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| **ANNUAL SELF-EVALUATION** |

**Section A: Formation and governance**

*To be completed by the Formational Centre*

*This ASE form also serves the annual reporting requirements of the Service Level Agreement (SLA) framework between TEIs and the Archbishops’ Council. Questions and guidance points asterisked, some of which are new, relate to TEIs’ responsibilities a)-q) [annexed for information] under that framework and responses will enable MDT to produce a summary report for the Council The SLA framework relates to TEIs that train for ministry in the Church of England.*

*Word count guidance: approx 150-250 words per question but please do not feel bound by this.*

**Formation**

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| **1. Formational centre:** | Click here and type |
| **2. Formational pathway(s) reviewed:** | For example, f/t residential ordination, f/t context, p/t Reader training etc. Click here and type |

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| **3. Please summarise progress with actions listed in the previous year’s annual self-evaluation report in relation to taught programmes.** *(Add further rows if needed)* | | |
| **Last year’s action point** | **Actions undertaken** | **Further action required?** |
| Click here and type | Click here and type | Click and type |
| Click here and type | Click here and type | Click and type |
| Click here and type | Click here and type | Click and type |

**Looking back at the year under review:**

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| **4. Formational aims**  **\*a. Please summarise how your TEI’s formational aims are aligned with the ‘qualities’ framework, reflect the national church’s vision and strategy, contribute to living out the Five Marks of Mission, and promote engagement with theological difference?** |
| This question asks for brief assurances. These might include:  Mapping or review of programme elements and community life against the formation qualities (an assurance that this or something similar is done, not a full account of the process or document);  Reference to how the programme reflects the national church’s vision and strategy around missionary disciples, a mixed ecology of modes of church, and growing younger and more diverse; and to how the breadth of mission is built into programme content including placements;  Reference to the *Five Guiding Principles* and arrangements to respect differing traditions within the TEI’s worshipping life and to enable students to engage with and benefit from theological diversity. |
| **b. Are there any formational aims of the centre which call for reconsideration? What actions have been taken or are planned?** |
| Actions could be in the light of external changes e.g. review of sponsoring churches’ formation criteria, student feedback or your own reflections. A short account of how any review was conducted, the matters considered and the outcomes, is all that is asked for here. See QAE handbook Section 3 for guidance |

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| **5. Formation, community, ministerial development**  **a. Are there aspects of your community and corporate life that call for reconsideration? What actions have been taken or are planned?  \*Please include comment on engagement with diversity, including in worship.** |
| The supplementary enquiry relates to areas such as ethnicity, class, socio-economic, neuro-diversity, ability/disability etc not covered by the theological diversity question at 4.e. Please comment on any steps taken to increase students' encounter with diverse liturgies e.g. through use of worship resources from global majority cultures (no need to repeat what is said in part B – please cross-refer as appropriate).  Evidence for Q5 might include feedback from staff, students, pastoral group facilitators, TEI chaplain, staff review of case-specific issues arising during the year, module feedback, portfolios and tutorial interviews. See Section 3 of the QAE handbook for guidance. |
| **b. Are there aspects of the TEI centre’s development of students’ ministerial skills and dispositions that call for consideration? What actions have been taken or are planned?** |
| Evidence might include training in-house and in context; students' views; feedback to students by peers, tutors, mentors, receiving incumbents/ministers-in-charge; issues arising from pre-licensing interviews; and actions agreed by staff meetings. |
| **c. Are there aspects of students’ spiritual direction and prayer life which call for reconsideration? What actions have been taken or are planned?** |
| Similar possible sources of evidence as for Q5(a). |
| **d. Are there aspects of support for students in their integration of learning and development which call for reconsideration? \*How does the TEI seek to develop theologically literate reflective practitioners in ministry? What actions have been taken or are planned?** |
| Input from students, pastoral group tutors, placement supervisors, receiving incumbents/ministers-in-charge and sponsoring bishops/church leaders, and review by staff or Council, could all inform the answer. This question can include reflection on whether there are issues over how well validated awards relate to wider formational training. |
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| **6. Dissemination of good practice.**  **a. Has good practice in formation been identified and how was it disseminated within the TEI?** |
| Click here and type |
| **b. Please include one (or more) example(s) of your institution’s good practice in formation that would be appropriate to share with other TEIs.** |
| Click here and type |

**Governance**

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| **7. Governance and decision-making**  **a. Are there aspects of the effectiveness of the formational centre’s or TEI’s governance structures which call for reconsideration? What actions have been taken or are planned?** |
| Areas to consider include skills of the governing body for their fit with the formation centre/TEI's current needs; and trustee training, development and mentoring. Staff and governing body discussions and minutes will provide evidence. See guidance in Section 3 of the QAE handbook. |
| **b. Are there aspects of the mechanisms for consultation, representation and contributions from staff, students, governing bodies and other stakeholders which call for reconsideration? What actions have been taken or are planned?** |
| Evidence from discussion with internal and external stakeholders - governing bodies, staff, students, sponsoring church leaders. |
| **\*c. How well does your governance and staffing reflect the importance of diversity and inclusion? What steps have you taken or plans do you have to as appropriate maintain or improve this?** |
| To include evidence of the statistical make-up of staff, tutors and board members or equivalent, and evidence of plans for increasing racial and other diversity, and inclusion of UKME/GMH members, in line with the recommended action of the report *From Lament to Action.* |

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| **8. Support of non-teaching staff**  **Are there any aspects of the support, mentoring and development for non-teaching staff which call for reconsideration? What actions have been taken or are planned?** |
| Please outline access to professional development for management and support staff, the level/regularity of take-up in the year, issues raised through staff feedback about provision, resources needed, and current actions. There is a corresponding question about teaching staff in Section B Taught Programmes |

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| **9. Safeguarding**  **Has your TEI submitted an annual safeguarding report to the bishop/DSAP? Please give the date it was discussed and approved by your Governing Body, and to whom it was sent. Please include the report’s main points, in particular any safeguarding action plan for the coming year. \*How does the TEI maintain a culture of safeguarding and contribute to the promotion of such a culture across the church?** |
| This question is a formal annual requirement. A response in the following form would be appreciated: “*the annual report was discussed and approved by the Governing Body on … and sent to Bishop XXX and the DSAP of YYY diocese*”, followed by the main points and action plan. A sample annual report is available to TEIs in the safeguarding area of the Hub. |

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| **10. Student recruitment**  **Are there any aspects of student recruitment over the past year which require reconsideration? What actions have been taken or are planned?** |
| Areas to cover could include:   * opportunities/events to recruit to your institution or programme, and their effectiveness. * meeting admissions targets for undergraduate and postgraduate students? Are there programmes or pathways that are not recruiting the number of students anticipated, or the specific groups of students (e.g. independent, ordinand, reader etc) and if so what action will be taken? * the ratio of applications to entrants. If applications are falling, could the programme(s) be made more attractive to potential students, or publicised more effectively? * the range of applications and entrants in relation to key characteristics such as age (e.g. students under 30, 30-50, 50+), gender, students declaring a disability, UKME/GMH students. |

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| **11. Business planning and management**  **a. How have income and fundraising needs been assessed in the last year against expected expenditure, and what are the current actions and priorities? \*What steps has the TEI taken to maintain its ongoing viability (and alert the Archbishops’ Council if it has concerns about its ability to deliver services required under the SLA)?** |
| Please outline regular cost monitoring, exceptional items such as fundraising, the skills and resourcing available for this work, and the role of ‘red flag’ warning systems e.g. via risk register monitoring. |
| **b. How has accommodation been reviewed in the last year, including maintenance, future needs and opportunities for upgrade, and disability access? What actions have resulted or are planned? \*What actions has the TEI taken to reduce carbon emissions for which it has responsibility?** |
| Please comment in the light of expected or possible student numbers, wider business opportunities e.g. for commercial lettings/events outside term time, and environmentally focused initiatives within the TEI plus wider engagement and networking. |
| **c. Describe the actions planned as a result of the most recent risk management review, and actions completed or ongoing from earlier reviews.** |
| Relevant risks might be financial, physical or reputational. Evidence could include the risk register and minutes of staff and governing bodies' discussions. |
| **d. What actions are planned following any review of operating procedures in the year? \*Does the TEI pay its staff at least the Living Wage, unless they are undertaking a formal apprenticeship? Has it taken reasonable steps to ensure that it and its suppliers and contractors avoid modern slavery?** |
| Examples might be in the areas of accounting, banking, tax, payroll, or health and safety on site. Assurances on the two supplementary questions may be brief. |

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| **12. How was good practice in governance identified and disseminated within the institution? Please include one example of your institution’s good practice in the area of governance that would be appropriate to share with other TEIs.** |
| Click here and type |

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| **\*13. In what other ways does your TEI resource the wider TEI sector and church?** |
| In line with SLA expectations, please refer specifically to collaborative working with dioceses and other TEIs as well as the national church bodies, for instance on pathways development.  How does the TEI contribute to an ecology of ongoing ordained and lay training, formation and discipleship? - this might include activity outside the range of IME1: access/foundation programmes, support for independent learners and ministry/discipleship explorers, IME2 and CPD.  How does the TEI act as a theological resource for the life and mission of the church? Please comment on the TEI’s research and development work and the range of outputs that resource the wider church’s mission and its thinking and learning. |

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| **14. Are there other issues you would like to bring to the attention of the Quality and Formation Panel, Ministry Council or Archbishops’ Council?** |
| Click here and type |

**Action plan Section A – Formation and governance** *(Add further rows as needed)*

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| **Actions** | **Person responsible** | **By when?** |
| Click here and type | Click here and type | Click and type |
| Click here and type | Click here and type | Click and type |
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*Except with the TEI’s permission, this return is confidential to the Ministry Development Team. However, is your TEI content for it to be shared with Durham Common Awards colleagues for the purpose of shared follow up conversations?* ***YES/NO***

*Date return completed ………………*

**Annex: Responsibilities of each TEI under the Service Level Agreement (excerpt from SLA template)**

As an institution working in partnership with dioceses and the Archbishops’ Council and receiving funding from them, the TEI will:

1. Promote the Vision and Strategy of the Church of England through forming ministers who will enable the Church of England to work towards it and through contributing to discussion of appropriate and effective ways in which the Vision and Strategy may be realised in practice.
2. Work actively to promote diversity and inclusion at all levels of its life, including in relation to governance, staffing, curriculum and teaching, worship, student interaction and access.
3. Promote engagement with others (both within the Church of England and ecumenically) who differ in theological position and a culture of appreciation of their views.
4. Contribute to the church’s living out of all of the Five Marks of Mission.
5. Maintain a culture of safeguarding, following best practice and complying with all relevant Church of England policies, and contribute to the promotion of such a culture across the church.
6. Actively sustain and develop collaborative working with dioceses and with other TEIs as well as with the national Church of England bodies, contributing generously to these partnerships.
7. Serve the theological education and formation of the whole people of God by contributing to an ecology of ongoing training and formation that resources lay and ordained ministry and discipleship.
8. Act as a theological resource for the church, including by disseminating the fruits of teaching and research which enhances the life and mission of the church.
9. In its training of licensed ministers for the Church of England, strive to form the best possible ministers who inhabit the qualities set out in the relevant formation framework as fully as they are able, are prepared as appropriate to exercise the ministry set out in the ordinal or the Service of Admission and Licensing of Readers, and will be theologically literate reflective practitioners in ministry.
10. In its training of licensed ministers for the Church of England, follow all policies set by the responsible bodies for this.
11. Participate fully and openly in the quality assurance and enhancement processes established by the Church of England.
12. Respect the *Five Guiding Principles*, and seek to form ministers who will also respect them.
13. Offer as standard pathways for Church of England ordinands pathways which are either within Common Awards or are exceptions to this approved by the Ministry Council.
14. Maintain its ongoing viability and alert the Archbishops’ Council if it has concerns about its ability to continue to deliver the services required under this agreement.
15. Take significant action to reduce carbon emissions for which it has responsibility.
16. Pay its staff at least the Living Wage, unless they are undertaking a formal apprenticeship.
17. Take every reasonable step to ensure that it and its suppliers and contractors avoid modern slavery.