including the extent to which it meets the needs of users with mobility issues or other disabilities, or its carbon neutrality.
36. However, students generally expressed a high level of satisfaction of the facilities and accommodation offered at Edward King House, and a positive evaluation was given of the support offered to a student who had experienced a stroke and had particular needs as a result.
37. It was not possible to evaluate adequately by remote means the functioning of the Chapel, although anecdotally, and online, the worship was deemed to work well.

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

38. The 2020-2021 worship guidelines document underscores the importance of corporate worship stating that it is ‘the base and foundation of everything we do,’ It reminds students of the purpose of worship, and sets out helpful guidelines that encourage creativity and diversity of content,

while establishing parameters of what is permissible and acceptable. In interview students could recall the use of a BCP eucharistic rite in a previous year, and the core interim staff confirmed there has not been any use of BCP this year. This clearly needs addressing in what remains of the year. However, the intention is clearly to encourage worship that is varied and inclusive and offers scope for an appropriate degree of creativity. The online chapel offers links to both modern and traditional language daily offices provided by the Church of England each day. Students told the review team that they had little experience of the staff modelling the leading of worship, as most worship is student-led.

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

39. Present circumstances are unusually challenging for the current staff, who are clearly working at full capacity, sometimes exhausted, and inevitably embracing a pattern of work that is less than ideal. During a year in which the interaction between staff and students has been entirely online (while the staff met in person just once during the year, in July), it is difficult to evaluate ‘modelling’ beyond this. However, in general the review team observed good interactions between staff and students, and some of the teaching practices adopted provided their own positive modelling.
40. The issue of staff development and peer review needs further attention (see Section D). There were significant disparities in the quality of teaching and engagement with students that we were able to observe.

The review team has Confidence with Qualifications with regard to Criterion B: Formational Context and Community.

Section C: Leadership and Management

C1 The TEI has clear and effective governance structures.

41. LST is an integral part of the diocese of Lincoln and has no legal or organisational structure of its own. It is constituted as a sub-committee of the Ministry and Mission Committee of the Bishop's Council of Diocesan Trustees. At the time of the review, all staff bar one were either seconded part-time from diocesan roles or were external people invited to provide specific teaching or other activities.
42. The review team recognises the advantages that being an integral part of the diocese in this way bring. For example, LST uses diocesan policies (or those of Durham as applicable) without having to develop its own. It uses diocesan employment practices, procurement methodology and accounting practices (for example), so a significant part of the administrative burden is carried by the diocese rather than LST directly.
43. The review was carried out at a time of transition which compounded the lack of longer-term clarity around roles and responsibilities. Even the role of the principal – whether primarily a leader and driver of organisational change, or primarily a formational and teaching leader – was under discussion at the time of our review. The review team welcomed these debates and noted that during times of transition there is much less clarity.
44. The lack of financial clarity for LST is a major drawback for management and the Governing Body – see section C4 for more detail.
45. Job descriptions for the envisaged roles do not exist at present but are being produced for new posts as LST begins to shape its future. (There is a job description for the existing permanent post of Academic Officer but not for the Interim Principal or Director of Studies, which are diocesan-seconded roles. The Warden of Lay Ministry and IME2 Officer each have a line in their job description about the expectation that they teach at LST.) Appraisals and target-setting, both for work outcomes and for personal development, will be a further positive development for LST staff in future – we are told that these are now due to be conducted in April 2021.
46. The review team welcomed the (relatively recent) establishment of the Governing Body (GB) of LST. Indeed, during preparatory discussions for the PER with diocesan and LST lead staff, review team members had encouraged the establishment of some such form of governance. At the time of the review, this body had been in existence for a year and had met three times. The GB is still in the process of development with two trustees attending their first meeting during our review.
47. The role of the GB is clearly laid out in its terms of reference, but it is difficult for it to have a robust challenging role. In effect, the GB is significantly shaped by the diocesan senior team. Two of the three ex officio members are diocesan senior staff, and two of the other six other posts are appointed by the diocese. Of the nine members of GB, therefore, four are from the diocesan senior team and three are from the teaching staff and students (including the Principal). There is only one

independent member (in addition to the Chair, appointed by the diocesan bishop), who is appointed by General Synod. There is therefore little challenge or experience external to LST or the diocese. The review team considered it would be beneficial to LST to bring other independent members onto the GB to give a broader perspective, greater challenge, and a breadth of ideas and good practice from elsewhere.

48. The GB does not have a designated safeguarding lead, nor is safeguarding a standing agenda item. Even though safeguarding may be discussed in more detail at Management Committee, it is important that the GB has oversight of this and keeps the situation under review at all times.
49. LST needs much greater clarity around its own operations, particularly financially. It does not need to be a separate legal entity (although it could be set it up as such). However, it needs to be clear about the resource input from the diocese (staff, finance, buildings etc), and what the diocese expects in return for this. It also needs greater clarity around the degree of its freedom in decision-making. This decision-making should include freedom to identify other sources of income to help use its assets to greater effect and help to support its other work (e.g. offering training to other organisations or more independent students). With greater clarity around its role, finances and performance measures, the Management Committee and GB could perform their roles much more effectively. The review team consider this to be a major and urgent consideration when developing the new vision for LST.
50. It is worth noting here the national church's thinking around 'Resourcing Ministerial Formation', which envisages dioceses and TEIs working together as regional hubs for theological education and ministerial formation. Concrete proposals are still evolving; but when they have done so the work of direction- and vision-setting and partnership-making will be no less important for TEIs than it is now.

Recommendation 7

We recommend that LST take steps to identify itself as a distinct entity, with greater clarity about the total resources available to it including a specific budget, and an agreed level of freedom to make decisions about how resources are applied.

Recommendation 8

We recommend that LST's GB:

- a) **recruits a wider external membership, bringing in greater experience and insight from elsewhere; and**
- b) **needs to designate one of its members as the safeguarding lead and have safeguarding as a standing agenda item.**

Recommendation 9

LST needs to continue to develop job descriptions for all staff and to ensure that appraisals and job/personal development objectives become regular and embedded practice.

C2 The TEI has effective team leadership.

51. From all the interactions observed, the Acting Principal of LST, the senior team and the diocesan representatives work well together. This was true within the observed GB meeting too, where all views were treated with respect and questions answered fully and honestly. As all posts within LST except for the 0.6 FTE Academic Administrator were interim at the time of the review, it is difficult to say with confidence that this will continue. However, there appeared a genuine desire on the part of all concerned that these new constructive relationships would continue.
52. The observed GB meeting operated well, with good supporting papers sent out in a timely fashion, good recording of proceedings through the minutes and a reasonable level of debate within the constraints already noted. The GB's responsibilities were clearly set out in its terms of reference, and the review team welcomed the commitment to develop performance indicators to monitor its achievements against its objectives by the end of the academic year. These indicators will help to give structure and 'bite' to future discussions.
53. LST is not yet clear about its future direction and is considering many different options. We reviewed the one-page business plan, an excellent summary of the current situation and next steps. The diocese began its own consultation process immediately after our review and the results of that were not known at the time of writing this report. We are aware of the church's National Ministry Team also reviewing the structures for ministerial training across the Church of England. It is therefore a difficult time for LST to be clear about its own strategic direction within a changing landscape at diocesan and national levels and for staff to be clear about their role in it.
54. That said, we commend the Acting Principal and all the staff for keeping LST going at a time of huge challenge, not only with the Principal leaving and other staff resigning, but also having to change to online teaching delivery because of the Covid-19 pandemic.
55. This is an extraordinary achievement which needs to be fully celebrated. In this context, our view is that all staff within LST and the diocesan senior team were completely clear about LST's direction and their role in keeping it going, to support the longer-term review of its strategic direction within a changing diocesan framework.
56. There is a clear desire for excellence within LST, but we saw few ways of measuring this objectively. We consider that LST needs to develop performance indicators to enable the GB to have oversight of, and monitor, its objectives of ensuring LST's: sustainability, quality of service and delivery, quality of stakeholder relationships, robust financial management, safety (including health and safety and safeguarding) and implementation of diocesan and LST-specific policies, as well as ensuring provision of adequate support for staff and review for students. As LST develops its future direction, it would be good to review how it measures its excellence in delivery.

Commendation 1

We commend the Acting Principal and all the staff for keeping the work and life of LST going at a time of huge challenge.

Recommendation 10

We recommend that LST develop performance indicators to enable the GB to have oversight of, and monitor, its objectives.

C3 Trustees are appropriately recruited, supported and developed.

57. Technically, LST does not have Trustees as it is not an independent legal entity or separate charity. However, we have considered the members of the Governing Body (GB) as Trustees for the purposes of this section of the review.
58. There is no open recruitment to the GB as set out in its terms of reference. Of its 11 members, 3 are ex officio, 6 are appointed (by various bodies including General Synod) and up to two more can be co-opted for their skills or stakeholder relationships. As noted above, we believe a broader GB would serve LST well in future.
59. The terms of reference do not limit the term of office of GB members. It is good practice to have a fixed-length term, renewable up to a maximum length of service of nine years.
60. From the review team's discussions and observations, the members of the GB are committed, well-qualified individuals, prepared to serve LST well. We noted a degree of frustration in the observed GB meeting due to the lack of focused information, particularly financial, and because the body is so new, the lack of clear targets or achievements to review.
61. Again, as a new GB, and with the constraints of the pandemic and the need to focus on keeping LST going in these circumstances, there has not yet been a focus on support and development for individual members of the GB or for the GB as a whole. Nor has there been a particular focus on encouraging GB members to be involved with the life of LST (although many are deeply involved through their roles). It is only fair to note that lockdown conditions since the GB was established have lately ruled out the kind of face-to-face involvement that would ideally be wished. These issues will need to be addressed in the future, once the situation has stabilised.

Recommendation 11

We recommend:

- a) that members of GB (excluding ex officio members) should have limited terms of office, renewable up to a maximum of nine years of service; and**
- b) that as the future of LST becomes more certain, the GB gives more consideration to the induction, support and development given to its members and to the GB as a whole.**

C4 The TEI has effective business planning, fundraising, risk management and reporting.

- 62. LST has produced a clear one-page business plan as a statement of the current position. The overarching business plan has not yet been developed into a 1-2 year detailed operational plan, which would be needed once the future is clearer.
- 63. This is due to a combination of factors, particularly LST’s state of transition into an unknown future, and its lack of clarity about the resourcing of its own operations or itself as a distinct entity (see above).
- 64. LST does not have its own budget, nor is it a discrete ‘business unit’ within wider diocesan activities. Monthly management accounts are minimal and not helpful to support decision-making as neither income nor allocated central overheads are included. Most students are funded through the diocese, but this is not shown as income for LST. No year-end accounts are prepared for LST independently. Its financial and administrative structures are completely integrated with the diocese.
- 65. The review team considers that this does not serve LST well in terms of informed financial and other resource planning, particularly in these transitional times. A proper budget including an allocated income for diocesan-funded students, full overhead cost allocation and detailed expenditure analysis, reported in monthly management accounts (or at least quarterly) would help the senior team immeasurably in its process of making difficult resource allocation decisions and help the Governing Body (GB) in its oversight, challenge and support role.
- 66. It is also not clear what the diocese expects in return for its input into LST in terms of finance, buildings and staff. A Service Level Agreement (SLA) should be drawn up which sets out the expected standards that LST must meet in return for the agreed diocesan input. This would improve clarity, help prioritisation and support more informed decision-making within LST.
- 67. There is no clear fundraising policy. LST has not been actively trying to encourage applications from across the country while in its transitional state. As it clarifies and develops its unique offer, it has made clear it wishes to address this.
- 68. We did not see evidence of a clear stakeholder engagement policy.
- 69. There is a risk register which is clear and high level. This makes it easy to monitor and understand and the review team welcomes this. The 8 identified risks were discussed by the GB at the observed meeting. However, the risks are currently at a high level with no specific or measurable mitigating actions allocated to them, so it was hard for the GB to make robust challenges. Reputational and quality risks were not included, nor were risks of changes of policy at national level.

Recommendation 12

We recommend that LST needs clarity around its budget and the expectations of the diocese in return for its input into LST operations (e.g. through an SLA). Management accounts need to support LST's informed decision-making between options, with consideration given to the level of information to be included.

Recommendation 13

Once there is greater clarity around LST's future, the high-level business plan needs to be developed into a 1-2 year operational plan and budget.

Recommendation 14

We recommend that LST develops a stakeholder engagement policy.

Recommendation 15

The risk register should be developed further to include mitigating actions (with timescales), and consideration of risks external to LST.

The review team has No Confidence with regard to Criterion C: Leadership and Management.

Section D: Teaching and Learning

D1 The TEI offers programmes appropriate to the sponsoring church's ministerial training needs.

70. The review team are satisfied that LST offers programmes which are appropriate to the Church of England's ministerial training needs. Formation mapping documents for each pathway confirm that the taught modules and non-assessed formational components of the programmes are configured to ensure that all of the Ministry Team and Central Readers Council criteria are assessed. The programmes are studied part time and are validated by Durham University as part of Common Awards.
71. The review team are satisfied that students on both the Reader and Ordinand pathways are enabled to engage in the appropriate level of depth of theological learning.
72. From the observation of a number of teaching sessions it was evident that students were encouraged to reflect on their theological learning and relate it to their life and context. Furthermore, the curriculum offered by LST includes a number of modules which specifically facilitate contextual learning. The review team heard, in their meeting with the core staff, of LST's focus on training and equipping ministers for the specific demands of Lincoln Diocese. This was also noted in the Business Plan for LST and Formational Overview document. However, the review team stress that this should not exclude engagement with wider contexts and reflection on both national and global issues which shape and influence contemporary ministry.

Recommendation 16

We recommend that LST review its module content to ensure that students are enabled to deepen their reflection and engagement with an increased variety of contexts and world facing issues.

73. The Foundation Award is open to fee-paying independent students, or to students who have been sponsored by the Diocesan Director of Ordinands and Vocations (DDOV) as part of the process of exploring a potential vocation to licenced ministry (lay or ordained). There are 10 students on this pathway sponsored by the DDOV to Lincoln Diocese.
74. The review team affirm the provision of this award. It provides a good re-introduction to higher education and introduces students to theological study. To support students in their vocational discernment, Foundation Award students participate in a monthly group organised by the Warden of Readers and DDOV. Foundation Award students are the main source of students for LST and many students study at LST for at least 3 years.

Commendation 2

We commend the establishment of a monthly Vocation Discernment Group for Foundation Award students.

75. The positive external examiner's report for 2019/20 confirms that the quality of academic work is comparable to those of students in other TEIs who are studying Common Awards and to other undergraduate and postgraduate programmes across the higher education sector.
- D2 The TEI's taught programmes are appropriately resourced, developed and quality assured.**
76. The interim core staff and experienced external teaching staff are resourcing the taught programmes at LST. Due to the upheavals during the past year the focus of the staff team has been to maintain delivery of the existing programme.
77. The review team are satisfied that those teaching the modules have the appropriate academic qualifications. New staff receive induction from the Director of Studies. There is no staff handbook, but useful information for module co-ordinators, lecturers and tutors is available on the LST Moodle site including an Online Guide and Tips section. A termly tutors' meeting has been implemented this year which has established better communication between LST and its module coordinators and assistant tutors.
78. We welcome the introduction of a simple contract for teachers/tutors which details some of the duties of the role and the level of remuneration. However, the review team observed that not all teaching staff are aware of the content of other modules which may impact on their teaching, and there was a lack of clarity and consistency regarding academic support offered to students via teaching staff. Furthermore, the review team could find no evidence of clarity regarding other responsibilities such as Individual Learning Project (ILP) supervision besides what was available in the module description (see also **Recommendation 25**).

Commendation 3

We commend the interim core staff team for implementing a termly tutors' meeting which reviews the completed modules and plans for the upcoming modules, and provides a forum for sharing good practice.

Recommendation 17

We recommend that LST hold a meeting for all external teaching staff close to the beginning of each academic year to communicate any changes in academic processes, marking procedures, responding to any recommended reasonable adjustments and clarification of responsibilities and expectations.

Recommendation 18

Module coordinators should be invited to attend all Management Committee Meetings and required to attend at least one LST Management Committee per academic year to increase their awareness of LST and the management of its programmes, and they should receive minutes of the Management Committee Meetings.

79. Although we heard that the core interim staff occasionally observe external tutors' teaching sessions, there is no formal peer review process or plan in place to ensure all teaching staff are reviewed.

Recommendation 19

We recommend that a peer review process is implemented which includes an annual plan and appropriate feedback form.

80. The review team heard from the Core interim staff and well-being officer that there is no provision for study leave (or equivalent expectation of academic professional development) for core staff or module coordinators and assistant tutors in order to maintain their academic research interest and/or ensure that the content of the teaching is up to date and informed by contemporary research. We consider that, to ensure the quality of the content of module teaching, the contract/expectations not only for core staff but for module coordinators and assistant tutors should include the requirement to engage with current developments and research in their subject area.

Recommendation 20

We recommend that LST Core Staff job descriptions include engagement in research, that research leave or provision in their working pattern is made for this purpose, and that the expectations for module coordinators and assistant tutors include a requirement to engage with developments and research in their subject area.

81. Student feedback is received via a number of channels. There are student representatives from each year group on the Management Committee which deals with the academic programme business of LST. A students-only meeting takes place regularly as part of the teaching weekend programme and the representatives take forward any issues raised to the Management Committee. The review team found the students-only meeting to be efficient and effective.
82. The pre-existing paper system for module evaluation has recently been replaced by a questionnaire using Survey Monkey. This is a positive development and has enabled student feedback to be captured electronically. The review team are satisfied with the follow up process which includes a review of the forms by the Academic Sub Committee and consideration by the Principal and Module Coordinator.
83. LST's student profile has the diversity of age and educational background that is typical of any regional TEI and a range of students' learning needs to meet. (Covid and lockdown conditions have been an additional wellbeing challenge for some.) At a meeting with students the review team heard evidence of students struggling with understanding some assessment tasks and the referencing system.

84. The review team have concerns regarding the support for students who are returning to study after many years and those who struggle with academic study more generally. Despite hearing from the interim core team that learning and study support was available, and the external examiner reporting that *'A very small number of students failed an assessment component at first attempt. These tended to be in the early modules they had encountered. In all cases they were provided with excellent advice and encouragement. They were all successful in submitting a resit attempt'*; some students shared with the review team experiences of being overwhelmed and one stated *'no one explains the question - or where to look for the reading'*. Another said that they have no idea how they were doing or what progress they were making.
85. LST delivers the Preparing to Learn: Scripture Prayer and Theology module as part of its induction programme one of the module aims is to *'Equip students with study skills that give them confidence for studying theology at HE level.'* The Level 4 and 5 ILP modules also include input on study skills for continuing students. The student resource pages on Moodle refers to study skill days and contains study skill documents and a referencing guide on Moodle. Students are encouraged to ask for help on the Moodle page by contacting the member of staff responsible - who has since retired.
86. However, students described a lack of study skills sessions, being advised to read a dense guide and not having anyone to send work to for checking. Another student described feeling bogged down with too much to read, and another described *'so much stuff you are left to deal with and you can't ask the questions you need to ask'*. We heard that *'no one asks how you are coping?'* Students also disclosed that some teachers are more approachable and supportive than others when students are struggling. Furthermore, online teaching has reduced the opportunity for conversations with staff after teaching sessions. The review team are aware that the staff member responsible for study skills has not been replaced and any plans for a replacement have yet to be confirmed, although a job description has been drawn up.

Recommendation 21

We recommend that, in light of the retirement of the long-serving designated staff member for study skills, a review of the study skill support provision for the needs of the students is conducted and that a new member of staff is designated with responsibility for overseeing this provision.

87. The turbulent state of LST has meant that there has been little capacity amongst the core staff for programme development. However, as noted in the ASE B document:
- 'At level 6 and 7 plans have begun to offer modules based around reflective practice for curates and Readers. In 2020-2021 this has begun with modules previously offered, but an extensive review is underway for 2021-2022 to introduce new modules at these levels which integrate learning and practice for new lay and ordained ministers.'*

Commendation 4

We commend the interim core staff team for their recent and planned programme development at levels 6-7, and its coherence with the stated aim of LST providing training for the full range of ministry throughout the diocese.

88. Since the first lockdown Edward King House which houses the LST library has been closed. Students consider the library to be an excellent resource. All students have access to the Common Awards Hub online resources which includes an extensive e-book collection and many other useful resources to support student learning.
89. LST no longer produces paper copies of module handbooks, policies and other relevant information. It uses Moodle to hold all necessary information for students and staff. However, the review team found the signposting and overall navigation of the LST Moodle site challenging.

Recommendation 22

We recommend that the organisation of information of the LST Moodle site be reviewed to facilitate navigation.

90. The review team observed in the online teaching session some difficulties with the use of the Big Blue Button and internet access for some students and teachers. Staff and students confirmed that for some students in rural parts of Lincolnshire, this can be a problem.
91. Overall, the review team are satisfied that LST's processes for curriculum review and development are effective and that students are involved appropriately. LST complies with the quality assurance processes via Ministry Team and Durham University, Common Awards.

D3 There is a good mix of teaching and learning styles and assessment methods, and students are engaged.

92. All teaching this academic year has necessarily been online and to reduce screen time the teaching sessions have been reduced to one hour. The review team observed a full day of teaching by non-core staff. We observed the use of break out groups, use of the chat facility by students, question/answer sessions and some plenary discussion. Students gave positive reviews of the teaching they received describing it as excellent, very good and well prepared.
93. However, the review team observed considerable variation in the quality of the organisation of the content of the teaching sessions and their delivery. It found little evidence of a variety of approaches to teaching and learning and observed limited use of the full potential of online teaching. For example, we could find no evidence of asynchronous teaching which would allow students to view a pre-recording of the input session and then use the hour timetabled to develop their thinking and engage in more discussion and peer learning. We understand that LST staff engaged with Durham's material on online teaching skills in early 2020 and we urge that this work should be built on further, given that online/blended learning is likely to form at least part of TEIs'

future work. Hence, we recommend below that staff should complete Durham University's online teaching skills award, and should also take advantage of other online skills development that might from time to time be available via Durham's Common Awards team or the church's National Ministry Team.

Recommendation 23

We recommend that

- a) Core Staff and module co-ordinators should all complete Durham's online University Teaching Core Skills (formerly DULTA) award to enhance and develop their teaching; and**
- b) The Director of Studies or another designated member of the Core Staff team consults with other TEIs to develop LST's online teaching practice, and that all staff receive some training in online teaching.**

- 94. LST makes good use of Moodle to provide learning materials, copies of PowerPoint slides, targeted reading, some specific study skills information and other helpful resources to support its teaching and students learning.
- 95. In the ASE Form B, LST reports that a range of assessments are used including written assignments, producing resources for others, theological reflections, presentations and portfolios. However, the review team heard at a meeting of tutors that they consider assessments need to have more practical elements and are too essay based. In a separate conversation with the DDOV, the need for there to be more breadth and diversity in the programmes offered was highlighted and that the assessments were thought to be 'very academic'.
- 96. Interim core staff have already begun a review process to consider the relationship between modules at different levels and the review team encourage them to continue this work. Part of this, which we commend, has been the recent review of Biblical Studies modules with its attention to the progression of learning, variety and level of assessment.

Commendation 5

We commend LST's recent review of Biblical Studies modules and the attention given to student progression and assessments.

Recommendation 24

We recommend that LST carry out an audit of both formative and summative assessments with a view to increasing the variety of assessments offered and their effectiveness in developing and assessing the skills and qualities of the ministry for which their students are being prepared.

- 97. Overall students gave us positive comments about the programmes at LST. They receive feedback and marks on their assignments within around 20 days (LST's target turnaround time is in fact one month) and some students stated that they found this reflected careful reading by the markers with detailed comments.

D4 There is provision for students' progression and development over the course of the learning programmes.

98. The External Examiner reported favourably on how *'each phase of learning prepares [students] for further study and their intended ministries'*. The external stakeholders with whom the review team met affirmed that the curates they had received met their expectations and they valued the contextual training offered by LST.
99. The review team note that the number of modules offered each year restricts the choice of modules for students despite the majority of modules been classified as non-compulsory. Students whom we met stated that they had 'no choice'. But all students beyond the Foundation Award undertake an ILP (Individual Learning Project) to enable students to specialise and research in depth topics of particular interest or relevance. They also provide the opportunity for students to develop critical, thinking, reading and writing skills.
100. When asked about ILPs some students appeared unclear about the nature of the supervision, how much supervisory contact they were entitled to and who was responsible for initiating the contact. They described the supervisor helping them with identifying their topic and what the ILP should cover but having no subsequent contact. This was despite tutors reporting that the students had participated in four study days in preparation for the ILP in the autumn term and we found good supporting material and resources available on Moodle. It may be that a procedure that is well designed in principle has yet to bed in and that its implementation has been challenged by the conditions of lockdown. Our recommendation below nonetheless urges LST to address this and we suggest that the introduction of supervision notes with actions and responsibilities as part of a supervision record would be helpful for both parties.

Recommendation 25

We recommend that LST reviews its management, teaching and oversight of the supervision of ILPs and the expectations of the relationship between the supervisor and student are clarified.

Recommendation 26

We recommend that LST reviews its curriculum to increase the number of modules offered each academic year at all levels to provide more student choice and flexibility in responding to student development needs and interests.

D5 Students are helped to integrate their academic learning and ministerial development.

101. The review team are satisfied that the suite of modules, student small groups, placements and the nature of part time study facilitates the integration of students' academic study with their experience of life, ministry and the church. Theological reflection, journaling and portfolios are all present in the curriculum and the external stakeholders with whom the review team met were positive about the contextual learning and the preparedness of students for ministry.

102. Due to the Covid 19 pandemic, LST has not been able to have students on onsite placement this year. The intended Placement Handbook has yet to be produced.
103. The absence of onsite placements is regrettable as it is evidently a key strand in students' development as reflective practitioners. However, the review team were told that some LST students have been involved in online ministry in their local church and some services where worship has taken place. The review team are aware of other TEIs who have maintained placements through the provision of online meetings, services and pastoral care initiatives; and we understand that LST have done so where this has been feasible, including mission projects within the *Corporate Engagement in Context B* module and an observational online group placement as part of *Foundations for Mission and Ministry in Context*.
104. When listening to placement supervisors, the team heard that the guidance regarding placements was unclear and working agreements, learning outcomes and reporting processes were not in place. Supervisors were unsure of the expectations placed upon them by LST and received no training or preparation for the role. The interim core staff team acknowledged that they were working on a Placement Handbook and LST has not been managing the expectations of supervisors and students, but with no placements taking place this has not been a pressing matter. The reviewers recognise that this picture reflects a mix of past practice and current suspension of onsite placements but, nonetheless, clarity is needed in this important and, we trust, soon-to-resume area of ministerial formation. The interim Principal described the intention once circumstances allowed to implement placement contracts, invite supervisors to a lunch and use this as an opportunity for input. We understand that supervisors in the meantime have received a letter which sets out expectations and a report template.
105. Overall, we believe there is a need to improve and establish more consistency in students' placement experiences and facilitate a more intentional approach to placement learning which meets students' developmental needs and informs their future ministry.

Recommendation 27 (see also **Recommendation 29** in Section E)

We recommend:

- a) **that a Placement Handbook is produced in advance of the planned placements from Easter onwards which is both student and supervisor-facing;**
- b) **that the oversight of placements and communication and training of supervisors be reviewed comprehensively with a view to greater consistency in students' placement experiences and a more intentional approach to placement learning.**

The review team has Confidence with Qualifications with regard to Criterion D: Teaching and Learning.

Section E: Ministerial Formation

E1 The TEI's programme of ministerial formation enables students to grow into the ministerial qualities and competencies sought by the sponsoring church.

106. The keenness of some students and their appreciation of the interim Principal and core staff is to be welcomed.
107. The review team were surprised, however, that interviews with students and stakeholders demonstrated that students were largely unaware of what is expected of them in terms of developing the required ministerial competences and qualities. This was evidenced in a lack of understanding of why particular modules were included in their programmes and what seemed like a near total absence of any formative and summative review meetings with a pastoral or academic tutor. On the evidence we received, feedback on assignments apparently varied in its helpfulness with little evidence of tutors taking the initiative in discussing assignments with students. Offers to follow up by email or phone (currently the only available options) were made in some cases, but this depended wholly on the student taking the initiative which reviewers feel is not always the best way forward.
108. LST's reflection on this is that – as noted at paragraph 22 - personal tutors for ordinands with a termly tutorial were only formally allocated in January 2020 for ordinands and in autumn for reader trainees. Hence the new system is still bedding in and the 'personal tutor' role is not yet familiar to all. In terms of academic review and programme setting, for the first time each student at the end of the academic year 2020 had a documented 1:1 meeting online with a core staff member and LST began a record of programme and modules studied for each student.
109. LST is evidently initiating and catching up with some good practice, and the lack of student awareness that we note at paragraph 107 must partly reflect an earlier situation which we cannot usefully investigate or comment on further. But there is clearly work still for LST to do, and hence we recommend as below.

Recommendation 28

In terms of assessments and feedback we recommend that the following should become established practice:

- a) personal tutorials should include a review of formative and summative assessments marks and feedback. They should also include a self-assessment as part of the end of year reporting process; and**
 - b) an agreed protocol should be set in place for one-to-one feedback on assignments on request of the student.**
110. As noted in Section D, placement supervisors' awareness of what was being asked of them while onsite placements were still current has been patchy. Some supervisors remember a document or

handbook about four years ago and the new Placement Handbook had not been produced at the time of the review. None of the supervisors with whom the review team met had received any formal training in placement supervision and all agreed it would help to know what is expected of them and the student. The supervisors were confident that, should they have any concerns, the 'go to' person at LST is the interim Principal, though they have not been told this formally.

111. Students both on the ordinand and Reader pathway had a similar lack of knowledge of expectations regarding their placements; they were not always consulted about where placements should take place, nor was there any understanding of how a placement relates to the wider process of formation. The review team were surprised to hear that observational placements did not require a training agreement. There is almost no evidence of non-parochial sector placements having taken place (and, of course, there are none currently), the only exception being a very few students who had made their own arrangements, and we urge that such placement opportunities should be explored when circumstances allow. We believe our recommendation below is entirely consistent with plans that LST were already shaping up and might have taken further had lockdown not intervened:

Recommendation 29 (see also **Recommendation 27** in section D)

We recommend that:

- a) **every placement (including observational placements) should include a signed training agreement which identifies the learning outcomes from the placement;**
 - b) **LST offers training for all new placement supervisors;**
 - c) **LST identifies placements to meet the particular development needs of the student and that placements are more clearly embedded in the programme and its documentation; and**
 - d) **LST offers a programme of non-parochial sector placements.**
112. LST's academic programme includes modules which should ensure that students develop in their appreciation of the breadth and diversity of the Church of England and of Christian tradition, faith and life. The reviewers were concerned however that none of these modules were compulsory. Similarly, the pastoral care and preaching modules are both optional. The review team note that in practice that the relatively small number of modules taught each year means that students have no choice in the modules that they undertake and these modules are taken by all of the students on the ministerial pathways (see section D: D4 for further comment). The review team is of the view that a policy decision needs be made regarding which Common Awards modules are compulsory for each pathway to meet the formational aims of ministry. Commons Awards 'T3' documentation would help to express this and clarify expectations.
113. There is no evidence of any personal learning plans agreed with the students and core staff. We were not able to find sufficient evidence of attention given to the Mutual Flourishing agenda and the Five Guiding Principles and the students with whom we spoke seemed unaware of it. Following

the review team's visit we have learned that a teaching session for ministerial trainees on the Five Guiding Principles has been booked for May 2021. This is good, but our point about student awareness and reflection on the issues stands.

Recommendation 30

We recommend that LST reviews and makes a policy decision regarding the modules which are compulsory for candidates for each particular ministerial pathway.

Recommendation 31

We recommend that LST ensures that each student has a personal learning and formation plan which reflects the content of their end of year report; and that the plan is reviewed termly with the student.

Recommendation 32

We recommend that LST, having allocated time for students to consider the Five Guiding Principles, builds further on this by enabling students' ongoing reflection on the impact on their ministries.

E2 Students have a desire and growing ability to share in mission, evangelism and discipleship.

114. The review team were pleased to see modules in the academic programme that contribute significantly to the fulfilling of this criterion, including modules addressing chaplaincy and inter faith engagement. However, as before, none of the relevant modules are registered as compulsory. Some students were able to speak about a world facing engagement with mission, evidenced by their involvement (mostly) in their sending/home churches. None of the interviews the reviewers conducted revealed any involvement in intentional engagement with bodies beyond the life of the church such as schools, and sector chaplaincy placements, although some students do understand the need for sensitive, culturally appropriate language in communicating the gospel.
115. Additionally in the reviewers' view – and, we are assured, that of LST staff – when institutions and agencies open up it will be essential to establish a structured programme of sector placements which will give students experience of world facing mission and its attendant spirituality, together with the experience of communicating the gospel outside of students' own church contexts (see paragraph 111 and **Recommendation 29**).

E3 Pioneer ministry training - not applicable

E4 Students are growing in personal spirituality and engagement with public worship.

116. Students are involved in leading worship on study days and residential weekends and the reviewers were able to witness this on the study day held during the PER period. We experienced thoughtful, appropriate and well led worship (delivered virtually) with which others were able to

engage. In the student meeting held later in the day, there was opportunity to feedback on worship and students did this in a sensitive and helpful way. Core staff also provide feedback to the students leading worship.

117. We did not experience staff leading worship, but we understand they do so on Saturday evenings at LST's weekends (and that ordained staff preside at the Sunday eucharist). This is welcome as we believe that for staff to share with students in leading worship models good practice and benefits formation in the learning community.
118. In meetings with both students and supervisors they spoke of parish placements in which they gained experience of leading worship and preaching and there were some clear examples of good practice. LST provides a feedback form for the leading of worship and preaching.
119. It was unclear how the Student Reflection Groups operated. For the most part, students told us that these groups had not met (even before the pandemic) and so had not fulfilled their stated objectives. These reflection groups do appear to have been active as part of LST's online weekend programme, as we note at paragraph 30. They are intended for group reflection on preaching and for students' mutual support, and to enable new students to make relationships and LST staff assure us, with evidence, that certainly they are valued by some students. They are new, however, and need to be more fully embedded as reflective practice groups and places for mutual support and prayer.

Commendation 6

We commend LST for creating a good feedback process for leading worship and preaching.

Recommendation 33

We recommend that LST attends further to the purpose and operation of the Student Reflection Groups and to their incorporation into the life of the community.

120. Whilst the review team did not find evidence to challenge the belief and hope that students are growing in their spiritual lives, we did not find evidence that this was being monitored by LST. Some students spoke about having a spiritual director but there was no evidence of meeting with a personal tutor at LST in order to reflect on spiritual development during the formational period, though some students had met with personal tutors on an ad hoc basis.
121. Opportunities for students to pray together are built into the programme via the worship that marks the beginning of teaching days, and on Saturday evenings at residential/online weekends. There could be more, especially when meeting together in person is difficult. The dispersed nature of the community is an issue but praying together online is not difficult and could easily be further encouraged by staff.

Recommendation 34

We recommend that personal tutorials should include oversight of the spiritual development of students.

Recommendation 35

Students should be encouraged to set up online prayer groups if/while they can no longer meet together geographically.

E5 Students' personality, character and relationships

122. The students we met were mostly enthusiastic and committed to LST and seemed, for the most part, unaware of gaps in provision until the reviewers posed questions. Currently there are a group of four ordinands in different stages of formation and so any form of cohort identity was impossible to discern. We were impressed by the way in which the students seem to have weathered the recent turbulent times and they are to be commended on their self-start attitudes and resilience.
- 123.** The need to move all teaching online from 2020 has enabled ordinands and reader trainees to learn together on the weekend ministerial programme. It was clear from the review team meetings with students and stakeholders that there is a mutual appreciation of ordinands and Readers training alongside each other. Ordinands observed however, that there was little offered in the way of priestly formation (other than some lunchtime sessions on study days). They were fulsome in their praise for the Interim Principal in particular and for other staff in their attempts not only to 'steady the ship' but to reset its course. In some areas of LST's life, some students felt lost; and we had evidence from staff and students that in some cases where academic credits are completed but the formational programme still has time to run, the content of that remaining programme is less clear than it might be and depends somewhat on individual negotiation. We believe there should be more clarity around this.

Recommendation 36

We recommend that LST reviews its new ministerial programme for the co-training of ordinands and trainee readers and

- a) ensures that it includes dedicated, obligatory sessions on priestly formation for ordinands, and**
 - b) considers introducing an Ordinands' Group which meets monthly for learning and reflection.**
124. The review team struggled to find any handbook type information to inform students on the key elements and requirements of study and formation at LST - for example: attendance requirements and notification of absence, placement arrangements, attendance/participation in worship in their local context, small group participation. We also could not locate helpful student support information such as what to do if a student is struggling in a variety of ways for example: with coursework, with others on the course, placement arrangements, their relationship with their tutor, placement or ILP supervisor.

Recommendation 37

We recommend that LST reviews its Handbook Policy and provides a Student Handbook as a single point of reference (online and/or hard copy).

E6 Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community.

125. The review team's meetings with students, training incumbents and supervisors confirmed the belief that students are developing the dispositions and skills of leadership, collaboration and ability to work in community. We do not want to underestimate the contributions made to this aspect of LST's work by both supervisors and incumbents. The Outline of Formation for Ordained Ministry in relation to the National Ministry Team Criteria document identifies the following modules as contributing to these criteria: Foundations For Ministry and Mission and Corporate Engagement with Context B. Reflective Practice: Leadership and Collaboration is taught at Level 6. Placements are evidently very significant in developing these dispositions providing students with the opportunity to minister in collaborative and settings and developing appropriate skills of leadership, and we have urged strengthening LST's practice around placements at **Recommendations 27 and 29.**
126. The review team recognises and affirms the opportunity that training Readers and Ordinands together presents for developing the skills of collaborative leadership. It encourages LST to reflect further on how it develops this and at the same maintains appropriate recognition of the distinctiveness of the different roles and vocations.

Recommendation 38

We recommend that LST grounds leadership more in its programme by creating more opportunities for students to develop leadership and collaboration skills within LST.

E7 Students' sense of calling to ministry within the sponsoring church is growing, realistic and informed.

127. The review team are in no doubt that those students we met feel called by God to the ministry of Reader, deacon and priest in the church. They spoke of a growing understanding of vocation but found it difficult to say how this growth had taken place. We can conclude therefore that the ordinands and Readers at LST sense a growing awareness of their call.
128. Although the students preparing for stipendiary ministry are trained to be deployable across the Church of England, we detected only a tacit acknowledgment of this in interviews with various stakeholders, including students. Throughout the review, the team detected the assumption that LST's focus is very much preparing students for ministry within the Diocese of Lincoln. Whilst we acknowledge that this is not stated within any of LST's paperwork, nonetheless, it was evident in our meetings. We therefore question whether or not, for some ordinands their growing sense of

calling to ministry is wholly realistic. That said, the issue that ordinands may sometimes have a less comprehensive vision of their future ministry – whether in terms of geography or church tradition or social setting - than the Church of England’s stance on universal deployability might suggest, is certainly not unique to LST.

129. The concerns mentioned earlier in this section – lack of personal learning plans, the lack of self-assessment and a one-to-one review of progress and assessments, and the absence of a robust personal tutorial system led us to conclude that the students’ sense of calling to ministry is not fully informed.

E8 The TEI has sound procedures for the interim and end of training assessment of students’ knowledge, skills and dispositions, reporting on their achievement and identifying further learning needs for the next stages of training and ministry.

130. In light of the above and although assurances were given by interim core staff about the current development of LST’s assessment and reporting procedures, the perception of the students with whom we met suggests that the implementation of these procedures is not yet satisfactory. Staff agree that there is further to go: report writing and the tutorial system have been made more robust, and creating individual learning plans will be the next step. Students’ and context-based colleagues’ perceptions similarly reflect that there is more to do: we heard nothing from the students, supervisors or training incumbents that assures us that formative and summative assessments and structured, intentional involvement of the work of placement supervisors (or students’ personal learning plans) contribute to the requirements of this criterion.

The review team has Confidence with Qualifications with regard to Criterion E: Ministerial Formation.

Conclusion

The review team has Confidence with Qualifications in Lincoln School of Theology in preparing students for Ordained and Licensed Lay Ministry in the Church of England.

Summary of Commendations

Commendation 1

We commend the Acting Principal and all the staff for keeping the work and life of LST going at a time of huge challenge.

Commendation 2

We commend the establishment of a monthly Vocation Discernment Group for Foundation Award students.

Commendation 3

We commend the interim core staff team for implementing a termly tutors' meeting which reviews the completed modules and plans for the upcoming modules, and provides a forum for sharing good practice.

Commendation 4

We commend the interim core staff team for their recent and planned programme development at levels 6-7, and its coherence with the stated aim of LST providing training for the full range of ministry throughout the diocese.

Commendation 5

We commend LST's recent review of Biblical Studies modules and the attention given to student progression and assessments.

Commendation 6

We commend LST for creating a good feedback process for leading worship and preaching.

Summary of Recommendations

Recommendation 1

When the future of LST and its role within the diocese is clearer, there should be:

- a) a definitive document setting out LST's formational aims;
- b) a clearly accessible route from the diocesan homepage to information on LST, possibly to LST's own externally facing website; and
- c) clear and consistent statements of LST's formational aims across all formats.

Recommendation 2

The formational aims of ordained and licensed lay ministries need to be clearly differentiated, documented and understood by staff and students.

Recommendation 3

LST should conduct a strategic review of its relationships and partnerships both within and beyond the Diocese of Lincoln to:

- a) develop and clarify the profile of LST;
- b) broaden the placement opportunities for students; and
- c) increase LST's number of active partnerships.

Recommendation 4

We recommend that LST reviews its pastoral support and wellbeing policy and the associated processes, and/or ensures that the outcomes of such review as it has already carried out are fully embedded in its life. This should include:

- a) consideration of the overall provision and number of tutorials per year for each pathway;
- b) ensuring a process that ensures that all students know who their pastoral tutor is and that meetings take place as stipulated in the documentation; and
- c) clarification of the process for monitoring and accountability with respect to the implementation of these policies.

Recommendation 5

LST should review its engagement with its Safeguarding policy (See also Section C).

Recommendation 6

We recommend that LST

- a) increases its support and engagement with partners and families - for example, it might implement a welcome/induction event for the partners of students; and
- b) puts in place some support mechanism for single students - for example, it might hold a forum for single students to listen to their pastoral and support needs.

Recommendation 7

We recommend that LST take steps to identify itself as a distinct entity, with greater clarity about the total resources available to it including a specific budget, and an agreed level of freedom to make decisions about how resources are applied.

Recommendation 8

We recommend that LST's GB:

- a) recruits a wider external membership, bringing in greater experience and insight from elsewhere; and
- b) needs to designate one of its members as the safeguarding lead and have safeguarding as a standing agenda item.

Recommendation 9

LST needs to continue to develop job descriptions for all staff and to ensure that appraisals and job/personal development objectives become regular and embedded practice.

Recommendation 10

We recommend that LST develop performance indicators to enable the GB to have oversight of, and monitor, its objectives.

Recommendation 11

We recommend:

- a) that members of GB (excluding ex officio members) should have limited terms of office, renewable up to a maximum of nine years of service; and
- b) that as the future of LST becomes more certain, the GB gives more consideration to the induction, support and development given to its members and to the GB as a whole.

Recommendation 12

We recommend that LST needs clarity around its budget and the expectations of the diocese in return for its input into LST operations (e.g. through an SLA). Management accounts need to support LST's informed decision-making between options, with consideration given to the level of information to be included.

Recommendation 13

Once there is greater clarity around LST's future, the high-level business plan needs to be developed into a 1-2 year operational plan and budget.

Recommendation 14

We recommend that LST develops a stakeholder engagement policy.

Recommendation 15

The risk register should be developed further to include mitigating actions (with timescales), and consideration of risks external to LST.

Recommendation 16

We recommend that LST review its module content to ensure that students are enabled to deepen their reflection and engagement with an increased variety of contexts and world facing issues.

Recommendation 17

We recommend that LST hold a meeting for all external teaching staff close to the beginning of each academic year to communicate any changes in academic processes, marking procedures, responding to any recommended reasonable adjustments and clarification of responsibilities and expectations.

Recommendation 18

Module coordinators should be invited to attend all Management Committee Meetings and required to attend at least one LST Management Committee per academic year to increase their awareness of LST and the management of its programmes, and they should receive minutes of the Management Committee Meetings.

Recommendation 19

We recommend that a peer review process is implemented which includes an annual plan and appropriate feedback form.

Recommendation 20

We recommend that LST Core Staff job descriptions include engagement in research, that research leave or provision in their working pattern is made for this purpose, and that the expectations for module coordinators and assistant tutors include a requirement to engage with developments and research in their subject area.

Recommendation 21

We recommend that, in light of the retirement of the long-serving designated staff member for study skills, a review of the study skill support provision for the needs of the students is conducted and that a new member of staff is designated with responsibility for overseeing this provision.

Recommendation 22

We recommend that the organisation of information of the LST Moodle site be reviewed to facilitate navigation.

Recommendation 23

We recommend that

- a) Core Staff and module co-ordinators should all complete Durham's online University Teaching Core Skills (formerly DULTA) award to enhance and develop their teaching; and
- b) The Director of Studies or another designated member of the Core Staff team consults with other TEIs to develop LST's online teaching practice, and that all staff receive some training in online teaching.

Recommendation 24

We recommend that LST carry out an audit of both formative and summative assessments with a view to increasing the variety of assessments offered and their effectiveness in developing and assessing the skills and qualities of the ministry for which their students are being prepared.

Recommendation 25

We recommend that LST reviews its management, teaching and oversight of the supervision of ILPs and the expectations of the relationship between the supervisor and student are clarified.

Recommendation 26

We recommend that LST reviews its curriculum to increase the number of modules offered each academic year at all levels to provide more student choice and flexibility in responding to student development needs and interests.

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We recommend:

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