

Ministry Council: Periodic External Review Follow-up Report

Lincoln School of Theology

Conducted onsite, May-June 2022

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Senior Reviewer's Follow-up Report to the 2021 Periodic External Review of Lincoln School of Theology

Introduction

The Periodic External Review (PER) of Lincoln School of Theology (LST) was conducted entirely on line via zoom in February 2021, due to the Covid 19 pandemic. At that time, LST was in the midst of a period of uncertainty and instability. Following the resignation of the Principal in December 2019 an interim staff team was put in place, all of whom had considerable roles within the diocese and were working for LST on a part time basis. The Review Team observed a staff team operating under significant stress, as they strove to manage the many the demands necessary to not only stabilise LST but also deliver its programmes in the face of the Covid 19 pandemic. It was also the case that the financial challenges of the diocese and pending decisions by the diocese regarding its Resourcing Sustainable Church programme and LST's place within that were adding further to LST's challenging context at the time of the Review.

The Review Team commended the Acting Principal and all of the staff for maintaining the work of LST at a very challenging time. It made six commendations and thirty eight recommendations. The overall outcome was Confidence with Qualifications. However, the outcome for Section C : Leadership and Management was No Confidence.

The follow up review was delayed until May 2022 to give the new Principal time to settle into the role. I met the Principal at CSH's new premises 103 Newport, Lincoln and we had a zoom meeting to discuss the progress made at the LST Governing Body held on 7 June. I am grateful to the Principal for his engagement with this process and his willingness to share with me the progress made and the challenges LST currently faces.

Since the PER Report there have been some significant changes at LST which are noted below:

- Lincoln Diocese advertised the post of Warden of the College of St Hugh (CSH) and Principal of LST in July 2021. The launching of the CSH being identified as a key initiative in delivering 'imaginative and contextual training of lay and ordained people needed' in the Resourcing Sustainable Church strategy for cultural and organisational change in the diocese. Hugh Jones was appointed to the post in October 2021 took up the position in January 2022.
- The CSH includes three functions within the diocese and the Warden/Principal oversees all of these:
 - a) LST
 - b) The Diocesan Mission Team
 - c) The Diocesan Ministry Team

- LST at the time of the Follow Up visit comprised the following staff: the full time Principal, a full time Director of Studies who is also responsible for the in-service training programme for title curates (IME2), a 0.6 FTE Academic Officer and a vacant Information and Resources Manager post. It is worth noting that these staffing levels are below those at the time of the PER report which expressed concern regarding the resourcing of LST, and that the new role of Principal has been extended to include an additional number of significant leadership responsibilities in the CSH.
- The Principal has recently secured approval to appoint both an Information and Resources Manager and a new post of Lecturer in Mission and IME2, enabling the current post of Director of Studies and IME2 Officer to be reprofiled to become Vice-Principal of LST which will also encompass the delegated responsibility from the Principal of co-ordinating the Ministerial Pathway. At the time of the Follow Up visit, these posts were about to be advertised, with the hope that the posts would begin before the end of 2022. Additional administration for LST within the structure of CSH had also been allocated for 1.5 days per week.

During the follow up visit there were several significant observations that are worth serious consideration.

1. Governance

As noted above the PER Report concluded Section C: Governance and Leadership with No Confidence. In the response to the Recommendations 7-15 I conclude that there has been insufficient progress in this criterion for this Follow Up Report to express a significantly improved outcome. I recognise that the responsibility for meeting the PER recommendations does not rest solely with LST; the Bishop's Council of Diocesan Trustees holds some responsibility. However, I remain concerned at the current rate of progress in ensuring that there are clear and effective leadership and governance structures at LST. That said, it is evident that some progress has been made in addressing some of the concerns in the PER Report, these I note, and I am assured by the Principal, that there remains a clear intention to continue to do so.

2. Viability and Recruitment

There have been 5 years of passive recruitment at LST. The new Principal has recently held meetings with the sponsoring bishop and DDO to discuss addressing this, which includes launching a recruitment drive in the autumn. The number of ordinands projected for 2022/23 currently is 2 continuing and 3 joining. It is also worth noting that 3 other potential ordinands from Lincoln diocese are joining the Caleb Stream via St Mellitus and another 2 training at St Hild's. The low numbers of ordinands raises the issue of the viability of LST's pre-ordination pathway, both in terms of the formational experience and training offered and the cost of resourcing this pathway adequately with the resources available at LST. Numbers for new students joining the Lay Ministry Pathway via the Foundation Award for 2022/23 are also projected to be low with 5 new students for 2022/23. There are 3 Readers in training and 8 Readers licensed in 2021 have continued in formation in 2022.

Currently LST only offers a part-time non-residential pathway and the Principal suggested that a full time context-based pathway would be more attractive to some of Lincoln Diocese's potential ordinands –

however, setting up such a pathway depends on seeking accreditation which is not guaranteed. The Principal believes that if the recruitment of 8 ordinands per year could be achieved then the pathway may be viable. Clearly this is unlikely to be achieved for the next academic year and the attractiveness of other TEIs and the Caleb Stream are considerable threats to achieving this.

3. Staffing

The recently advertised posts are noteworthy in addressing the resource issues facing LST. Successfully recruiting to these posts will hopefully enable LST to make more progress in several areas highlighted in the PER report. However, it remains a matter of concern that the workload that the Principal and Director of Studies are carrying currently has been exceptionally high, and given that the role of Principal also includes the additional responsibilities of Warden of CSH this remains an issue in need of further monitoring.

It is encouraging that the number of personal tutors is being increased and attention given to providing training and establishing good processes and communication between LST and its external tutors and teachers. These are important and necessary if LST is to provide pre-ordination training which meets the standard required.

4. Teaching and Learning

The Director of Studies is to be congratulated on the Curriculum Review and overall, there has been good progress made in this section. However, if LST wishes to continuing offering Level 7 (Postgraduate awards) then staff need to engage with contemporary scholarship and research as well as being research active. I note that this is being addressed to some extent by the Director of Studies' engagement with the World Religions and Education Research Group and with the Christian Ethics of Farmed Animal Welfare Group. However, even with an additional lecturer in the Core Staff this is likely to remain a challenge and requires embedding in staff job descriptions and culture.

Conclusion

To conclude, I note the progress made on a considerable number of the PER report's recommendations and I am impressed with what the current staff team have achieved in their limited time in office, which at the point of this follow up report was only 5 months. They are to be commended for their management of a very demanding situation and workload. It is evident that the Principal and Director of Studies have made students' experience a priority during the year and I note that the Principal reported to LST Governing Body in June 2022 that the students had performed well in their assessments so far. However, given the number of recommendations that have yet to be fully responded to, I consider that further monitoring of LST's progress will be required.

Dr Jocelyn Bryan, Senior Reviewer

November 2022

LST's response to the 2021 PER recommendations

The 2021 report's 38 recommendations are set out below in **bold**. Each is followed in *italics* by the agreed action plan point setting out LST's intended response, updated as necessary, and then in regular type by the Senior Reviewer's assessment of progress.

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.**

Actions Undertaken

Following the PER in February 2021 Lincoln Diocese has begun the process of establishing College of St Hugh (CSH) which now includes LST. The aim of the College is to:

'integrate lay and ordained vocational discernment, recruitment, initial formation and continuing development, ministerial wellbeing, evangelism, discipleship development, church growth, mission action planning, social responsibility, and the spiritual and praying heart of the Diocese through the Community of St Hugh.'

The appointment of a Warden of CSH and within that role Principal of LST in January 2022 has enabled considerable work to be done on the rationale and vision for CHS and LST within it. The vision for the CSH has now been agreed by senior stakeholders and the elaboration and communication of LST's formational aims within the wider Diocesan vision has begun. The Principal is preparing a LST prospectus due to be released in several formats by end of June 2022.

Agreement has been given to fund the development of a CSH website and this will be developed by the Information and Resources Officer. This post is due to be advertised imminently.

All of the above recommendations have not been completed.

The definitive document setting out the formational aims of LST will be included in the forthcoming prospectus and it is evident that under the new Principal there is greater clarity regarding the role of LST within the overarching Diocesan vision and strategy.

The slow progress in recruiting a Resources and Information Officer which at the date of my meeting had not been advertised has prevented the above recommendations from being achieved. Given the time taken for the recruitment cycle I believe it is unlikely that these recommendations can be achieved by September 2022.

Recommendation 2

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

Actions Undertaken

There is an emphasis within the current agenda at LST on partnership, collaboration and team working across different kinds of ministries. Although this is to be commended and in line with the Diocesan strategy the differentiation between the various kinds of ministries needs to be documented, and understood by staff and students. The principal has indicated that he intends to work with the Warden of Lay Ministry to develop greater theological and formational differentiation. However, the current low numbers of ordinands at LST and the challenges LST faces in resourcing its programme necessitate teaching mixed groups of lay ministers in training and ordinands.

The recommendation has not been completed.

The low numbers of ordinands – currently 2 and the current level of staff at LST are constraining factors for the completion of this recommendation. However, I consider it a key formational issue which requires addressing before the beginning of the next academic year.

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.**

Actions Undertaken and Planned

The Principal is developing the profile of LST as a distinct but integrated part of CSH both within the diocese and with potential partners. It is evident that due to the upheaval that has occurred over the past two years establishing confidence in the new vision for CSH and LST's part in it is important. The Principal is keen to develop key partnerships that will enhance the teaching and formation of the students and a clearer understanding of the role of LST in delivering the Diocesan strategy. To that end, he is preparing a new memorandum of understanding on mutual access to teaching and resources for Bishop Grosseteste University (BGU) and LST students. This includes BGU staff teaching some sessions for LST and vice versa.

The partnership between LST and Lincoln Cathedral is in the process of being renewed. This includes the introduction of short student placements at the cathedral and invitations to a few cathedral canons to become involved in teaching at LST.

The Principal recognises the limitation of offering only part time training on recruitment and plans to explore the possibility of collaboration with St Hild's College on a full time context based pathway for 2023.

Conversations have been initiated regarding bespoke Chaplaincy Training with the Methodist Church, and BGU. The opportunities for more sector placements are being explored and these will also increase the profile of LST in the region and beyond. There is a new Placement Handbook in preparation for September 2022 and Corporate Engagement in Context is now a compulsory module for all Level 5 students.

All the above are encouraging steps towards developing positive and productive partnerships for LST to enrich and broaden the opportunities for students at LST.

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.**

Actions Undertaken and Planned

All students have been allocated a personal tutor and all existing policies are under review. A new Anti-Harassment and Bullying Policy is being written for the new academic year. There are links to the corrected Safeguarding Policy on the Home Page of Moodle providing ready access for students and staff.

A list of tutors and tutees has been included in the Ministerial Handbook with expectations of the tutorial process. Students will receive a minimum of two tutorials per term.

A wider network of pastoral tutors is being established to reduce the reliance on LST Core staff for this role and training is planned to take place before the beginning of the next academic year. The tutorial system will be embedded in a new Diocesan Mentoring and Supervision Structure and the frequency of meetings will be monitored by the Management Committee with the support of the Academic Officer.

I am pleased to note these actions and encourage LST to ensure that the new system includes processes which include the management of report writing and managing the delivery of feedback to LST Core Staff in order that they can pay due care and attention to the formational needs of students with the level of flexibility necessary on occasion.

Recommendation 5

LST should review its engagement with its Safeguarding policy.

Actions Undertaken

The Safeguarding Policy has been reviewed and corrected. The links to the policy are on the Home Page of Moodle. The Principal has been identified as the Safeguarding lead. The Governing Body has adopted Safeguarding as a standard agenda item.

I am satisfied that this recommendation has now been actioned fully.

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.

Actions Undertaken

Partners and families will be involved in the September Induction Weekend. A plan to invite household members to Sunday worship and lunch at residential weekends will be revisited.

A forum for single students on zoom will be introduced next academic year and facilitated by a member of LST staff.

I welcome all of these proposals for partners and families and am satisfied that these plans will increase the level of support and engagement LST has with those who are impacted by the demands on students in training.

The introduction of a forum for single students should provide a welcome opportunity for both support and the opportunity to highlight issues pertaining to this particular group of students in the community.

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.

Actions Undertaken or Planned

LST is becoming a single cost centre with the Principal as the budget holder and delegatory authority for Core Staff. As a member of the Bishop's Staff, the Principal is involved with top down budgetary decision making enabling him to bring LST's resource issues to senior diocesan staff.

LST is now integrated into the CSH project which also encompasses the Diocesan Mission Team and Diocesan Ministry Team. How LST is a distinct entity within this new structure is as yet unclear and requires further exploration.

The establishment of LST as a single cost-centre with the Principal as the budget holder is a welcome and significant step forward. However, I am concerned that LST's subsequent integration into CSH will introduce fresh complication and scope for a lack of clarity over its financial and operational management. At the last meeting of LST's Governing Body three options were considered in response to this recommendation:

- i) Increase the profile of LST at the Mission and Ministry Committee;
- ii) Reconstitute the Governing Body as a stand-alone sub-committee in its own right;
- iii) Merge the Governing Body with the Mission and Ministry Committee.

Currently Option ii) offers the best solution to the distinctiveness recommended by the PER report. However, as noted at the meeting of the Governing Body, attention is required to ensure that connections are made to the other relevant bodies within the Diocese. These options will be discussed further with the trustees and a decision made in the Autumn.

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.

Actions Undertaken or Planned

The Governing Body is in the process of increasing the external membership of the Governing Body. At their recent meeting in June 2022 one external member had already agreed to serve and the possibility of a total of three external members plus a General Synod representative was discussed. It was agreed that initially the search and nominations committee should be consulted on a second external member.

As previously noted, the Principal has formally been appointed as Safeguarding lead and Safeguarding is a standing item on the Governing Body agenda.

I am encouraged by the progress with the appointment of external members to the Governing Body. It is important that the remaining two external members bring fresh knowledge, experience and insight in the areas of theological education, ministerial formation and mission absent currently amongst the membership.

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.

Actions Undertaken or Planned

All LST Core Staff now have job descriptions and are part of a Professional Development Review (PDR) process.

Job descriptions within CSH are being amended to reflect the vision document and ensure alignment as part of the PDR process. The proposed new posts have job descriptions and all LST staff will be part of the PDR process.

I am satisfied that sufficient actions have taken place in response to this recommendation.

Recommendation 10

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

Actions Undertaken or Planned

At the meeting of the Governing Body in June 2022, it was agreed that the Principal will allocate time to bench marking the practice of other Theological Education Institutions and bring policy proposals regarding performance indicators and a Service Level Agreement to the next meeting in the Autumn.

The recommendation has not been responded to fully.

Clearly, this recommendation requires attention and should be a priority for effective governance during the next academic year.

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.**

Actions Undertaken or Planned

- a) The lack of limitation to the terms of office on the Governing Body is noted in the minutes of their meeting in June 2022 but there was no decision or action noted.
- b) This has yet to be discussed at the Governing Body.

It is disappointing that the above recommendations have yet to be responded to. With the planned introduction of new external members to the Governing Body, I consider it is important that these recommendations are addressed promptly. Furthermore, the better informed all members of the Governing Body are regarding the strategic role of LST within the Diocese, its accountability to external

stakeholders and the wider contemporary context of theological education, the more effective this body will be in its governance, development and support of LST.

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.

Actions Undertaken or Planned

As noted previously, LST is now a single cost-centre with the Principal as the budget holder. However, to achieve regular management accounting, the structural changes need to take effect. At present, management accounts are unavailable to inform LST decision making. Additionally, a SLA has yet to be agreed.

This recommendation has not been adequately responded to.

I note that progress with this recommendation is disappointing, especially given its importance for the effective management and governance of LST.

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.

Actions Undertaken or Planned

Senior stakeholders have agreed the vision of the role of LST within the CSH.

Resource implications in order to fulfil this vision have been presented by the Principal to Bishop’s Staff in February 2022. However, the wider diocesan expectations of LST remain unclear and are under-defined.

The next step is to develop the vision into a revised business and operational plan, but there is no agreed timescale for this.

It is encouraging that the vision for CSH has been agreed and there is greater clarity regarding the future of LST. However, I draw attention to the slow rate of progress regarding the significant matters of leadership and governance from the Diocese.

Recommendation 14

We recommend that LST develops a stakeholder engagement policy.

Actions Undertaken or Planned

See Recommendations 10 & 12.

Recommendation 15

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

Actions Undertaken or Planned

The Risk Register has been developed to include mitigating actions and is reviewed annually as part of the Lincoln Diocese Risk Register.

I accept that no further action is required and am satisfied with the way this recommendation has been responded to.

While some progress has been made in addressing some of the recommendations (nos. 7-15) under Section C Leadership and Management, the progress is insufficient as it currently stands to satisfy the concerns raised in the PER Report and it remains an area in which I cannot yet express confidence.

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.

Actions Undertaken or Planned

The Director of Studies has completed a comprehensive curriculum review which has taken this recommendation into account and the ministerial competencies identified in the vision for CSH.

I was pleased to see that the curriculum review has addressed the key areas which required strengthening or were absent. It is encouraging to note that attention has been given to the following:

Mission and Evangelism and engaging with the world;

Responding to From Lament to Action and increasing awareness of other cultures, global perspectives and anti-racism;

Environmental Awareness;

Ministry with children and young people;

Self-awareness, leadership, collaboration, teamwork and Anglicanism.

This considerable piece of work has identified the modules which will focus on these areas and these will be introduced into the curriculum in 2022/23. Furthermore, the review rightly states that it is important for all teaching across the curriculum to contain a broader range of perspectives including the key issues highlighted above. I am satisfied that these actions address the recommendation, but at the same time, note that the introduction of new modules will increase the workload for LST Core Staff and external teachers.

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.

Actions Undertaken or Planned

This meeting is planned to take place before the next academic year and will be an established part of LST's annual pattern.

There is no further action required regarding this recommendation.

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.

Actions Undertaken or Planned

This has been implemented.

I am pleased that this pattern is now established and am confident that it will enable all module coordinators the opportunity to be well informed concerning the academic programmes, and in particular, any changes to the academic processes at LST. It will also give external teachers the opportunity to engage with LST Core staff, keep abreast of developments with Common Awards and provide an additional opportunity for sharing good practice.

Recommendation 19

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

Actions Undertaken or Planned

The Principal has begun to informally review external tutors' teaching sessions. A more formal structure of peer review is planned for the next academic year.

Given the current workload of the new Principal what has been achieved is commendable. It is important that the new process enables peer review to take place on an annual basis for every tutor and LST Core staff with a proforma for feedback and the opportunity for a follow up discussion.

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.

Actions Undertaken or Planned

The necessary engagement with research and developments in theological thinking to teach at postgraduate level is not achievable by the LST Core staff with the existing number of staff. With the plan to recruit an additional staff member in the near future this becomes more realisable.

There has been no action to ensure that module coordinators and assistant tutors are required to keep up to date with developments in their field.

The planned appointment of another Core Staff member is essential to respond to this recommendation adequately and maintain the academic requirements for delivering both undergraduate and postgraduate quality teaching. Furthermore, it is important that all module coordinators and assistant tutors should be informed of the expectation to engage with contemporary scholarship in their field and this needs to be in their contract, and their role description, with the expectation that they can evidence this in their teaching content.

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.

Actions Undertaken or Planned

The Principal has overhauled the induction process which includes extensive input on study skills. The appointment of a lecturer in Mission and Evangelism and a Resources and Information Manager will enable the Principal to devote more time to this responsibility and oversee its provision for students at induction and as they progress through the various academic levels.

I was encouraged to hear from the Principal of the attention he had given to this and his recognition of its importance for students. No further action is required.

Recommendation 22

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

Actions Undertaken or Planned

There has been no action taken regarding this recommendation.

I note that it will be addressed when the Resources and Information Manager is in post.

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.

Actions Undertaken or Planned

a) This has not yet taken place. A comprehensive review of training for Core Staff in teaching skills is planned and both the Principal and Director of Studies plan to undertake the Durham online University Teaching Core Skills award this coming academic year.

b) Due to the demands on the Director of Studies this year this has not taken place, but this should be progressed during the next academic year.

I am satisfied that this recommendation will be addressed in the academic year 2022/23.

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.

Actions Undertaken or Planned

The Director of Studies has begun an assessment review process and is preparing a guide for Module Coordinators on the options available for assessments which will encourage the diversification of assessments.

I am pleased that work on this has begun and hope that over the next two years the variety of assessments will have increased in order that the skills and qualities of the various ministries for which the students are being prepared are being assessed adequately.

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.

Actions Undertaken or Planned

This has yet to take place. A review of ILP practice is planned.

It is important that this takes place before the next academic year and that the process and expectations of the relationship and responsibilities of supervisor and students are clearly documented and available on Moodle and any other appropriate handbook. Furthermore, all supervisors need to be briefed and all students given an induction to the ILP process at the beginning of the academic year. At this point it is unclear to me who is going to oversee ILPs and how this is going to be monitored. I also suggest that supervision records should be taken for every supervision and submitted to the overseer via the academic office.

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.

Actions Undertaken or Planned

As noted in response to Recommendation 16, the Director of Studies has completed a full curriculum review for the next academic year, and this has included the consideration of compulsory and optional modules. The recruitment of another lecturer in the Core Staff team will hopefully enable more optional modules to be available in the future.

I am satisfied with this response but stress that this needs to be kept under review so that there is sufficient flexibility to respond to students' developmental needs, their particular interests and distinctive ministries.

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.

Actions Undertaken or Planned

27a) The Placement Handbook has not been completed but will be ready for the induction for the next academic year 2022/23.

27b) All students will have learning agreements for their placements including placements in their home parishes. This should ensure that there is a more intentional approach which takes into consideration each student's development and provide them with an opportunity to broaden their experience and engage with unfamiliar contexts. Every student will now spend at least one full term on placement, and this will be supplemented by module specific placements in some years.

I welcome this response. At the time of my visit it was unclear which member of staff would be responsible for setting up and overseeing placements for the next academic year.

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.**

Actions Undertaken or Planned

28a) All students have a personal tutor. An end of year review conversation has been introduced for all students. The number of personal tutors has been increased with less dependence on Core staff. There is a training session planned for all tutors before the beginning of next academic year.

28b) The Assignment Guide is in the process of being updated to include the opportunity for one to one feedback as a general entitlement.

I am hopeful after my conversation with the Principal that these matters are being addressed and implemented in the next academic year.

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.**

Actions Undertaken or Planned

29a) Completed – no further action necessary

29b) Planned for September 2022

29c) This has taken place informally during this academic year, but will be formalised for 2022/23. The module Engagement in Context is being made compulsory for all Level 5 student which will ensure that all students at this level reflect on their placement context and learning

29d) Non parochial placements are being explored in prison, hospital, agricultural and university chaplaincy contexts.

Overall, I am satisfied with the progress in response to these recommendations.

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.

Actions Undertaken or Planned

Completed as part of the curriculum review.

No further action required. I suggest that this is reviewed in a biannual basis.

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.

Actions Undertaken or Planned

This is in progress and should be established practice in the next academic year 2022/23.

I am satisfied that this will take place. It is important that this evidenced with supporting paperwork for review with each student and the process is monitored especially with the plan to move personal tutor responsibility outside of the Core Staff Team.

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.

Actions Undertaken or Planned

This has taken place for current ordinands and is now part of the programme for ordinands. The Core Staff are considering broadening this to include all students.

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.

Actions Undertaken or Planned

This has not yet been reviewed.

I urge the Core Staff to attend to this before the start of the next academic year and that the groups' purpose and place in the life of the community is stated clearly in the Student Handbook.

Recommendation 34

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

Actions Undertaken or Planned

This will be part of the personal tutor half day training during July.

As a follow up I advise that oversight of a student's spiritual formation is included in the role description of personal tutor.

Recommendation 35

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

Actions Undertaken or Planned

This is under consideration by the Core Staff Team.

During the Covid Pandemic the lacuna in peer group prayer was a notable one. However, given the geographical dispersal of LST's students I consider it important that the Core Staff Team encourage this and possibly include praying together as one function of the Student Reflection Group when they cannot meet in person or indeed as part of a weekly pattern of group engagement.

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.

Actions Undertaken or Planned

Both 36 a) and 36 b) have been addressed for the time being with an interim session with the Principal. The current low numbers of ordinands is a limiting factor in addressing this.

A considerable threat to the future viability of LST is the low numbers of ordinands in training. However, as part of the PER process the institution's appropriate attention to the priestly formation of its ordinands is

an important consideration and as such this recommendation requires more attention than it has received so far.

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).

Actions Undertaken or Planned

This is in progress.

I am confident that this will be achieved for the next academic year 2022/23.

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.

Actions Undertaken or Planned

The Leadership and Collaboration module at Level 6 provides some students with the opportunity to learn and reflect on different models of leadership. However, the Core Staff have yet to consider further how to create more opportunities for the development of these skills.

I urge the Core Staff within the programme to provide more opportunities for leadership, team working and reflection on this vital aspect of ministry.