School Review Form

This form is to be used by Visiting Evaluation Teams (VET) to report following Candidacy, Accreditation and Review visits. Schools receiving the visit must sign off the form in agreement.

Schools are reviewed by an external Visiting Evaluation Team according to the standards outlined in the Fourth Edition 2006 of the ECTE Manual. The following rating scale is used:

4 Full compliance. The school evidences a high degree of quality and operates at the level of the ECTE standard.	3 Partial compliance. The school satisfies the standard but there is room for improvement. Recommendations follow.	2 Work needed. The school must work on the requirements to improve significantly in the given standard. Requirements are given.	1 Much work needed. The standard is not in operation and the school will need to follow the given requirements.
Indicate that the requirements for accreditation are met – no additional action prior to accreditation.		Indicate that the requirements for accreditation are NOT met – additional action is required – it can be prior to accreditation or by defined post-accreditation date.	

The form is organized following the Standards described in section 3.2 of the ECTE Manual. Grades and recommendations/requirements are given for each item of evidence and then a summarized "Report statement" is provided for each general standard. Recommendation indicate areas of further improvement and development and progression must be reported in the APRs and checked during review visits. Requirements indicate areas which call for ultimate action in order to receive or maintain accreditation. For requirements a due date must be specified in the School Review Form (by the VET) or in the Follow-up Form (by the Accreditation Commission/the Council) – either "Prior to accreditation" or a post-accreditation date. The report concludes with an overall assessment of the school and recommendation to the Council.

General information

Name of theological school	**Union School of Theology**

Names of Visiting Evaluation Team Members

Adrian Smith
Marcel Măcelaru

Visitation Category

☐	Orientation
☐	Courtesy
☐	Candidacy
☒	Accreditation
☐	Review

Specify the programme of study that is object of the visit and level of accreditation

BA Theology (B.Th.)

Graduate Diploma (Level 6)

Master in Theology (MTh)

Introductory comments to the Visit

The VET was warmly welcomed to their Bryntirion Campus by Union School of Theology (UST). Additionally, the VET visited a Learning Community in Porthcawl. The Accreditation visit was conducted in a very positive relational context. Conversations with the UST community were carried out in an open, transparent and collegial manner. The VET would like to thank and commend the UST community for this.

Previously a Courtesy Visit had been carried out in July 2014 by Marvin Oxenham and Adrian Smith. The school has undergone significant strategic development in the delivery of its theological education since this visit. A successful Candidacy Visit had been completed by Adrian Smith and Goran Janson in March 2018.

UST is a non-denominational theological college, part of the ministry of Union Foundation, a charitable foundation which owns the school and is also involved in Publication and Church Planting ministry in Europe. Originally formed in the 1930s as Barry Bible Institute, UST has successively been known as the Evangelical Theological College of Wales, Wales Evangelical School of Theology, and in January 2016 was renamed Union School of Theology. A significant partner within Union is the Sarang Church from South Korea. Evangelical Christianity was established in Korea as a result of the endeavours, in the mid nineteenth century, of missionaries from South Wales creating a sense of historical continuity. The school has received significant relational, practical and financial support from the Sarang Church within the context of the Union partnership.

UST has been offering validated degree programmes since the 1990s, working over the years with validators including the University of Lampeter, the University of Wales, and the University of Chester. At the time of the candidacy visit, UST was in the midst of the process of moving of its Higher Education (HE) programmes from the University of Chester to validation with the Open University. The requirement for change came about due to an unexpected strategic decision by the senior management of Chester University not to continue to deliver a number of HE partnerships. This change in policy from Chester was not anticipated by UST, particularly as they had just successfully completed their Quinquennial Programme Review.

UST successfully completed the transition of the validation of their HE programmes to the Open University in 2018. All students who commenced their studies after 2018 are now studying programmes validated by the Open University. There are however some legacy students, who are still studying programmes validated by Chester University.

The BA(Hons) Theology award is delivered, both full-time and part-time as a campus-based programme at Bryntirion. The Graduate Diploma in Theology as a part-time distance learning programme through use of the 'Cloud' VLE delivered through a local 'Learning Community'. There are at present 17 Learning Communities located in the UK, Europe and North America. The Master of Theology award can either be studied full time, campus based at Bryntirion, or part-time through a Leaning Community.

Although not part of the scope of the ECTE accreditation visit, it is encouraging to note that UST has a number of students studying for PhDs, 4 with Chester University and 3 through the Free University of Amsterdam.

UST has sought to adapt its delivery of Theological Education to the changing nature and demand of contemporary students by extending its delivery from a traditional campus-based model of full-time theological education, to include more flexible and accessible models. Initial indicators suggest that this has been a positive process for the students and is reflected in student recruitment and retention data.

A significant development has been the establishment of 'Learning Communities'. This reflects UST's experience of a need for students to access theological training in their own context whilst remaining engaged in pastoral ministry. In 2015 UST further developed a Graduate Diploma programme offered through these Learning Communities, in which a group of students access UST teaching materials in a local 'community' (avoiding the isolation found in some Distance Learning models). Teaching materials are delivered through the UST's VLE, with pre-recorded lectures / teaching activities delivered by faculty in the context of learning support materials and activities for group discussion. All teaching and assessment is done by UST lecturers, however each Learning Community has a Lead Mentor, who facilitates the group's engagement with the learning activities.

The VET visit began at Lunch on Wednesday 8th March 2018 and concluded at 5pm on Friday 8th March 2019. The team ate meals with staff and students. They also met with the School's Provost and Executive Director; the Programmes Leadership Team (Provost, Academic Dean, Programmes Leader, Academic Registrar), the Academic Administration Team (Academic Registrar, the Programmes Administrator and the Programmes Leader), and the staff involved in student pastoral support (Personal Tutors & Tutor for Wellbeing and Community). Additionally, the team also visited a 'Learning Community' in Porthcawl to meet with students and Lead Mentors, and observe the delivery of a Graduate Diploma Session.

A tour of the campus was conducted. A specific visit to the library included conversation with the school Librarian.

The VET also had numerous opportunities, both formally and informally to engage with students; at meals, in classes, as members of college committees, with student representatives, and by attending a tutor group meeting. Additionally, the VET also met with the Student President.

Additionally, a skype conversation was held with a longstanding member of the College Board, who has recently retired from a senior academic position at the University of Bangor.

The school has a fully functioning website https://www.ust.ac.uk, which demonstrates a high commitment to robust public information relating to the school. The website also enables open access to programme handbooks, programme specifications, college policies and procedures. Additionally, students have access to the college VLE through a secure portal, which facilitates access to the library catalogue, electronic resources and the college 'cloud'.

The VET would like to draw specific attention to the very positive relational environment that is at the heart of the UST college community. This is evident not only in the relationships between students, staff and faculty, but is also clearly evident in the manner in which they conduct all that they do within the process of theological education.

Review Form

Standard	4	3	2	1	Recommendations	Requirements
1. Integration and implementation of core values and statement of faith into all activities						
Core Values are recognizable in the programme and general operations (refer to Membership Application Form)						
1. Faithful to doctrine	☒	☐	☐	☐		
2. Trusted by the church	☒	☐	☐	☐		
3. Excellent in academics	☒	☐	☐	☐		
4. Operating as community	☒	☐	☐	☐		
5. Integrated in approach	☒	☐	☐	☐		
6. Aimed at service	☒	☐	☐	☐		
7. Focused on outcomes	☒	☐	☐	☐		
8. Evaluated with integrity	☒	☐	☐	☐		
9. Governed with competency	☒	☐	☐	☐		
10. Managed efficiently	☒	☐	☐	☐		
11. Effective within context	☒	☐	☐	☐		
The statement of faith is integrated into all activities	☒	☐	☐	☐		

Report statement

UST describes its ethos and values as as a
- Delighting in God…We desire to know, love and enjoy God, so glorifying him.
- Growing in Christ…We long to be more fully alive in the truth, goodness and beauty of Jesus.
- Serving the church…We are a ministry of the church for the sake of the church, that she may be fit for Christ.
- Blessing the world… We join God's mission to fill the earth with the glory of Jesus as we are led by the Spirit

The VET saw a clear integration and implementation of these core values and their statement of faith into all the activities of the college. Both academically and as a community.

Standard	4	3	2	1	Recommendations	Requirements
2. Strategic plan that is approved by the governing body and relates to the institution's operation.						
2.1 Appropriate written mission statement	☒	☐	☐	☐		
2.2 Appropriate short and long term development plans	☐	☒	☐	☐		
2.3 Clearly formulated learning outcomes	☒	☐	☐	☐		
2.4 Clear programme profile	☒	☐	☐	☐		
2.5 Clear academic/vocational distinction	☐	☐	☐	☐	N/A (see note below)	

Report statement

Union, which UST is a part of, has a clear focus that informs all of its objectives and activities. Its vision is 'growing leaders for growing churches' and its mission is 'to provide rigorous, biblical and accessible education, training and resources for church leaders and church members to enable their personal and corporate growth in Christ. Union employs four integrated strategies in meeting these objectives.

1. RESEARCH: Fuelling the church's mission through theological excellence
2. SCHOOL OF THEOLOGY: Growing leaders through world-class theological education that is geographically and financially accessible.
3. RESOURCES (Publishing): Producing quality theological material to grow leaders and the church
4. MISSION: Working with churches for growth of the whole church through working with churches, agencies and networks in church growth and church planting.

There is a clear Strategic Plan, that has been developed by the Union Board that informs the leadership and management of the School of Theology. This is reviewed annually. The VET recommend that the Strategic Plan is revisited to include clearer indication of timeframe and cost implications.

The School has with clarity articulated through the development and validation of its programmes clearly formulated learning outcomes which are the core of the design and delivery of the individual programmes.

UST's programme profile is distinct. There is clarity between the programmes, as well as a progression and development route for students who wish to deepen and continue their theological studies.

2.5 Within a UK context there is no clear distinction between 'Academic' & 'Vocational' descriptors for degree qualifications. It is therefore entirely appropriate for UST to choose the 'Academic Bachelor' descriptor even though it includes vocational elements. The programmes that were historically described by UST as 'Vocational' are no longer delivered. [Cf EEAA Council letter to UST Nov 2017]

RECOMMENDATION (2.2) The VET recommend that the Strategic Plan is revisited to include clearer indication of timeframe and cost implications.

3. Programme that reflects learning outcomes in curriculum and learning activities.

3.1 Appropriate understanding of learning outcomes	☒	☐	☐	☐		
3.2 Appropriate procedure used in setting learning outcomes	☒	☐	☐	☐		
3.3 Learning outcomes are used appropriately to build curriculum	☒	☐	☐	☐		
3.4 Appropriate course syllabi	☒	☐	☐	☐		
3.5 Variety of appropriate learning activities	☒	☐	☐	☐		
3.6 Balanced curriculum	☒	☐	☐	☐		
3.7 Curriculum reflects learning outcomes	☒	☐	☐	☐		

Report statement

The UST self-review explains that the new programmes, validated by the OU, were developed through a structured process of evaluation of former programmes, which sharpened the distinctiveness, identity and ethos of UST, and focussed on the perceived ministry needs of students. The VET found these programmes to very clearly demonstrate the appropriate use of learning outcomes around which the curriculum is constructed. There are clear programme and module specifications for all three programmes. The curricula are balanced and provide a variety of learning activities for the students.

4. Understanding and usage of ECTS and appropriate credit and duration scheme for level of study.						
4.1 ECTS are understood and used properly	☐	☐	☒	☐	(see note below)	
4.2 Correct number ECTS for level of study	☒	☐	☐	☐		
4.3 Correct duration for level of study	☒	☐	☐	☐		
4.4 Duration and ECTS correspond to national situation	☒	☐	☐	☐		
4.5 ECTS are awarded for all learning activities	☒	☐	☐	☐		

Report statement

The VET noted that although within a UK context ECTS are not the vehicle through which credit weighting is defined, UST have a full understanding of the comparability of the UK and the broader European ECTS system. The VET however requires UST to provide on their website a simple, and straightforward statement regarding the comparability of the UK Credit system to the ECTS.

UST has developed a 'Personal Development Programme', at the request of their validating University, which it offers to its campus-based students. This is an informal, but organised, programme that enables students to engage further in Christian development and discipleship beyond the opportunities given as part of their formal Placement module. The students speak very highly of the relational dynamic with college staff that this programme engenders and the opportunity to explore in a different way issues relevant to their growth and maturity as Christian Disciples.

REQUIREMENT (4.1) the VET require UST to;

a) provide on their website a simple, and straightforward statement regarding the comparability of the UK Credit system to the ECTS.
b) Update all the module specifications to include ECTS as well as UK Credits.

5. Teaching and learning are provided to a high level of quality and there is consistent, transparent, on-going and appropriate evaluation of all student learning activities.						
5.1 Teaching and learning, classroom organisation and pedagogical practices in the school occur in harmony with principles of effective adult teaching	☒	☐	☐	☐		
5.2 Teaching and learning is at appropriate level and academic depth for the programme.	☒	☐	☐	☐		
5.3 Teaching and learning are fitting to the discipline of theology	☒	☐	☐	☐		
5.4 Teaching and learning aim at integration between academic instruction, ministerial training, spiritual formation, character education and theological reflection	☒	☐	☐	☐		
5.5 Appropriate Student Progress Files.	☒	☐	☐	☐		
5.6 Written assessment policy in place.	☒	☐	☐	☐		
5.7 Written right of appeal procedure.	☒	☐	☐	☐		
5.8 Assessment policy is clearly understood by students for all learning activities.	☒	☐	☐	☐		
5.9 Assessment is differentiated and adequate for different learning activities.	☒	☐	☐	☐		
5.8 Assessment is sensitive to the level of study.	☒	☐	☐	☐		
5.9 Where operating, final assessment is adequate.	☐	☐	☐	☐	N/A	

Report statement

UST delivers teaching and learning of a high quality. The school is creative in the means of delivery and has sought to embrace the opportunities that new teaching and learning technologies bring. The teaching and learning reflect appropriately the level and depth required at each level. The VET particularly noted the explicit intentionality within the teaching and learning to seek to integrate academic instruction, spiritual formation, leadership development and theological reflection. This was supported by the comments received from the student body.

UST have developed an excellent Virtual Learning Environment, the 'Cloud', through which all educational processes are mediated, library resources accessed, and teaching and learning activities engaged. Furthermore, this platform allows communication through email, messaging etc. Additionally, students are able to access their own academic records. The school is continually seeking to upgrade and develop this facility and are now looking to move towards a one stop sign on process for access to all IT support and facilities. Significant, work has gone into the development of a 'ZOOM ROOM' through which online learning can be enhanced with live engagement and interaction with distance learning students. The IT Officer has sought to facilitate the use of this very positive development through the training and support of Faculty colleagues. Students speak very highly of the relational IT support that they receive.

There is a clear and defined assessment policy and process, which relates to the programme and module specification. Assessment is appropriately differentiated for different levels of study.

UST has in place, and is governed by, all of the appropriate polices and process that are required within a Higher Education Institution. They are publicly available through the college website. Students were aware of these and also identified which staff would assist them in their use and application.

Student progress is clearly recorded within the Maytas Student Record System. There is a clearly defined and appropriate administration process relating to the student's Teaching and Learning Experience, from initial enquiry, through application, interview, offer, enrolment, induction, assessment, progression, and award. This process is overseen by a team consisting of; Recruitment, Communication and Development Officer, Programme Administrator, Academic Registrar and the Programmes Leader.

6. Clear and consistent graduation requirements and appropriate documentation provided to graduates.

6.1 Graduation requirements are clear.	☒	☐	☐	☐	
6.2 Graduation requirements are binding.	☒	☐	☐	☐	
6.3 Graduates are given a Transcript.	☒	☐	☐	☐	
6.4 Graduates are given an academic award from the school.	☒	☐	☐	☐	
6.5 Graduates are given a Diploma Supplement.	☒	☐	☐	☐	
6.6 Graduates are given an ECTE Certificate (for schools that are already accredited)	☐	☐	☐	☐	N/A

Report statement

UST has through its validating Universities very clear and consistent graduation requirements. Appropriate documentation is provided by the school in line with the requirements of the validating university.

7. Healthy Christian community is fostered and modelled.

7.1 Social activities are organized.	☒	☐	☐	☐		
7.2 Spiritual activities are organized.	☒	☐	☐	☐		
7.3 Provision is made for access to physical activities.	☒	☐	☐	☐		
7.4 Student organizations operate appropriately.	☒	☐	☐	☐		
7.5 Written code of ethics	☒	☐	☐	☐		
7.6 Disciplinary procedures outlined.	☒	☐	☐	☐		
7.7 Accountability to local churches.	☒	☐	☐	☐		

Report statement

UST seeks to foster and model what it means to be a healthy Christian community. There are significant opportunities for students and staff to interact together socially and in worship. The UST community meets for chapel twice a week, with one of these services being student led and organised. There are also staff and student prayer meetings. The student body, under the leadership of the peer elected president seek to organise social and relational activities for the whole UST community. There are some basic sports facilities which appear to be well used. The students speak very warmly of the participation of the college staff within the community. The student body speak very highly of the relationality, wisdom and spirituality of the staff and faculty.

The policies and procedures relating to living within a community context are appropriate and accessible to all students.

During the induction process for new student's time is given to exploring personal, social and spiritual issues relating to living and studying together in a diverse Christian community. The school emphasises the role of, and actively encourages, the local church in supporting and facilitating the student's personal spiritual growth and development.

8. Curricula includes mentoring programmes, ministry experience and cultural awareness.

8.1 Organized and efficient mentoring programme.	☐	☒	☐	☐		
8.2 Organized and efficient ministry experience programme.	☒	☐	☐	☐		
8.3 Written evaluations carried out for mentoring programmes and ECTS credits awarded.	☒	☐	☐	☐		
8.4 Written evaluations carried out for ministry experience programmes and ECTS credits awarded.	☒	☐	☐	☐		
8.5 Students are exposed to their particular culture.	☒	☐	☐	☐		
8.6 Students are exposed to multicultural dimensions.	☐	☒	☐	☐		

Report statement

As part of its undergraduate programme students are required to complete two placements. The selection and nature of these placements are a collaborative affair with the individual students and the Pastoral Dean, who oversees this part of the programme. Students speak very positively about this part of the course and the support that they receive, both from the college and from those who supervise them in their placements.

Each UST student, on all programmes is allocated a Personal Tutor, whose role is to signpost for students the other support and help that is available within the college community; Faculty, Tutor for Wellbeing and Community, Pastoral Dean.

Specific support for students with Learning differences is provided by the Tutor for Wellbeing and Community.

This is an informal, but organised, programme that enables students to engage further in Christian development and discipleship beyond the opportunities given as part of their formal Placement module.

RECOMMENDATION (8.1) The Vet recommends that UST strengthens the relationship between their Alumni and their current students.

RECOMMENDATION (8.6) The Vet recommends that UST explores ways of exposing students to non-western Christianity and Theological Thinking, possibly through engagement with Faculty from a non-western context.

9. Clear organizational structure, organization and governance.

9.1 Legal status is appropriate for national context.	☒	☐	☐	☐	
9.2 Appropriate governance.	☒	☐	☐	☐	
9.3 Appropriate management and organization.	☒	☐	☐	☐	
9.4 Adequate record-keeping procedures.	☒	☐	☐	☐	
9.5 Adequate administration and secretarial provisions	☒	☐	☐	☐	
9.6 Internal quality assurance procedures are in place and operating	☒	☐	☐	☐	
9.7 Faculty and learning activities are continually evaluated.	☒	☐	☐	☐	

Report statement

UST has a clear and organised leadership structure. Solid governance is provided by the Union Foundation Board. Appropriate management and organisation is evident within the school. There is very appropriate record keeping, administration and secretarial procedures.

Internal Quality Assurance is evident within the life of the school. This is focused through the work of the Quality Assurance Committee, which is made up of the Provost, Academic Dean, Programme Leader, Academic Registrar, External Representative, and Student Representative.

There is a clear process of module and programme evaluation. The faculty are also involved in a peer observation process.

10. Faculty members have suitable qualifications and carry realistic workloads.

10.1 Faculty possess adequate academic and professional qualifications for level of study.	☒	☐	☐	☐	
10.2 Faculty are up-to-date in their field of specialization both in terms of contemporary teaching methods and theory	☒	☐	☐	☐	
10.3 There are adequate plans for faculty instructional development, enrichment of qualifications and provision for on-going faculty research	☐	☒	☐	☐	
10.4 Faculty use suitable teaching methodologies	☒	☐	☐	☐	
10.5 Faculty members actively participate in the life and worship of the theological school and show personal involvement in the physical and spiritual welfare of the students	☒	☐	☐	☐	
10.6 Faculty possess fitting spiritual and character qualities.	☒	☐	☐	☐	
10.7 Faculty is sufficient in number and carries realistic work load.	☐	☒	☐	☐	
10.8 Full-time faculty carry the majority of the teaching load.	☒	☐	☐	☐	
10.9 Faculty is adapted to the cultural and linguistic context of the school.	☒	☐	☐	☐	
10.10 Plans are implemented for faculty development and research	☐	☒	☐	☐	

Report statement

RECOMMENDATION (10.3) The VET recommends that the Faculty continue to be given opportunity and support to develop and progress as part of the Higher Education Academy.

RECOMMENDATION (10.7) The Vet recommends that the work load of Faculty be reviewed in the light of the growth and development of the Masters and Graduate Diploma programmes.

RECOMMENDATION (10.10) The VET recommends that Faculty members continue to be given opportunity and support to be more involved in disseminating the results of their research to the wider academic community.

11. Suitable student access standards are implemented.						
11.1 Access is appropriately regulated by the standards for each level of study.	☒	☐	☐	☐		
11.2 Policy is established and implemented for special access cases.	☒	☐	☐	☐		
11.3 Procedures are in place to evaluate commitment to Christian truth, values and ethics.	☒	☐	☐	☐		

Report statement

UST has very appropriate student access standards. The application process requires a reference from the student's church leader.

12. Facilities are adequate for educational objectives.						
12.1 Campus is suitable.	☐	☒	☐	☐		
12.2 Housing and student services are adequate.	☐	☒	☐	☐		
12.3 Library is adequate for level of study.	☒	☐	☐	☐		
12.4 Library keeping procedures are adequate.	☒	☐	☐	☐		
12.5 Development plan for the library	☐	☒	☐	☐		
12.6 Sufficient and qualified staff for library maintenance and development	☐	☒	☐	☐		
12.7 IT provision for students.	☒	☐	☐	☐		

Report statement

12.1 & 12.2 The college campus has a mixed diversity of buildings. Some are relatively modern, e.g. the Sarang Teaching Centre, and provide an excellent context for the delivery of teaching and learning. There are however challenges regarding the older buildings, with their increased maintenance and repairs costs. The VET recommends inclusion within the College Strategic Plan of costed and time specific details regarding future campus building, maintenance and development.

RECOMMENDATION (12.1 & 12.2) The VET recommends inclusion within the College Strategic Plan of costed and time specific details regarding future campus building, maintenance and development.

The library has approximately 25,000 individual items. It has an online searchable database for the library catalogue, which also gives access to links for electronic resources. This includes e-books and academic journals. Access to the following databases is also provided; Atlas, EBBO, EBSCO and PROQUEST. (Subscription). The librarian has also worked very hard in making available a number of other free databases and resources to enhance the students learning. All of the core texts for the BA programme are available as e-books. By the summer of 2019, all of the core texts for the Graduate Diploma will be accessible as e-books, and by the end of the 2019-2020 academic year, all of the core texts within the Masters programme will be available as an e-book. The librarian is also involved in making available various private collections that have specific subject emphasis. Additionally, all students receive an induction to the library facilities and study skills support for the use of library resources in their learning.

There is a Library Action Plan, which would benefit from integration into the College Strategic Plan.

The IT provision for the students is very appropriate. Students have access to Wi-Fi, computers are available to borrow, and the there is excellent provision of IT support.

RECOMMENDATION (12.5) The VET recommend that the Library Plan is costed and time specified and integrated into the College Strategic Plan

RECOMMENDATION (12.6) The VET recommend that the school considers provision of additional library staff.

13. Financial policies, procedures, records and conditions are sound and there is general stability.

13.1 Sound financial status	☒	☐	☐	☐		
13.2 Adequate development fund and planning	☐	☒	☐	☐		
13.3 Appropriate and clearly communicated student fees.	☒	☐	☐	☐		
13.4 Adequate compensation for staff and faculty	☒	☐	☐	☐		
13.5 Stability in leadership	☒	☐	☐	☐		
13.6 Stability in staff and faculty	☒	☐	☐	☐		
13.7 Stability in enrolment	☐	☒	☐	☐		

Report statement

UST is in a sound financial position as indicated by its audited annual accounts. There is significant financial planning, evident within the Strategic Plan, however the VET recommend that financial costings are added into the Strategic Plan. Please see previous recommendations above.

UST has suffered a drop in the BA Programme enrolment in recent years. This is attributed to the change of validating bodies as well as the uncertainty surrounding access to government funding for UST students. However, numbers have begun improving. The VET recommends that this situation is monitored and potential alternative funding for fees is explored.

RECCOMENDATION (13:2) The VET recommends that UST integrate financial costings into their Strategic Development Plan.

RECCOMENDATION (13.7) The VET recommends that the relationship between enrolment numbers and the financial sustainability of the BA Programme is monitored.

14 Healthy public relations and truthful publicity.

14.1 Appropriate Information Package and Course Catalogue	☒	☐	☐	☐		
14.2 Truthful publicity and appropriate usage of academic nomenclatures	☒	☐	☐	☐		
14.3 Good relationships with national and local community	☒	☐	☐	☐		
14.4 Good relationships with wider Christian community	☒	☐	☐	☐		
14.5 Contact with potential student employers	☒	☐	☐	☐		
14.6 Publicity tools for potential students	☒	☐	☐	☐		
14.7 Alumni programme	☐	☒	☐	☐		

Report statement

UST takes seriously its responsibility to ensure that its 'Public Information' is truthful, robust, accurate and appropriate. It has produced high quality information both on its website and in written form.

UST enjoys very good relationships with many national and local Christian organisations, and works in partnership with many in the preparation of Christians for ministry and service. A great Strength of UST is its commitment to local churches, both within Wales and wider afield. UST works in partnership with a number of national Christian agencies in proving theological education for their staff.

UST is seeking to enhance its relationship with its Alumni. Resources have been provided as part of the Union Foundation. The VET would encourage the school to further develop this network of relationships through the use of social media, conferences etc.

RECCOMENDATION (14.7) The VET Recommend that UST prepare a formal proposal in regard to the development of their relationship with their Alumni. This may include a specific plan to enable Alumni to stay connected to the Union Family on a more permanent basis.

Conclusions and recommendations to the ECTE Council

Overall assessment of the school and recommendations to the ECTE Council

The VET strongly recommends to the ECTE Council that the BA (HONS) Theology, the Graduate Diploma Theology and the Master in Theology Programmes delivered by the Union School of Theology are all accredited by the ECTE, with the following 1 requirement and 12 recommendations. We suggest that UST is given until 30th September 2019 to address the requirements and recommendations.

REQUIEMENTS

REQUIREMENT 1 (4.1) the VET require UST to;

    a)   provide on their website a simple, and straightforward statement regarding the comparability of the UK Credit system to the ECTS.

    b)   Update all the module specifications to include ECTS as well as UK Credits.

RECOMMENDATIONS

RECOMMENDATION 1. (2.2) The VET recommend that the Strategic Plan is revisited to include clearer indication of timeframe and cost implications.

RECOMMENDATION 2 (8.1) The Vet recommends that UST strengthens the relationship between their Alumni and their current students.

RECOMMENDATION 3 (8.6) The Vet recommends that UST explores ways of exposing students to non-western Christianity and Theological Thinking, possibly through engagement with Faculty from a non-western context.

RECOMMENDATION 4 (10.3) The VET recommends that the Faculty continue to be given opportunity and support to develop and progress as part of the Higher Education Academy.

RECOMMENDATION 5 (10.7) The Vet recommends that the work load of Faculty be reviewed in the light of the growth and development of the Masters and Graduate Diploma programmes.

RECOMMENDATION 6 (10.10) The VET recommends that Faculty members continue to be given opportunity and support to be more involved in disseminating the results of their research to the wider academic community.

RECOMMENDATION 7 (12.1 & 12.2) The VET recommends inclusion within the College Strategic Plan of costed and time specific details regarding future campus building, maintenance and development.

RECOMMENDATION 8 (12.5) The VET recommend that the Library Plan is costed and time specified and integrated into the College Strategic Plan

RECOMMENDATION 9 (12.6) The VET recommend that the school considers provision of additional library staff.

RECOMMENDATION 10 (13:2) The VET recommends that UST integrate financial costings into their Strategic Development Plan.

RECOMMENDATION 11 (13.7) The VET recommends that the relationship between enrolment numbers and the financial sustainability of the BA Programme is monitored.

RECOMMENDATION 12 (14.7) The VET Recommend that UST prepare a formal proposal in regard to the development of their relationship with their Alumni. This may include a specific plan to enable Alumni to stay connected to the Union Family on a more permanent basis.

Signatures of VET team

Name and signature for acceptance of the report from school leadership

Ian Shaw [Provost]

In line with best practice in accreditation the ECTE will publish a Summary Assessment (numerical synopsis of this report) on its website). The school leadership is asked to sign to acknowledge this.

Current Date

08/03/2019

The European Council for Theological Education is a non-profit higher education network.

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