

Annual Self Evaluation

As part of Common Awards, the Ministry Development Team (MDT) and Durham University operate an integrated approach to Annual Self Evaluation (ASE) whereby each TEI undergoes one combined process for reviewing, reflecting and reporting on its formational and academic provision.

In line with [new policies and guidelines on assessment patterns](#) TEIs are required to provide their completed Module Overview Table (T4) alongside ASE forms. Module Overview Tables should clearly highlight all changes made during the year for review and monitoring by the Common Awards Team at Durham.

The reporting process needs to be flexible enough to be adapted to the wide range of settings in which theological education takes place. These include institutions which offer education and formation for one or more ministries and in some cases also to independent students. The institutions may be simple or complex, with a range from a single institution to a federation, regional training partnership or other collaborative arrangement. They may offer the awards of one university or more than one university. While the term 'TEI' (theological education institution) is widely used, it needs further definition in this context.

Definitions

For the purposes of self-evaluation:

Formational pathway	Training course shared by a cohort of students and leading to a specified ministry. Ordinands and lay trainees, and full-time as against part-time students, will be on different pathways.
Programme	Study leading to a specific academic award. Students working to a given academic programme may be following different formational pathways.
Theological Education Institution (TEI)	A delivery centre validated by Durham University under Common Awards; or by extension an institution which offers awards of other universities. A TEI may be a regional partnership or federation including a number of courses or colleges that are considered as training institutions in their own right in other contexts.
Formational centre	Institution which is responsible for the formational pathways offered to students.

Process

Each TEI will report both to MDT and Durham University. The report forms will be structured to enable TEIs to provide information on: (a) students' formational pathways; (b) all the Common Awards programmes delivered by the TEI; (c) governance; and (d) actions planned in those three areas.

ASE can be conducted in a number of ways:

- a. An annual away-day
- b. A dedicated meeting of the Management Committee
- c. Consideration of key issues at routine meetings of committees through the course of the academic year

We recognise that the particular structures and circumstances of TEIs may require different approaches than those above. It is recommended, however, that TEIs take a phased approach to ASE, allowing key business to be conducted through the course of the academic year which can then inform a more holistic and strategic discussion at a dedicated meeting or away-day.

The approach chosen by TEIs should ensure that all staff who have had the opportunity to teach or assess on a programme are given the opportunity to participate in some stage of the process.

Similarly, all TEIs must directly involve students in the ASE process. Where a TEI conducts its ASE solely at an away-day or committee meeting, student representatives must be invited to this meeting and TEIs must ensure that the timing of the meeting allows this. Where a TEI chooses to adopt a phased approach to ASE, student involvement can be achieved through appropriate student representation on the departmental committees participating in the phased ASE.

Using the ASE form

The annual self-evaluation form is in two inter-related parts:

Section A: Formation and governance

Section B: Taught programmes

Section A is to be filled in by the formational centre within a TEI, or by the TEI where it is coterminous with the formational centre; however, question A7 on governance is likely in any case to need some response at TEI level.

Section A is further subdivided into 'formation' and 'governance'. A TEI will need to decide how many Section As it needs to fill in. Where, for example, ordinands and Reader students share the majority of two formational pathways, the TEI can fill in separate Section As (formation) for these groups of students but a single one for governance. Or it can fill in one Section A but note within it where different issues arise for the two groups of students. Again, a judgement should be made by the practitioners on the best approach, consulting their quality adviser.

Completed Section A forms will be seen by **MDT only**.

Section B is filled in mainly by the TEI. However, questions B10-14 may be for the formational centre. Individual TEIs/centres will need to decide the best approach in their case, in consultation with their quality adviser (for an explanation of this role, see the guidance in the MDT's Quality Assurance handbook).

For Common Awards, only one form should be filled in for all programmes, including undergraduate and postgraduate programmes. Within the one form separate points can be made about individual programmes as necessary.

Where a TEI offers awards outside the Common Awards Scheme, it should produce a separate report to MDT for those programmes. The report will need to include information on the areas covered in Section B. TEIs may provide the information in one of the following formats:

- **EITHER** submit the annual review report (or equivalent) that is required by the validating institution, provided that it broadly covers the areas of Section B indicated above;
- **OR**, if the annual review report (or equivalent) that is required by the validating institution does not provide information on the questions indicated above, the TEI should submit:
 - **EITHER** the annual review report (or equivalent) **AND** additional information relating to the outstanding areas of Section B;
 - **OR** a full, completed Section B form.

Completed Section B forms for Durham University-validated Common Awards will be seen by **Durham University and MDT**.

Completed Section B forms for the programmes of other universities will be seen by **MDT only and the relevant university** if the TEI shares it with that university.

Documents and data

Durham University and MDT will make sure that all TEIs have access to the information that is required to complete the ASE process (for example, the most up-to-date programme specifications and module outlines).

TEIs will also want to make use of data available via the shared VLE (for example, in relation to student progress and achievement), and other data held by individual TEIs (for example, in relation to admissions, student feedback, and academic complaints). TEIs are also required to provide their completed Module Overview Table (T4) as part of the Annual Self-Evaluation process.

Submission and review of the report

Each TEI will submit its completed report form by the specified deadline. TEIs should also provide their completed Module Overview Table (T4) by this deadline. Module Overview Tables should clearly highlight all changes made during the year. The reports will be considered by MDT (via its Quality and Formation Panel) and Durham University (by the Chair of the Common Awards Management Board and the Common Awards Quality Assurance Manager).

ASE reports for the completed academic year should be submitted by **30th November** each year. Both Section A and Section B forms, and completed Module Overview Tables, should be submitted to MDT, who will pass on relevant Section B forms and Module Overview Tables to Durham. As part of its consideration of the ASE reports, Durham University will produce an overview report that will identify any key issues arising from the ASE reports in relation to the Common Awards provision. The overview report will be considered by the Common Awards Management Board (which includes members from MDT and representatives from the TEI Forum). The overview report will identify examples of good practice for dissemination, and highlight areas for enhancement, across the Common Awards Scheme.

Issues from the ASEs will also be followed up in conversation with TEIs by Durham's Common Awards team and by MDT.