Assessment for quality and standards initial conditions B7 and B8

St Hild College

Contents

Executive summary

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For	St Hild College
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For higher education providers seeking registration with the Office for Students (OfS), the OfS will assess their applications and relevant evidence to determine whether they satisfy the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022). As part of the registration process the OfS also carries out a risk assessment in relation to the related revised ongoing conditions of registration, to include B1, B2, B4 and B5.

As part of its assessment of initial conditions of registration B7 and B8, the OfS appoints an assessment team, including external academic experts, to undertake an assessment of quality and standards. The assessment includes a visit to the provider by the assessment team, after which it produces a report. The report does not take into account matters which may have occurred after that period.

1. This report is an independent assessment of St Hild College about its compliance with the Office for Students' (OfS's) initial conditions of registrations for quality (condition B7) and standards (condition B8).

2. The report shows the findings of an independent assessment team. It does not represent a decision by the OfS about the provider's compliance with these conditions of registration.

3. The OfS's regulatory framework sets out that a higher education provider wishing to access the benefits of registration must register with the OfS.[1]

4. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).

5. St Hild College offers 9 courses from Level 4 to Level 7 in Theology, Ministry and Mission, as well as a Certificate of Higher Education (180 Credits) in Christian Ministry and Mission and a Master of Arts in Contemporary Christian Leadership. These are delivered through a validation arrangement with Durham University, as part of the Common Awards scheme for theological education. The Common Awards scheme is a three-way partnership between

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[1] See Regulatory framework for higher education in England - Office for Students.

Durham University, 17 Theological Education Institutions, and the Church of England (and other participating churches).

6. In accordance with the guidance on registering with the OfS (Regulatory advice 3)[2], the OfS decided that it was necessary to undertake an assessment visit to St Hild College to gather evidence and provide advice to inform the OfS's decision about whether the initial conditions B7 and B8 are satisfied. The OfS decided that this assessment should be undertaken by assessors able to provide expert academic judgement.

7. The purpose of the assessment is to provide advice to the OfS to enable the OfS to decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk.

8. The evidence from the assessment informs the OfS's decisions about whether to register St Hild College and, if registered, whether any mitigation is necessary.

9. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about St Hild College's compliance with initial conditions B7 and B8.

10. The team considered a range of information submitted by St Hild College as part of its application for registration.

11. The assessment team visited St Hild College in May 2024 and met with students, college staff and toured the premises.

12. In respect of initial condition B7, based on the information it considered, the assessment team's view is that St Hild College:

    a. has credible plans that would enable it, if registered, to comply with condition B1 from the date of registration

    b. has credible plans that would enable it, if registered, to comply with condition B2 from the date of registration

    c. has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.

13. In respect of initial condition B8, based on the information it considered, the assessment team's view is that:

    a. The standards set in respect of any relevant awards granted to students who complete a higher education course that St Hild College intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards.

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[2] See Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students.

Introduction and background

14. St Hild College ('the College') was established in 2017, following the merger of the Yorkshire Ministry Course and St Barnabas Theological Centre. The College offers undergraduate and postgraduate study as part of a wider portfolio of theological education, with students able to carry out higher education courses alongside training for Church of England ordination or Baptist ministry.

15. The College has delivered higher education courses since its inception in 2017, validated by Durham University through the Common Awards scheme.

16. The Common Awards scheme is a three-way partnership between Durham University, 17 Theological Education Institutions, and the Church of England and other participating churches. Through the scheme, Durham University manages a set of qualifications in theology, ministry and mission that are delivered by Theological Education Institutions. The qualifications are designed to connect with Church of England ordination training or training for leadership in other denominations.

17. The College is part of Yorkshire Theological Education Partnership (YTEP), a group of five theological training providers based in Yorkshire. YTEP is a registered charity and acts as an umbrella partnership for its membership. Its members are independent institutions. The College receives its validation from Durham University through its membership of YTEP.

18. The College's registered address is in Mirfield, West Yorkshire. It delivers teaching across four 'centres'. Three centres offer classroom-based teaching, located in Mirfield, Sheffield and Lincoln. They also have an online centre. Each student enrolled is based at one of the four centres for the duration of their studies.

19. The Lincoln centre was a recent expansion for the College, in collaboration with the Church of England's Diocese of Lincoln. The College took over delivery at a pre-existing education institution, with teaching starting at the beginning of the 2023-24 academic year.

20. The College recently received approval from Durham University to start delivering teaching at a new site in Bingley, West Yorkshire, in collaboration with the Church of England's Diocese of Leeds. The College refer to the new site as the Leeds site. As with Lincoln, the new teaching site will involve taking over delivery at a pre-existing education institution. Unlike Lincoln, the new site will not form a new centre. Students taught at the Leeds site will be administratively based within the online centre. They will receive a mixture of online teaching and supplementary classroom-based teaching at the Leeds site.

21. The College currently delivers the following 11 higher education courses validated by Durham University. The College intends to continue delivering these courses following registration with the OfS:

- Foundation Award in Theology, Ministry and Mission

- Certificate of Higher Education (120 Credits) in Theology, Ministry and Mission

- Certificate of Higher Education (180 Credits) in Christian Ministry and Mission

- Diploma of Higher Education in Theology, Ministry and Mission

- Bachelor of Arts (Honours) in Theology, Ministry and Mission

- Graduate Certificate in Theology, Ministry and Mission

- Graduate Diploma in Theology, Ministry and Mission

- Postgraduate Certificate in Theology, Ministry and Mission

- Postgraduate Diploma in Theology, Ministry and Mission

- Master of Arts in Theology, Ministry and Mission

- Master of Arts in Contemporary Christian Leadership.

22. During the 2023-24 academic year, the College delivered higher education courses to a total of 133 students. The majority of students study part-time, meaning that the total student full-time equivalent (FTE) number during the 2023-24 academic year was 68.33. The majority of students are mature, having entered their course at the age of 21 or over.

23. Table 1 shows the division of students by centre in 2023-24.

Table 1: Number of students

Centre	Headcount	FTE
Mirfield	37	19.83
Sheffield	56	30.25
Lincoln	16	8.33
Online	24	9.92

24. The College is governed by a board of trustees, the Council. The Council is served by two sub-committees:

- the Resources Committee, responsible for financial and business planning

- the Formation and Academic Affairs Committee, responsible for academic quality and standards and ensuring the College is meeting the requirements of YTEP's validation arrangement with Durham University.

There is student representation on the Council and the Formation and Academic Affairs Committee.

25. As the validation arrangement for the College's courses is managed through YTEP, there is oversight of academic quality and standards at the YTEP level through the Common Awards Management Committee. The College's Formation and Academic Affairs Committee reports to the Common Awards Management Committee and nominates a representative to sit on the committee.

26. YTEP's Common Awards Management Committee reports to Durham University's Common Awards Management Board, which has oversight of all Theological Education Institutions

delivering Common Awards. The Common Awards Management Board also sets out terms of reference for YTEP's Common Awards Management Committee.

27.   The College's operations are managed by the principal and senior leadership team. The senior leadership team comprises the principal, vice-principal, and director of operations.

28.   The College currently employs:

- Core teaching staff: 8.25 FTE

- Associate teaching staff: 5.20 FTE

- Administrative staff: 4.72 FTE.

Assessment process

Initial condition B7 (Quality)

29. The College submitted a quality plan and supporting evidence as required by the guidance on registering with the OfS (Regulatory advice 3).[3]

30. The assessment team sought further written evidence from the College on 12 March 2024 and 26 April 2024 and undertook an assessment visit on 20 and 21 May 2024. During the visit, the assessment team met with the senior leadership team, and a range of teaching and administrative staff. The team also met with several students, including student representatives, students without representative roles and students on courses from Levels 4 to 7.

31. Access was granted to the College's virtual learning environment (VLE) and Durham University's Common Awards Hub from 11 March 2024 onwards. The Common Awards Hub is a VLE managed by Durham University for all providers of Common Awards. The assessment team also had access to data and information relating to the provider held by the OfS that was relevant to the assessment.

32. The assessment team used this evidence to provide advice on whether the College complied with the requirements set out in initial condition B7. These are that the provider has credible plans that would enable it, if registered, to comply with conditions of registration B1, B2 and B4, and whether it has the capacity and resources to deliver these plans.

Initial condition B8 (Standards)

33. The College provides a limited number of courses. Therefore, the assessment team considered information relevant to all the courses the College intends to provide upon registration in reaching its view on condition B8.

34. A bespoke evidence request was sent to the provider to collect evidence relevant to condition B8. Representative sampling was used to allow the assessment team to consider evidence across every course, while ensuring the burden for the College and the assessment team was appropriate. For more detail on the sampling approach, see Annex A.

35. The College submitted the requested evidence related to condition B8 on 14 December 2023. The evidence included documents relevant to the academic standards of the courses the College intends to provide if registered, with course specifications, module outlines and exam board paperwork. As the College is currently delivering higher education, evidence also included examples of students' assessed work.

36. The 'sector-recognised standards' are set out in a document published by the OfS.[4] These set out the standards that all registered providers are required to meet and were used by the team for its assessment.

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[3] Regulatory advice 3 is available online: Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students.

[4] See Sector-recognised standards - Office for Students.

37. The OfS has identified the following sector-recognised standards as applicable for the College:

- A.1: Qualifications at each level

- A.2: Volumes of credit

- A.3: Qualification descriptors, specifically:

  - A.3.1 Descriptor for a qualification at Level 4

  - A.3.2 Descriptor for a qualification at Level 5

  - A.3.3 Descriptor for a qualification at Level 6

  - A 3.4 Descriptor for a qualification at Level 7

- B: Classification descriptors for Level 6 bachelors' degrees.

38. The assessment team considered the evidence available to provide advice on whether the College complied with the following requirements set out in condition of registration B8: that the College demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the College (if registered), whether or not the College is the awarding body, appropriately reflect any applicable sector-recognised standards.

Part 1: Assessment of condition B7: Quality

This section sets out advice on whether the provider has credible plans that would enable the provider, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Criterion B1.2

Does the provider have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

39. The assessment team considered the provider's plans to ensure that students registered on each higher education course will receive a high quality academic experience.

40. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

Criterion B1.3.a

Does the provider have credible plans to ensure that each higher education course is up-to-date (B1.3.a)?

Advice to the OfS

41. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is up-to-date. This is because it uses effective processes to ensure courses are current and because it effectively monitors and critically reviews courses to keep them up-to-date.

Reasoning

42. The College currently delivers the higher education courses set out in paragraph 21 above. The assessment team considered the College's Quality Plan module handbooks and resource lists at Levels 4, 5, 6 and 7, staff summary, and the Module Leader's Guide and debrief. These were supplied by the College, together with relevant VLE resources.

43. The content and expectations of the programme modules reflect current thinking and approaches, while the process of an annually updated Module Leader's Guide and resource list ensures ongoing critical reflection and up-to-date relevance. Module handbooks are vetted and approved annually to keep the curriculum, reading and resource lists up-to-date. The reading list for Christology for example, contained a wide variety of recent sources informed by research and scholarship, including feminist and black theology. Many of the sources were accessible to students through the Common Awards Hub, a VLE system operated by the validating partner for all providers offering Common Awards courses. The assessment team met senior staff and tutors at the College who clearly articulated that the courses are up-to-date. The YTEP partnership and recent successful re-validation from Durham University serve to keep the courses up-to-date, while the module handbooks and module debriefs lead to the constant development of courses. The assessment team was able to corroborate this in

a meeting with students who stated that current issues are a feature of their courses, that bibliographies are updated and that they are encouraged to challenge what they learn, rather than just accept it.

44. The pedagogy of courses likewise demonstrates their up-to-date relevance. For example, the Level 6 dissertation module handbook requires students to maintain their supervision log on Moodle (the name of the VLE). This is a good pedagogical practice further supported by the quality of written guidance provided to students. The Level 7 module Research and Reflection likewise deploys innovative pedagogy with students contributing their critical reflections on a research project to a Moodle page, while also considering and commenting on the inputs of two other students in a cooperative learning experience. In addition to core and priority books and articles provided in the resource lists, there were also frequent examples of further and extended reading, and in some modules, such as Ministry and Mission in Marginalised Contexts, recent and contemporary podcasts and additional literature. The digital resources on 'Hub Plus' within the VLE were carefully curated to support students with a comprehensive range of recent and current video and other digital sources, which operated seamlessly as links within the online module handbooks.

45. The up-to-date relevance of staff scholarship and research was demonstrated through recent book, journal and sector publications. The staff summary also showed that most staff hold a doctorate and four out of ten core tutors hold Fellowship of the Higher Education Academy, with one core tutor holding Associate Fellowship and one core tutor studying towards Fellowship. The supportive oversight of the validating partner encourages staff publications and scholarship at the College. There is also clear evidence that the teaching and senior staff teams remain up-to-date within their professional field through research and as practitioners, which is reflected in the up-to-date relevance of the courses provided. This is further supported by an effective peer review of teaching process, which is working well in practice. In a meeting with students, they confirmed that staff discuss their current research and gauge their views on papers soon to be published and that the courses are intentionally diverse in nature and that the courses are intentionally diverse in nature.

46. Evidence from the College's current delivery of higher education supports the credibility of the provider's plans because the courses currently being delivered are up-to-date.

Criterion B1.3.b

Does the provider have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)

Advice to the OfS

47. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course provides educational challenge. The documentation available demonstrates the rigour and difficulty reasonably expected of higher education courses in the context of the subject matter and the level appropriateness of the courses.

Reasoning

48. The assessment team considered whether each higher education course delivered by the College provides educational challenge. The Common Awards scheme currently operates in

17 Theological Educational Institutions in the UK. The College selects the most appropriate modules from a range of pre-defined Common Awards modules. This well-established scheme provides programme aims, module aims and level-specific learning outcomes that have been approved by the validating partner. From a review of the modules delivered by the College the assessment team concluded that the College delivers an effective curriculum with appropriate rigour and educational challenge for its students.

49. The College is a member of the YTEP, and it is through YTEP that the College receives its validation. The assessment team considered a selection of the College's module handbooks at Levels 4, 5, 6 and 7, alongside its assessment frameworks and examples of assessed work. The assessment team's view is that course content, coursework and both formative and summative assessments required students to analyse and evaluate differing views of the topics covered to varying degrees commensurate with level. Furthermore, students were required to use reliable evidence and recent research to substantiate their arguments, challenge their assumptions, and deepen their understanding of theories and concepts in the discipline. Students confirmed this in a meeting with the assessment team and said that they felt that the challenge increased as they went up the levels, with each new level bringing the right challenge. They also expressed that the College supported them in rising to the challenge.

50. The assessment team agreed that the course content is set at the appropriate academic level at Levels 4, 5, 6 and 7, with the requirement for all students to achieve the minimum level of rigour and difficulty expected. Course content also provided students with the ability to demonstrate innovative and original thinking. There is also clear evidence that modules at each level provide greater educational challenge than the level below. For example, the Level 6 dissertation module requires a minimum of six hours of supervision and for students to take responsibility for arranging supervision meetings and to maintain their supervision log on Moodle. The assessment team's view is that the Level 7 modules added additional educational demand, with themes such as leadership and diversity in the Level 7 Dissertation module, and an intellectually rich and challenging range of assignments in the Level 7 Research and Reflection module.

51. The assessment team concluded that the expectations of the modules were appropriate to sector-recognised standards and represented sector leading practice. Where two levels were taught together in the same class, cogent evidence of differentiated activity, learning outcomes and grade metrics assured the effectiveness of the approach. This cross-level teaching is in line with the guidance supplied by the validating partner and, additionally, it had specifically reviewed the College's rationale for cross-level modules and approved it for use. The assessment team met with senior staff and tutors who confirmed that differentiation of levels was supported by:

- activities outside the classroom, such as different pre-readings

- separate activities within the classroom, such as splitting discussion groups by level

- separate assessment between levels.

This was corroborated by students' views. Students commented that staff share helpful information on marking criteria and assessments early and clearly, that they provide different

reading lists for different levels, and that it is clear in the sessions where information and activities are split by level.

Criterion B1.3.c

Does the provider have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

52. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is coherent. This is because the evidence available demonstrates the breadth, depth and incremental learning reasonably expected of higher education courses in the context of the subject matter and the levels of the courses.

Reasoning

53. The assessment team considered whether each higher education course delivered by the College is coherent. Course documents, such as programme specifications, curriculum mappings, module handbooks at Levels 4, 5, 6 and 7 and study skills guidance, were reviewed.

54. The evidence demonstrated that the coherency of courses was strengthened by the clear and well-considered course and module designs created by the validating provider. The assessment team's view was that there was an appropriate balance between the breadth and depth of content. For example, with the BA award, at both Level 4 and 5, at least 20 credits are taken from each of three prescribed categories: Biblical Studies, Christian Tradition and Ministry and Mission, and at least ten credits are taken from the category Theological Reflection and Reflective Practice. At Level 6, at least 20 credits are taken from a list of three modules. This approach provides the College with the flexibility to decide which modules to teach at each stage while ensuring coherence of progression, curriculum, and course structure. This was further confirmed in the assessment team's discussion with senior staff and tutors in relation to ensuring breadth on undergraduate courses with no compulsory modules in place. Staff confirmed that the validating partner sets out credit requirements within different subject areas or groups of modules, so students have choice within the groups, but would always have a breadth of topics overall.

55. The assessment team's review of subjects, skills and key concepts showed that they are taught in an appropriate order and build on each other as appropriate throughout the courses. For example, the programme learning outcomes develop the demands of subject-specific knowledge, subject-specific skills and key skills incrementally across Levels 4, 5, and 6. By Level 6, students are required to engage in more demanding areas such as research and critical evaluation. As well as being clearly mapped, programme learning outcomes are also assessed at multiple points, providing students with several opportunities to achieve all the outcomes within a coherent overall programme of study.

56. In reviewing whether key concepts are introduced at the appropriate points in the course content, the assessment team tracked learning outcomes across Levels 4, 5, 6, and 7 using the YTEP curriculum mappings and module handbooks as evidence sources. At Level 4. concepts were introductory and set at an appropriate level of demand; for example,

'investigate and describe competently some major aspects of the Christian tradition and their development.' The complexity of concepts and the demands on learners increased incrementally across Levels 5 and 6, and further again at Level 7, where original thinking and research skills are required; for example, 'demonstrate a systematic understanding and depth of knowledge of areas of study or of professional practice in theology, ministry and mission that is informed by research and original thinking at current boundaries of the subject.' The assessment team also concluded that the quality of curriculum design was a strong feature across the range of higher education courses.

Criterion B1.3.d

Does the provider have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Advice to the OfS

57. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is effectively delivered because the evidence available demonstrates an appropriate balance between delivery methods, and between directed and independent study or research, as relevant to the level of the course.

Reasoning

58. The assessment team reviewed course documentation, the manner of assessment and the peer review of teaching process to consider whether each higher education course provided by the College is effectively delivered. The assessment team also reviewed online delivery approaches. Course documentation included programme information, module handbooks, and the Module Leader's Guide. Online delivery was assessed via the College's Moodle.

59. In reviewing programme specifications and module handbooks the assessment team concluded that there is a considered approach to the delivery of the programme. For example, the programme specification produced by the validating partner for the Common Awards BA in Theology, Ministry and Mission, delivered by the College, clearly lays out four key elements for delivery of the programme. These are:

- learning and teaching methods

- summative assessment methods

- formative assessment policy

- assessment criteria.

For the first three elements there is published guidance to assist the College in specifying its own learning and teaching methods, summative assessment, formative assessment and assessment criteria. The published guidance outlines seven modes of teaching and learning, which comprise:

- lectures

- seminars

- guided reading

- small group learning

- case studies

- tutorials

- practical classes.

Module handbooks reflect this, laying out an appropriate balance between delivery methods. For example, the Level 5 Bible in Context module handbook details five contrasting modes of delivery: lectures, guided reading, small group learning, programmed online learning materials, and virtual discussion forums. Further written detail guides students to the purpose of each mode of delivery.

60. The balance between directed and independent study or research is also clear in the Bible in Context module handbook. For example, within their formative assessment, students are required after each directed lecture to write out and process independently two to four important takeaways from the session and to ask themselves questions, such as:

- What was most helpful to you or most challenging, or most provocative?

- What stood out most to you and why?

- What will you do about this?

Students are then asked to share these takeaways on the Moodle discussion forum and to comment on other students' takeaways, further enriching the delivery process. Module handbooks at other levels of study demonstrated an appropriate balance between delivery methods, and between directed and independent study or research, at Levels 4 and 6 of the course.

61. The online module Reflective Practice: Inhabiting Public Ministry also demonstrated effective delivery methods. The first formative assessment comprised a theological reflection audit and reading preparation for a study day, while the first summative assessment comprised theological reflection and the second required the delivery of a sermon. The study day was streamed, and a further optional digital study day was available, while the modes of teaching learning and assessment included lectures, seminars, supervision of projects and placements and work-based learning.

62. The assessment team reviewed an example of the jigsaw method of teaching delivery on the subject of sin and the fall. This technique can promote active learning and increased engagement of student participants through cooperative learning, and feedback from students on the session was very positive. In discussion with teaching staff, a tutor outlined that pre-reading was essential for the session to work and for students to benefit from it and that the real advantage of the method was to help build confidence in less confident students. In another discussion with tutors on the flipped classroom approach to increase active learning through pre-preparation, they outlined how the need for preparatory work helps discussion in classrooms be at a higher level and that preparation is split into essential, encouraged, and optional, so that students can prioritise. This is often further supported by introductory videos.

63. Feedback comments from students confirmed to the assessment team the effective delivery of their courses and their resultant personal development in an open, contextual and highly positive way.

64. The team considered the College's processes for peer review of teaching staff through evidence including the College's peer review pro forma, peer review example write-ups, and discussions with College staff. The team found the peer review process effective as part of the College's processes to monitor and continuously improve the quality of teaching and learning delivery.

Criterion B1.3.e

Does the provider have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

65. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills. The documentation available demonstrates the knowledge, understanding and other skills reasonably expected of the higher education course, in the context of the subject matter and level of the course.

Reasoning

66. The assessment team considered whether each higher education course provided by the College requires students to develop relevant skills. Course documents such as programme specifications, curriculum mappings, module handbooks at Levels 4, 5, 6 and 7, and study skills guidance, were assessed together with other documents in the College's Quality Plan. The assessment team's view is that course content, coursework, and both formative and summative assessments require students to develop and demonstrate intellectual skills, such as evaluating evidence, developing an argument, and solving problems. They also require students to develop and demonstrate other relevant skills, such as cognitive, practical and transferable skills, and professional competences.

67. Intellectual skills have been carefully designed into the Common Awards modules, as demonstrated through the module outlines provided. Intellectual skills required an incremental increase in demand at higher levels of study. For example, at Level 4 of the BA in Theology, Ministry and Mission, a subject-specific skill is to identify the context and genre of selected biblical texts, and comment intelligently on their significance for the texts' interpretation. At Level 6, demand increases significantly and students are required to 'critically evaluate and apply different approaches to the close reading and interpretation of biblical texts, communicating these with relevance, rigour, creativity and sensitivity to a variety of audiences and contexts.' A similar increase in demand was observed in the requirements of key skills at Levels 4, 5 and 6.

68. The assessment team noted that skills transferred effectively from programme specifications to module handbooks. For example, the handbook for the module Theology, Ministry and Mission in Marginal Contexts illustrates to students how they will develop, through study, contextual teaching and complementary assessments, a rich range of knowledge and understanding as well as cognitive skills, practical skills, transferable skills and professional competences.

69. The assessment team met with students who confirmed that the range of assessment types are practical for their careers after study and enable them to show different skills and challenge themselves in areas they struggle with. Students also said that the College's induction study skills sessions help them learn the skills they need, and that 12 hours of additional one-to-one study skills support and 12 hours of technical skills support were available to them.

70. The assessment team also met with tutors and senior staff who outlined the range of study skills sessions available to students. These included Moodle resources and study skills mornings, during which teaching staff run a variety of activities to support study skills development. Staff stated that these were especially beneficial to students who did not come from an academic background.

B1 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B1 from the date of registration?

71. The assessment team considers that the College does have credible plans that would enable it, if registered, to comply with condition B1 from the date of registration. The College has evidenced that students on each higher education course receive a high quality academic experience.

72. The assessment team noted that the requirement of condition B1 is expressed as a principle that can be satisfied in different ways. The assessment team was of the view that the evidence set out above is sufficient for it to make an overall view in respect of ongoing condition B1. Considering its findings at B1.3a, B1.3b, B1.3c, B1.3d and B1.3e above, and the reasoning contained therein, the assessment team's view was that the College does have credible plans to ensure students will receive a high quality academic experience.

73. The assessment team concluded that the provider has robust processes to ensure that courses are and would remain up-to-date, including annually updating guidance documents for module leaders and peer review of teaching staff. Bibliographies for current modules and Moodle resources further demonstrated that courses are up-to-date.

74. Course documents provided by the College and meetings with students and staff assured the team that courses provide educational challenge, are coherent, are effectively delivered and require students to develop relevant skills. Relevant course documentation included programme specifications, curriculum mappings, a sample of module overviews, and guidance provided to module leaders by the College.

Condition B2: Resources, support, and student engagement

Criterion B2.2.a

Does the provider have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

i. A high quality academic experience for those students

ii. Those students succeed in and beyond higher education. (B2.2.a)?

Advice to the OfS

75. The assessment team's view is that the College **does have** credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring a high quality academic experience for those students, and that those students succeed in and beyond higher education.

Reasoning

76. The assessment team visited the College's Sheffield campus premises, including classrooms, breakout areas, communal facilities and accessibility provisions for disabled students, where it was currently delivering courses to students. The team found these to be appropriate for the cohorts of current and planned future higher education students. The assessment team also viewed curated videos of facilities at the Mirfield and Lincoln campuses, which additionally provide extensive library resources and tailored professional facilities for students including forest and outdoor church facilities. In a meeting with students the assessment team heard that a 'massive range of books', both physical and online, were available and although the Lincoln library is small, Lincoln students expressed that they could request resources that will be provided online where possible.

77. The assessment team accessed the College's digital facilities, including Moodle and the Common Awards Hub, and concluded that they worked effectively and contained a comprehensive range of learning resources. Resources and reading lists were up-to-date and there were extensive links to electronic articles and other resources, which opened seamlessly from module handbooks. There were discussion forums and portals for submitting assessment, viewing feedback and grades, contacting personal tutors and for updating student enrolment status.

78. In discussion with students, one student stated that they do not have full access to JStor (a commonly used digital library of academic journals, books and primary sources) through the College. They said this can be a small frustration and tough at higher academic levels. However, students said that when they have previously asked about inaccessible journals, tutors have made sure they could access them. Additionally, the College stated that students do have access to JStor and that they would ensure students were made aware of this access in future induction sessions. One student also said that resources are sometimes scanned and put on Moodle, which does not work for students using reading software, but when raised with tutors they are given an alternative quickly.

79. Students are expected to supply their own laptops, though spare laptops are available for short-term use while in college and a hardship fund can be called upon, if required. Quiet study spaces are available to students across the three campuses. When asked about the resources they receive from the College, students said that they tend to only be in on their teaching day and the sites work well for that. They valued being able to study at home and online, but also appreciated the wider resources available. For example, they said there was lots of space at Mirfield, with a library and social spaces and that the lecture spaces had been recently refurbished.

80. The assessment team then considered whether the college's staff resources were sufficient to ensure a high quality academic experience enabling students to succeed in and beyond higher education. There are mostly part-time core staff – a total FTE of 8.25, plus an additional staffing FTE of 5.2 associate lecturers. This resulted in a very favourable student to staff ratio of 5.08 students to one member of teaching staff. The positive impact of this was confirmed in discussion with students who commented that staff are aware of individual students and tailor their approaches to them.

81. The College stated in meetings that staff across the three sites and online are deployed to make the best subject expertise available to students with enough consistent presence to enable students to build up good relations with staff over time. This approach was confirmed to the assessment team in a meeting with students who talked of the strength of expertise in their tutors and that teaching staff discuss their current research with students and get their views on papers that will be published soon. Students also valued when practitioners working in careers connected with theology and ministry were brought in to deliver talks and facilitate discussions within their modules. They stated that these sessions brought helpful new perspectives.

82. The assessment team asked senior staff how their plans for developing teaching on the new Leeds site were progressing and senior staff explained that there would be workshops with associate staff in Leeds to induct them into the College's processes, such as peer review. Senior staff further explained that Leeds students will be part of the College's online centre, with additional local teaching, to utilise the existing effective online teaching model.

83. The College stated that the peer review process is also in place for associate lecturers and that new associates receive peer review early in their appointment. This ensures that the teaching delivered by associate teaching staff is monitored effectively. The Module leaders' handbook gives thorough guidance for associates and covers marking and assessment. Furthermore, new associate marking is always double-marked, and associates are brought into wider moderation discussions.

84. The College's Quality Plan detailed two senior staff appointments: a director of academic quality and a digital tutor to ensure the currency of pedagogical practices. In reviewing documentation and in discussion with staff and students, the assessment team concluded that the College's investment in its staff base contributes to a high quality academic experience for its students.

85. Staff scholarship and research was demonstrated through recent book, journal and sector publications. The staff summary also showed that most staff hold a doctorate and a number have postgraduate teaching and learning qualifications and Fellowship of the Higher

Education Academy. The rich research culture at the College helps ensure that its students succeed in and beyond higher education.

Criterion B2.2.b

Does the provider have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

i. A high quality academic experience for those students

ii. those students succeed in and beyond higher education. (B2.2.b)?

Advice to the OfS

86. The assessment team's view is that the College **does have** credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring a high quality academic experience for those students, and that those students succeed in and beyond higher education.

87. Support for students is very strong. The College has a small number of students and a good staff to student ratio. Students are able to approach lecturers for support academically, vocationally and pastorally, and good relationships are formed between students and staff. There is a strong emphasis on community in the College, which provides a supportive environment for students.

Reasoning

88. Academic support for students is evident across the levels and through different types of academic work. Examples of formative assignments were noted by the assessment team, such as students giving an example of a session where they present on their dissertation proposals and receive early feedback from tutors and peers. Commenting on a Level 4 module as an example, one student said the formative assessment had helped them reconsider their approach and do well in the summative assessment. The assessment team noted that formative assessment is not always compulsory. For example, the handbook for the module Bible in Context stated that the formative assessments are optional, but strongly encouraged. Students confirmed that some formative assessments are compulsory and others are optional, but commented that feedback is always helpful and that it is in their interests to engage with this process and develop through it.

89. Students are well supported through the dissertation process. They are allocated an appropriate supervisor for the topic they wish to research, with a minimum of six hours of supervision offered. Students are also expected to take ownership of their own learning and are responsible for arranging supervision sessions, and for keeping the supervision log on Moodle. Students are also required to write a review essay comparing and contrasting existing opinions on the topic and to submit a draft chapter several months before the full submission deadline. This provides an early opportunity for feedback. These tasks encourage and enable the writing process for this long piece of work. Students are offered the opportunity to audit modules in the subject area of their dissertation if they wish.

90. Support is offered for students exploring field research methods. In meetings with the College's staff it was noted that the Research and Reflection module is part of postgraduate

study. This includes information on qualitative research skills, mainly raising awareness of methods students might want to use. Teaching staff run workshops addressing quantitative and qualitative research skills.

91. Support is provided for students while on placement. Placements form a significant part of the student learning experience, with the possibility of placements being taken in each year of study. There are short-term or long-term placements. Long-term placements are for full-time contextual students (part study and part placement). Placements are built in collaboration with the partner diocese, including one-to-one meetings with potential supervisors, and building a working agreement. There are training sessions for supervisors (for example, information is given on reporting or supporting student reflection), and there are formal and informal meetings with students throughout the placement. There is a placement handbook for students and supervisors. On short-term placements each student has a responsible tutor they can contact and who will check-in with them throughout the placement. They also have a placement supervisor to support them. If a placement does not go well, the student can talk to their tutor and a placement may be changed accordingly.

92. Reasonable adjustments are made for students who have different learning needs and one-to-one support is given through formative assessment. Students shared examples of the types of support they had received, which included the provision of alternative assessment types (for example, a presentation rather than an essay) and accommodation to student needs. In one case the lift was broken so teaching spaces were changed from upstairs to downstairs.

93. The College runs induction study skills sessions to help students learn the skills they need. Introductory emails are sent over the summer including student handbooks and information on the VLE. Each centre has its own induction programme specific to its context. For example, the Sheffield centre has an induction day to meet staff and peers, including sessions on study skills and outline programmes. The focus is on building relationships early. Induction processes include information on academic integrity and study skills and there are talks about the College's values and mission.

94. Students are supported with IT through the induction study skills sessions and the classrooms are well-equipped with IT facilities. Students who forget their laptops when in college are able to borrow a College laptop for the day. Financial contributions can be made to support students with a disability to get the right assistive technology. Students can also apply to the hardship fund if they need help purchasing hardware.

95. Pastoral support is offered to students across the sites. The students we spoke to stated they have good relationships with their tutors and can approach them. Light touch pastoral support was referred to at the College, where students are welcome to drop into the staff room, and at Mirfield where pastoral conversations sometimes take place while wandering in the grounds.

96. Support is offered to ensure students also succeed beyond higher education. Many of the students are studying for their future ministry with future jobs guaranteed and so careers support and guidance is provided through the formational aspects of the course and the range of assessment types.

97. The assessment team established that formational aspects of the course, which are designed to develop the student appropriately for the ministry context they are being trained for, are

strong and well-evidenced. Examples include the Level 6 module Reflective Practice Mission and Evangelism and the student placement of 40 hours total duration. In this placement module, a placement supervisor attends to formational aspects of the placement, including providing support in relation to the student's 'love for God and sense of calling'. Formational elements are also clearly evident through the frequent theological reflection students are engaged in.

98. The College hopes to attract a younger cohort of students who might not be studying for ministry and recognises that consequently they would need to offer new types of career support. One member of staff noted that there is a wide range of careers in the student body and teaching staff work with all of them to understand their individual careers and how Christian service can fit into their work.

Criterion B2.2.c

Does the provider have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

i. a high quality academic experience for those students; and

ii. those students succeed in and beyond higher education. (B2.2.c)?

99. Engagement means routine provision of opportunities for students to contribute to the development of their academic experience and higher education course, while maintaining the academic rigour of that course. This includes, for example, membership of the provider's committees, as well as participation in activities to develop the course content and delivery, and evaluation surveys.

Advice to the OfS

100. The assessment team's view is that the College **does have** credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality experience for those students, and that those students succeed in and beyond higher education.

Reasoning

101. The assessment team considered the College's plans to ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality academic experience and ensures that those students succeed in higher education and beyond. The assessment team reviewed a range of documents including:

- the College's Quality Plan

- examples of student feedback

- the Module Leader's Debrief document completed at the end of modules

- student input, minutes and terms of reference for the Formation and Academic Affairs Committee (FAAC)

- student input into the College's Council.

102. In the 2022 student survey, across the colleges participating in the Common Awards programme, some of the results from students at the College included:

- 96 per cent of students surveyed agreed with the statement, 'I have been able to contact tutors/staff about my studies when I needed to.'

- 100 per cent of students surveyed agreed with the statement, 'I have had appropriate opportunities to provide feedback on my course.'

- 96 per cent of students surveyed agreed with the statement, 'Tutors/staff value students' views and opinions about the course.'

103. These are notably higher than the average scores for these questions across the other Common Awards providers.

104. From its review of documentation and in discussion with students and staff, the assessment team found that engagement with all cohorts of students at the College represents good practice. In their quality plan, the College asserted the high value they place on the development of a sense of community in which all staff and students are engaged. The assessment team experienced a strong sense of this engaged community in meetings with students, senior staff, tutors and associate tutors. Students expressed that feedback is important, that they are asked for it frequently and that they can see how the College responds to feedback. They said how visible the student representatives are and how they feel able to raise issues through these structures. They also told us about student feedback lunches at Sheffield with representatives and students, and how the representatives then share feedback with the FAAC, including through a written report for the committee. Students said that they clearly see that feedback is responded to, for example, when requesting more discussion of texts from different countries. Furthermore, students who are on the committee expressed that they feel their voice is valued properly.

105. Senior staff expressed that the College facilitates a high level of social time with students and staff through shared worship and St Hild weekends, which are a set of residential teaching and study weekends at the Mirfield site for students at all centres. Staff stated social time helps to develop good relationships that foster community. They added their view that this informal engagement means that getting feedback is easy for students. They said that students are treated as 'whole people' and that each site has its own student leads, appointed through elections. Senior staff gave three examples of how the student voice had led to policy changes in the College. For example, students had raised informally that they thought the word count policy for assessment was too onerous. As a result, the College developed a new policy, collaborated with students to develop it, and then worked with YTEP to embed it.

106. The FAAC deals with the key affairs of the College affecting students and staff. Its remit is wide and its terms of reference are highly student focused. There is a student representative from each physical site, an online student representative, a lead student for ordinand residentials and a Baptist student representative. Examples of collated student feedback from the Mirfield, Sheffield and online students were highly detailed, highlighted best practice in modules and also provided well-considered developmental aspects for the committee to consider. The minutes of the committee that related to student feedback recorded responses to this feedback by either addressing issues or requesting further detail to consider. In relation to issues around the Moodle, the resultant action was to set up a focus group. There is a

standing item of the committee to consider how the outcomes of student surveys and student input will be fed back to students. The strong Common Awards survey results on student voice testify to the effectiveness of the College's processes.

107. Students also provide module feedback, which is effectively collated to include both metrics and student comments. The responses to the Old Testament module were very positive from students in relation to questions on feedback. Students' written comments on both the strengths and aspects for improvement were detailed and considered. Alongside the typical module feedback questions, the College has added a question focused on issues of diversity.

108. Another aspect of the College's mechanisms for enhancing student experience is the module leader's debrief form. This is where a module leader reflects on both delivery and reception of the module in relation to key aspects, including attending to diverse voices and supporting additional needs. The module leader is also required to summarise key headings from the end of module questionnaires completed by students and reflect on what worked well, what might be changed and why and other aspects of student feedback to note or respond to.

109. All years' student feedback from a residential teaching weekend was reviewed by the assessment team. This included highly detailed and highly positive personal testimony of student experiences. It also contained open and detailed development suggestions for future weekends.

B2 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B2 from the date of registration?

110. The assessment team's overall view is that the College **does have** credible plans that would enable it, if registered, to comply with condition B2 from the date of registration. It has sufficient resources, academic support and engagement to ensure that students receive a high quality academic experience and succeed in and beyond higher education.

111. The assessment team noted that the College has appropriate physical resources and comprehensive and effective digital facilities including Moodle and the Common Awards Hub. Positive staffing levels, the effective deployment of staff and appropriate staff planning were confirmed to the assessment team through documentation and in discussions with staff and students. An effective research culture at the College helps ensure that its students succeed in and beyond higher education.

112. Effective academic support for students and effective student engagement were evident from reviewing a range of assessments, from documentation and from discussions with students and staff. Examples the assessment team noted included supportive feedback, research and placement support, and cogent evidence of student engagement from the students in surveys and in discussions.

Condition B4: Assessment and awards

113. The assessment team considered the College's plans to ensure students registered on each higher education course are assessed effectively.

114. In doing so, the assessment team first considered the factors set out below at B4.2 alongside any other information relevant to ensuring course assessment.

Criterion B4.2.a

Does the provider have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

115. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is assessed effectively.

Reasoning

116. The assessment team considered the College's plans to ensure that students are assessed effectively in a challenging and appropriately comprehensive way, with reference to the subject matter of the higher education courses proposed. To assess whether the College's assessment processes provide stretch and rigour consistent with the level being assessed, the assessment team considered a sample of module handbooks and assignment briefs from each higher education course that the College delivers at Levels 4, 5, 6 and 7. These module handbooks and assignment briefs demonstrate an appropriate increase in the word counts required as the levels progress, and the variety of assignments students engage in. They also indicate the developing expectations of critical engagement and analysis. For example, an assignment brief at Level 4 expects students to 'support your answer with ideas from other writers and make suitable connections with you own experience of church and ministry'; while an assignment brief at Level 6 states that it 'is intended to facilitate a piece of independent theological work' and is looking for 'critical analysis and reflection'.

117. The assessment team noted from the provider's quality plan that the College does not write its own aims or learning outcomes for the modules taught, but rather adopts the modular aims and learning outcomes that have been approved by its validating partner through the Common Awards scheme.

118. The assessment team explored the differentiation in assessment for cross-level modules through the documentation provided and through meetings with staff and students. Differentiation of assessments in cross-level modules was evident. The different assignments set for Level 4 and 5 students indicated that greater complexity is required at the higher level. Teaching staff confirmed that assessments are differentiated, and each module has a different handbook and Moodle (VLE) page.

119. The College's Quality Plan sets out its assessment processes in line with its academic regulations on assessments and academic misconduct. The academic misconduct policy and policy regarding artificial intelligence (AI) is up-to-date and thorough. The assessment team reviewed two cases of academic misconduct. The first case contained unacknowledged

sources. The College had convened a meeting at which the student was invited to contribute their understanding of the situation. The decision was made to 'mark only the student's contribution to the work.' In the second case, the essay contained 15 per cent of self-plagiarism from a previous module; the same process was followed, and the same penalty was applied. These two cases evidence a good process and a fair outcome.

120. The College's assessment policy guidelines also set out a requirement to minimise opportunities for academic misconduct through the design of assessments. The processes for assessment approval placed a strong focus on creating authentic and creative assessment that would test the skills a student would need in the workplace. The College gave explicit consideration on how to minimise the risks to the integrity of assessment presented by student use of AI. In meetings with staff, the move to more creative approaches of assessment was outlined, partly to mitigate the risks of AI use, but also recognising that this is better for students. The College provides support to their tutors in relation to managing academic misconduct, including running a workshop on identifying and mitigating AI risks. Ongoing staff development to support the delivery of this focus was evident.

121. The assessment team agreed that samples of student work indicate that it is being assessed appropriately. Lecturer feedback is detailed, both through in text and summative comments and indicates how students can improve their work. Support for assessment is offered to students through clear information given by tutors on marking criteria and assessment early and clearly, and through one-to-one support when students request it. Assessment is also flexible; tutors are often open to students wanting to answer a slightly different question in assessment (to meet a specialist interest), while still aligning to the learning outcomes.

122. Formative assessment is an important part of student assessment, and is designed to build directly into summative assessments. Some formative assessments are optional, but students commented that feedback is always helpful. One student gave an example of an assignment and said they were thinking about the summative assessment wrongly and the formative assessment helped them reconsider their approach and do well in the summative assessment.

123. Assessment design was discussed with teaching staff, who recognised the importance of ensuring it is testing what needs to be tested, not just written fluency that some students may struggle with. Formative assessments are kept brief generally and focus on practical skills; for example, students are required to reference three quotes in an assessment so they know how to do this. This helps the students see the benefit of formative assessments. Formative assessments are often done in class, often through presentations, so students can get peer and tutor feedback. Informal formative feedback is given when students ask for it.

124. Reasonable adjustments are made for students who have assessed learning needs. In the student meeting, comment was made about such reasonable adjustments, noting that one-to-one support is given through formative assessment and that tutors are happy to talk students through an assessment, or provide alternative assessment types such as a presentation rather than an essay. In meetings with staff, alternative assessment was discussed. Any alternative assessment needs to go through YTEP, but the College manages the application for this on the student's behalf.

125. The assessment team considered that the tasks set for each sample assignment brief were also appropriate to the level of the assessment, and the contents of the assignments were

appropriately comprehensive overall and test the relevant skills of the courses. The assessments are appropriate for the course and the intended future employment of the students. Knowledge, understanding and practical skills (required for the ministry contexts students are being educated for) are appropriately addressed though the assessments. A wide variety of assessments are used. For example, sermons and presentations, placements, and home church audits. Assessment in theological reflection appears in various modules, which is appropriate for the ministry contexts students are being trained for. This demonstrates an up-to-date and practical theological emphasis in ministerial education and training. Assessment includes aspects of formation, again appropriate for ministry training. Assessment of group work was discussed with teaching staff. For example, in a presentation as part of a weekend programme, it was noted that students are not assessed on the presentation itself but on a written reflection on the presentation addressing their contribution and their experience of working in the team. This approach ensures an effective assessment of each student's work. Staff commented that summative group assessment tasks are rare and this is mostly used for formative work.

Criterion B4.2.b

Does the provider have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

126. The assessment team's view is that the College **does have** credible plans to ensure that for each higher education course assessment is valid and reliable.

Reasoning

127. The assessment team considered whether each higher education course delivered by the College made use of assessment that is valid and reliable. Assessments are mapped onto the learning outcomes for the modules, and therefore test what they were designed to assess. Example assignment briefs considered by the assessment team give a clear indication of how the assessments address the learning outcomes for the module. In addition, each module has a handbook setting out learning outcomes, requirements for assessed work and bibliographies. Students articulated that these make it easy to understand what is required in an assessment. The validity and reliability of assessment are confirmed by the use of external examiners. The external examiner for academic year 2021-22, for example, stated in their report that 'the range and scope of assessment was appropriate to the curriculum and intended learning outcomes' and 'the degree of critical edge and challenge for the students was appropriate to the various levels.'

128. The College uses software to detect plagiarism for all written summative assessments. Its originality tool helps markers and moderators to detect plagiarism in student work.

129. Moderation or second marking processes are robust. The College's Marking and Moderation Protocol, based on guidance from the validating partner, details the protocols and procedures to be followed when marking and moderating student work. The Common Awards grid is used for marking. A YTEP-wide Marking and Moderation Day was held for core and associate staff. This helps to ensure fair and effective assessment. The Module Evaluation Report has cogent analysis of marking outcomes.

130. In discussion with staff, the assessment team explored how consistency of delivery is maintained between core and associate teaching staff. The assessment team concluded that there are robust processes in place to ensure this, including:

- co-teaching where core and associate staff teach together in sessions

- peer review processes for associates

- the Module leaders' handbook (giving thorough guidance for associates)

- double-marking of new associates' marking

- bringing associates into moderation discussion sessions.

131. The College's assessment policy guidelines are set out in the quality plan and require all summative assessments to be submitted for approval (first by an internal panel and then by the validating university) before being used.

132. The College's senior team stated that Durham University has reviewed all institutions delivering Common Awards and had some concerns around marking of biblical languages as average marks for these modules were above average (compared to other modules). Senior staff reported that Durham University is working on new approaches here and has collaborated on this with the College and other Common Awards delivery partners. The College's relationship with Durham University is consultative, rather than a top-down approach.

133. In assignment briefs, often no mention is made of the assessment criteria that will be used to assess the work. It would be good practice for the assignment briefs to indicate the assessment criteria that will be used to mark the assignment, especially given the wide range available. This information is available on Moodle, however, and the link is available in the student overview handbook and in the study skills section of Moodle, where comprehensive information is given there.

Criterion B4.2.c

Does the provider have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

134. The assessment team's view is that the College **does have** credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible.

Reasoning

135. The assessment team considered whether the College has credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible. The assessment team examined the assessment of students' work;

student discipline relating to academic matters; the requirements for relevant awards; and the method used to determine classifications.

136. The awards granted by the College are managed through academic regulations set by the validating partner and adapted by the College where appropriate. The College follows guidance on assessment design and assessment criteria provided through the Common Awards scheme. The College also adopts module outlines from those approved through the Common Awards scheme. The team found the academic regulations set in collaboration with the validating partner to be consistent and clear, facilitating understanding for students and those assessing student work of the achievement required to receive each award provided by the College.

137. The College's senior leadership team reported that the College had received re-validation from Durham University just prior to the May 2024 visit. Part of the re-validation included assessment of compliance with academic regulations in practice. Senior staff stated that the process has been constructive, and that the re-validation did not contain significant areas for development for the College.

138. The team considered learning outcomes and examples of assignment briefs from across academic levels. Programme learning outcomes and assignment briefs make clear what is required of a student to achieve the award they are studying for, and link closely to the guidance on assessment provided through the Common Awards scheme's academic regulations. Assessment criteria were tied to learning outcomes to ensure that students are being assessed in line with the requirements of their award. Examples of student assessed work also evidenced that students were being accurately marked against appropriate learning outcomes.

139. The College reported that where a student is on the boundary between grades, their final award grades are managed by the validating partner through its policies. The College stated that the validating partner tends not to round up grades.

140. Student discipline relating to academic matters is discussed above in B4.2.a, paragraphs 119 and 120, which considers academic misconduct policy and the handling of two cases of plagiarism. The documentation evidenced that cases of academic malpractice are dealt with effectively, with appropriate consideration of how academic malpractice should affect a student's grades for assessed work. The validating partner's academic misconduct policy has been appropriately adapted for the College, and the team found the policy to be robust.

141. The College has also updated its academic misconduct policy to consider the potential impacts of AI. It provided training to staff on identifying AI use in assessment and designing assessments to mitigate the potential use of AI.

Criterion B4.2.d

Does the provider have credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

142. The assessment team's view is that the College **does have** credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

Reasoning

143. A level of technical proficiency in the English language is required on entry to a programme at the College. An International English Language Testing System (IELTS) or equivalent examination is required for students for whom English is not their first language. IELTS requirements are available in the programme specifications. For example, the postgraduate diploma programme specification states the 'students for whom English is their second language should have achieved a score of 7.0 with no component under 6.5 in an IELTS examination, or equivalent.'

144. The assessment team recognised that assessments provided by the College are not just intended to test English language ability. The variety of assessments provided at the College are intended to enable students to demonstrate other skills, particularly those relevant to their future work. For example, presentations, sermons, and spiritual journalling are all used as methods, while also clearly requiring English language ability. Staff noted that assessment design needs to ensure that the learning outcomes required are being tested, not just written fluency (that some students, particularly those with learning needs, may struggle with). (Also noted in B4.2.a above.)

145. The quality plan notes that the College does not write its own aims or learning outcomes, rather it adopts the modular aims and learning outcomes that have been approved by the validating partner. These learning outcomes do not explicitly state an outcome of proficiency in the English language, though there are related skills indicated. For example, in the Level 5 module Bible in Context there is a key skill learning outcome: 'undertake a critical analysis of information and arguments, communicating these effectively to non-specialist audiences, showing critical awareness of their own beliefs, commitments and prejudices.'

146. The College employs guidance on assessment provided through the Common Awards scheme. Common Awards guidance, covering a large variety of assessments, ensures that assessments consider proficiency in the English language. For example, for the assessment of written theological reflections, criteria includes consideration of the presentation of the written work. The criteria ask: 'is your writing clear, using appropriate vocabulary, correct grammar and spelling?'. Additionally, criteria for marking assessed presentations include: 'were you audible and were the pace and timing good?'. For the accompanying written commentary for a presentation, the criteria ask: 'is your writing clear, using appropriate vocabulary, employing correct grammar and spelling and following your TEI's referencing conventions?'. These marking sections therefore address clarity of language, spelling, grammar, referencing and demonstrate the College's consideration of technical proficiency in the English language through assessment.

147. The assessment team recognised that the effective assessment of technical proficiency in the English language is a complex consideration and notes that some students studying at the College are studying in English as a second language or have not come from academic backgrounds. Staff expressed that the College views the personal development and

community building for students as an integral part of what it does. The College currently takes an intersectional approach and supports students with all sorts of needs. The College also has funding for personalised English language support for those studying with English as a second language.

Criterion B4.2.e

Does the provider have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

148. The assessment team's view is that the College **does have** credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

Reasoning

149. The credibility of awards is pro-actively monitored by the College. In an October 2023 evaluation of students' results in modules, the College note that students perform slightly better at Sheffield than at Mirfield and online. However, there is only a marginal difference in the marks: for the academic year 2022-23, Sheffield students averaged 64.1/100 and Mirfield and online students averaged 61.9/100.

150. To consider this data further, the assessment team asked how the College manages and monitors risks to the credibility of awards. The College conducts an analysis by degree outcome at BA level annually. However, the sample size is very small, so module evaluation reports are more helpful to it in considering risks. Each module with more than five students has an annual review, which includes grading, and the College has not identified any issues in relation to the credibility of awards. The College will continue this module level monitoring process, which also helps to identify if there are modules with above or below average marks (this can then be addressed). External examiners are also engaged in discussions about the credibility of awards.

151. Standards across the modules reviewed by the assessment team clearly reflected sector-recognised standards.

B4 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B4 from the date of registration?

152. The assessment team considers that the College **does have** credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.

153. In reviewing module handbooks, assessment briefs, policy guidelines and student assessments, the assessment team concluded that student submissions are effectively assessed, and that formative assessment is an effective component of the assessment strategy.

154. The College effectively delivers the Common Awards modules designed and validated by Durham University. Through a review of documents such as learning outcomes, module briefs and in discussion with students and staff, the assessment team confirmed that these awards as delivered by the College are valid, reliable and credible, and that they effectively assess technical proficiency in the English language.

Part 2: Assessment of condition B8: Standards

> **Does the provider demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?**

Advice to the OfS

155. The standards set for the courses the College intends to provide, if it is registered, **appropriately reflect** applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

156. The assessment team's view is that the College has demonstrated in a credible manner that, if it is registered, the courses it plans to deliver will appropriately reflect the standards set out in part A.1 of the sector-recognised standards document.

157. The awards currently offered by the College are as follows. The College intends to continue offering all of these courses if they are registered with the OfS:

   a. Foundation Award in Theology, Ministry and Mission

   b. Certificate of Higher Education (120 Credits) in Theology, Ministry and Mission

   c. Certificate of Higher Education (180 Credits) in Christian Ministry and Mission

   d. Diploma of Higher Education in Theology, Ministry and Mission

   e. Bachelor of Arts (Honours) in Theology, Ministry and Mission

   f. Graduate Certificate in Theology, Ministry and Mission

   g. Graduate Diploma in Theology, Ministry and Mission

   h. Postgraduate Certificate in Theology, Ministry and Mission

   i. Postgraduate Diploma in Theology, Ministry and Mission

   j. Master of Arts in Theology, Ministry and Mission

   k. Master of Arts in Contemporary Christian Leadership.

158. The qualifications to which the College's courses lead are located at the correct levels of study, according to Table 1 of the sector-recognised standards document. The masters' degrees are at Level 7, the bachelors' degree is at Level 6, the undergraduate diploma at Level 5, and the undergraduate certificates and foundation awards at Level 4. This can be seen in the programme specification for each course, for example, the Graduate Certificate (60 credits) requires a minimum of 40 credits at Level 6 and the MA (180 credits) requires minimum of 150 credits at Level 7.

159. The College does not currently offer a PhD programme (Level 8). However, Durham University has piloted some co-supervised PhD programmes with TEIs. The College stated they would consider engaging with this, though it is not clear how this is developing. They would have a Durham University supervisor and a supervisor from the College.

160. The titles of the awards the College offers convey appropriate information about the level of the qualification, the volume, nature, and field of study undertaken. For example, the programme specifications for the BA (Hons) in Theology, Ministry and Mission and the MA in Contemporary Christian Leadership clearly indicate the focus for the study in the awards undertaken.

A.2: Typical volumes of credit for qualifications

161. The assessors' advice to the OfS is that the College has demonstrated in a credible manner that, if it is registered, the courses it intends to provide, and currently provides, appropriately reflect those set out in part A.2 of the sector-recognised standards document.

162. The College uses the credit system devised by the validating partner to define the volume of learning expected of students. Each of its courses is described in relation to the typical credit volumes set out in Table 2 of the sector-recognised standards document. This can be seen in the programme specification for each course.

163. The team reviewed the total credit value and the required credit at each level for all the courses the College intends to provide if registered. Each course appropriately reflects the credit values set out in Table 2 of the sector-recognised standards document. As an example, the two Level 7 masters' degrees offered by the College both have a total credit value of 180 credits, with a minimum of 150 required credits at Level 7. This appropriately reflects credit values in Table 2 of the sector-recognised standards document, which expects, for a taught masters' degree, a total of 180 credits with 150 at Level 7.

164. The College offers a Certificate of Higher Education (180 credits) award. This award has a higher credit requirement than the sector-recognised standards require for a Certificate of Higher Education. The rationale for this course comes from a historic legacy of reader training, built into the Common Awards scheme. Staff explained that it is not used very much by students, but is helpful for students who carry some credit from another provider. It is also helpful for students with illness or absence and enables them to gain a good qualification with the credits they have achieved. The Certificate of Higher Education (180 credits) also enables students (mostly at Level 4) to gain some additional Level 5 modules, which can be helpful for their professional requirements.

A.3: Qualification descriptors

165. The assessment team's view is that the College has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the standards set out in part A.3 of the sector-recognised standards document.

166. The team assessed the College's alignment with qualification descriptors by mapping programme learning outcomes against them. By doing this, the team was able to establish if the outcomes and attributes expected by the provider for each course aligned with those expected for the award of the relevant qualification in the sector-recognised standards.

167. Paragraphs 168 to 173 below set out the consideration of programme learning outcomes for a course (the Level 6 bachelors' degree) carried out by the team. This consideration was repeated for courses at each level. For all courses that the College intends to provide, if registered, programme learning outcomes demonstrate alignment with qualification descriptors as set out in part A.3 of the sector-recognised standards document.

168. The Level 6 bachelors' degree appropriately reflects the descriptor for a higher education qualification at Level 6, set out in paragraphs 25 to 29 in section A.3.3 of the sector-recognised standards document. The learning outcomes listed in the programme specification for the BA (Hons) in Theology, Ministry and Mission are as follows for Level 6:

Subject Specific Knowledge

On successful completion of the programme, students will be able to:

1. Engage in detail with selected texts of the Old and New Testaments in their cultural and religious contexts, making confident and critical use of them in the context of complex contemporary situations, and using and critically evaluating a range of approaches to interpretation.

2. Research and give a coherent and detailed account of key doctrinal and ethical questions and the controversies surrounding them, explaining how they relate to aspects of faith, church and society.

3. Describe and analyse theological, ecclesial and contextual understandings of the nature and practices of Christian discipleship, critically evaluating such practices in relation to a range of new contexts in and beyond the church.

4. Demonstrate a systematic understanding of key concepts and processes of inquiry involved in the study of those disciplines selected for further study at Level 6, including critical engagement with some recent research methodologies and findings.

Subject Specific Skills

On successful completion of the programme, students will be able to:

1. Critically evaluate and apply different approaches to the close reading and interpretation of biblical texts, communicating these with relevance, rigour, creativity and sensitivity to a variety of audiences and contexts.

2. Consolidate and extend competences and modes of inquiry in practices of Christian discipleship, mission and ministry in the light of theological and, where appropriate, other disciplines, in a range of complex and unpredictable contexts.

3. Extend and apply their knowledge and understanding of key disciplines of theology, ministry and mission to new and complex contexts, reflecting critically on their impact on the life and ministry of the church, and showing sensitivity to the problems of religious language, experience, and the limits of knowledge.

169. These learning outcomes map onto the descriptors outlined at A.3.3 of the sector-recognised standards. They address the standards expected of those awarded a bachelors' degree with honours in terms of:

    - acquisition of coherent and detailed knowledge

    - techniques of analysis and enquiry

    - conceptual understanding

    - an appreciation of the limits of knowledge

    - the ability to manage their own learning

    - the ability to apply their knowledge and understanding

    - the ability to critically evaluate

    - the ability to communicate information and ideas

    - demonstration of the transferable skills necessary for employment.

170. The Educational and Formational Aims of the degree programme particularly emphasise the vocational and employment aims of the programme, and in the BA programme specification they are stated in the following way:

The aim of this programme is to equip Christian disciples and ministers to develop as competent and faithful reflective practitioners. To this end it provides an education in theology, ministry and mission in and for a variety of contexts.

1. Preparing people for professional ministry and mission within churches: Many students will be preparing for recognised lay and ordained ministries in the Anglican, Methodist, Baptist and United Reformed churches. Others will be engaging in the programme as part of their professional development. The programmes serve institutions representing Anglican, Methodist, United Reformed, Baptist, Roman Catholic and Orthodox churches, as well as being open to students from other denominations.

2. Preparing people for lay ministry and mission in the world: The programme also serves those who wish to be more fully equipped for Christian life and service in the world, or simply more informed about the Christian faith. Within this category, some students will be preparing for ministry and mission among children and young people within and beyond ecclesial structures. Typically, students will be preparing for service in third sector and statutory organisations as well as in churches.

171. The module outlines for core and optional modules that would lead to the Level 6 award demonstrate through the learning outcomes how the modules map onto the descriptors for the level. For example, the learning outcomes for Reflective Practice: Mission and Evangelism state:

By the end of this module students will be able to

1. Demonstrate a systematic understanding of missiological theory, including acquisition of coherent and detailed knowledge, at least some of which is informed by the methodologies and findings of current research.

2. Critically evaluate a range of approaches to mission and evangelism in contemporary contexts.

3. Develop appropriate missional strategies for the church in a particular local context, relating their theoretical and theological understanding to complex realities in both church and world.

Key Skills

1. Identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, to critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices a range of purposes, and communicate their findings with clarity and fairness to specialist and non-specialist audiences.

172. The College's rationale for the core and optional modules for the BA (Hons) in Theology, Ministry and Mission, and at each level, are articulated in the College's Quality Plan. The rationale is as follows:

'Overall coherence for the courses delivered by St Hild is ensured by the Durham University curriculum framework within which all of our provision operates. For instance, the BA (Hons) programme specification indicates the minimum number of credits that must be taken at each level from each sub-specialty.'

173. The assessment team noted that this approach provides flexibility for the College in that its validating partner does not specify which specific modules they need to teach at each stage. Nevertheless, it does ensure coherence for the course.

174. The assessment team considered a random sample of student work across all levels being taught. These assignments demonstrated a variety of standards of work, with some very strong passes as well as a failing assignment. Lecturer comments were very helpful to encourage this unsuccessful student moving forward and generally the feedback from the lecturers was detailed, constructive and helpful.

B: Classification descriptors for Level 6 bachelors' degrees

175. The assessment team's judgement is that the College has demonstrated in a credible manner that if it is registered the courses it intends to provide appropriately reflect the standards set out in part B of the sector-recognised standards document.

176. Part B of the sector-recognised standards document is relevant to the College's Level 6 bachelors' degree. The course appropriately reflects the part of the classification descriptors set out in Table 3 of the sector-recognised standards document. The programme specification for the Level 6 bachelors' degree sets out information on aims and learning outcomes, delivery of the programme, and structure of the programme.

177. Table 3 of the sector-recognised standards is reflected in the descriptors for the degree. The learning outcomes for the degree are arranged into three areas, as noted above: Subject Specific Knowledge, Subject Specific Skills and Key Skills. These three areas map onto the five learning outcomes areas outlined in Part B of the sector-recognised standards: knowledge and understanding, cognitive skills, practical skills, transferable skills and professional competencies.

178. Assessment criteria for the degree is referred to in the programme specification as follows:

'TEIs are required to use to the published Common Awards assessment criteria for all Common Awards programmes. The Common Awards specific assessment criteria are aligned to Durham University's generic assessment criteria and Level Descriptors.'

179. The quality and standards of the awards offered appropriately reflect the sector-recognised standards as evidenced in the three External Examiner's Reports provided, covering academic years 2020-21, 2021-22, and 2022-23. All three external examiners grade each element of the 'Quality and Standards of the Award' as consistently or fully achieved.

Advice to the OfS

180. The achievement of students on the courses the provider intends to provide, if it is registered, **appropriately reflect** applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

181. Awards currently made to students appropriately reflect the titles set out in the programme specification for each course. For example, papers from the examination board held in June 2022, show that the following awards were made: Foundation award, Cert HE (120), Cert HE (180), Dip HE, BA (Ordinary Degree), BA (Hons), Grad Dip, PG Cert.

182. Examination board minutes include consideration of progression, demonstrating appropriate consideration of student achievement before allowing progression or completion. In examination board documentation from October 2021, for example, it is recorded:

    'The Board considered for each of the 170 students due to progress from one level to another, or to continue at the same level of study, whether that student should proceed, resit or withdraw.'

    Statistics provided by the College also indicate the module results of students at different levels of study.

183. External examiners through their engagement with the College confirmed that assessments were fair and appropriate for the awards provided. For example, the October 2021 exam board minutes state that the external examiner 'confirmed that all assessments had been conducted fairly and that standards were in line with other institutions he had examined.'

184. The team reviewed a range of assessed work from Levels 4 to 7, which included failing work as well as work of a very high standard. The level of work and the comments provided by teaching staff demonstrate that the achievements of students appropriately reflect sector-recognised standards.

A.2: Typical volumes of credit for qualifications

185. As set out above, the College has demonstrated that the design of its courses ensures that courses require the correct volume of credit for each course. Its delivery of teaching and learning and exam board processes demonstrate that students studying on courses earn an appropriate volume of credit for the awards they receive.

186. The College has planned its learning and teaching activities on the basis that each credit equates to 10 learning hours. For example, the outline for the Bible in Context module states that 'this module carries a workload of 200 hours. 24 hours will be spent in class, 176 hours will be spent preparing for class (reading and exercises) and on the necessary reading and

writing of the required assessable work.' However not all module handbooks include learning hours information.

187. Credit weighting for each module is indicated in the College's Module Directory, available to students through the Moodle. The assessment team noted that there is quite a variation in the amount of classroom time in different modules, but not in overall learning hours.

188. The College has demonstrated that exam board processes include consideration of progression and factor in credit volumes. For examination boards, the College produces a chart of students progressing, which demonstrates that the students had achieved the correct volume of credits at the appropriate level to progress to the next level of study.

A.3: Qualification descriptors

189. The assessment team considered the College's alignment with qualification descriptors by mapping programme learning outcomes against them, as detailed above. Programme learning outcomes are fulfilled through the learning outcomes of the modules, against which students are assessed. Learning outcomes are indicated in module outlines and address subject knowledge, subject skills and key skills. Learning outcomes for each module clearly connect appropriately with the qualification descriptors set out in sector-recognised standards.

190. To consider whether student achievement appropriately reflects standards, the team considered a sample of module outlines, assignment briefs and examples of student assessed work from each higher education course that the College delivers at Levels 4, 5, 6 and 7. Assessment briefs are effectively connected to the learning outcomes for the modules, meaning that assessments are focused on examining whether students have demonstrated the required skills for the level of the course. The tasks set for assignments were appropriate for the level of each course. There is an appropriate increase in complexity and variety of assessments through the levels, with students at higher levels expected to demonstrate higher level skills through assessments.

191. Student work is assessed appropriately, with students receiving marks which are aligned well with their performance relative to the learning outcomes stated as relevant to the assessment. The College's Marking and Moderation Protocol is robust and helps to ensure that the marks and grades received by students are appropriate.

B: Classification descriptors for Level 6 bachelors' degrees

192. The programme specification for the Level 6 bachelors' degree, sets out information on aims and learning outcomes, delivery of the programme, and structure of the programme. The learning outcomes, addressing subject knowledge, subject skills and key skills, are specified for each level of the programme. The progression is evident in the learning outcomes indicated in the module outlines for the different levels of study.

193. The team considered a sample of assignment briefs and student assessed work at Level 6, with examples provided achieving marks across different classifications and failing marks. Throughout these examples, marks awarded for student achievement were consistently in line with classification descriptors. Feedback provided to students made it clear why a particular classification had been awarded, and how the student could improve their marks in future.

194. Assignments set were closely linked with the College's robust learning outcomes, so both students and markers had a strong framework for understanding where a student's achievement sat relative to classification descriptors. As above, the College's Marking and Moderation Protocol helps to ensure that the marks and grades received by students are appropriate.

Annex A: Approach to sampling of evidence

1. Because the College provides a limited number of courses, it was deemed proportionate and representative to include all of the courses in information or samples of information to be requested from the College.

2. As requested by the assessment team, the College provided programme documentation for all the courses it intends to provide, if it is registered. This included the programme specification, programme regulations, module overview table, and learning outcomes mapping table for each course.

3. The assessment team took a representative sampling approach in requesting module outlines, which ensured that all courses were represented in the sample of modules collected. The College teaches a number of modules that are offered across different courses. The assessment team therefore requested module outlines from the College's Bachelor of Arts in Theology, Ministry and Mission and Master of Arts on Theology, Ministry and Mission, but requested that the modules provided by the College be ones that are also taught on other specific courses.

4. The assessment team received the following sample:

   a. Two modules at Level 4, which are delivered as part of the Foundation Award, Certificate of Higher Education (120 credits), Certificate of Higher Education (180 Credits), Diploma of Higher Education, and Bachelor of Arts.

   b. Two modules at Level 5, which are delivered as part of the Certificate of Higher Education (180 Credits), Diploma of Higher Education, and Bachelor of Arts.

   c. One module at Level 6 delivered as part of the Bachelor of Arts, and one module at Level 6 delivered on the Bachelor of Arts, Graduate Certificate, and Graduate Diploma.

   d. Two modules at Level 7 delivered as part of the Postgraduate Certification, Postgraduate Diploma, Master of Arts in Theology Ministry and Mission, and Master of Arts in Contemporary Christian Leadership. One module at Level 7 delivered as part of the Master of Arts in Theology Ministry and Mission, and Master of Arts in Contemporary Christian Leadership.

5. The assessment team considered the programme documentation and module outlines sample an appropriate sample to enable it to advise on whether the standards set for the courses the College intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.

6. The assessment team also took a representative sampling approach in relation to evidence of student achievement in assessed work. For one module at each level from 4 to 7, the team requested and received three pieces of assessed student work, the applicable assignment briefs, grades awarded and feedback given. It was specified that within the sample of three pieces of work per module, at least one should be from a student who failed the assessment or received a low passing mark (if no students failed). This ensured that a range of student outcomes were included in the assessment team's considerations.

7.   In addition to this, the assessment team requested and received a total of four student journeys from students who had completed the Bachelor of Arts in Theology, Ministry and Mission and Master of Arts in Theology, Ministry and Mission (two students per course). The student journeys include all pieces of assessed work carried out by the student for the duration of their course.

8.   The assessment team considered the sample of student work (including the three pieces of assessed work for four modules from Levels 4 to 7 and the four student journeys) an appropriate sample to enable it to reach a judgement on whether the achievement of students on the courses the College intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards.

9.   The College provided exam board documentation from the previous three academic years (2020-21, 2021-22 and 2022-23). The assessment team considered this an appropriate sample to enable it to advise on whether awards made to students reflected the titles in the programme specifications, and whether students accumulated the necessary volume of credit for an award as set out in the relevant programme specification and the sector-recognised standards document.