



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**Report to Council on the Quality
Review of the Masters in
Theology (M.Th.) Programme**

2-3 December 2015

Reviewers:

Dr Clare Amos (World Council of Churches, Switzerland)

Professor David Fergusson (University of Edinburgh).

Internal Facilitator:

Ms Patricia Callaghan, Trinity

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Church of Ireland Theological Institute/Trinity College, Dublin

Master in Theology Programme Review

Report (Final)

The external reviewers (Dr Clare Amos and Professor David Fergusson) wish to record their gratitude for the welcome received at TCD and CITI. The organisation of our visit by colleagues at both institutions was of the highest standard. The detailed paperwork circulated in advance followed by a preliminary tele-conference did much to prepare us ahead of the site visit on 2–3 December, 2015. The evidence of good practice has proved beneficial to us in our own institutional contexts.

In what follows, we offer a series of observations, accompanied by a set of specific recommendations.

Observations

1. Our overall impression was of a successful partnership that was delivering on the aims and objectives of the M.Th programme. This report and its recommendations should be seen within a wider context of strong approval and commendation of what is being achieved each year. Since its inception in 2008, the M.Th has secured a better standard of theological education and professional formation than was attained by its predecessor B.Th degree. In particular, the reviewers were struck by the high academic quality as attested by dissertations and degree results, the provision of integrated professional learning and formation through the learning outcomes, the evident pastoral support of students in both institutions, and a broad range of subject-specific and transferable skills that were successfully developed through teaching and assessment. The achievements of the programme should not be overlooked in dealing below with the attendant challenges and frustrations that were identified. The reviewers were forcibly struck by the spontaneous enthusiasm of students (present and past) as to the quality of their education, professional formation and staff support. It was notable that those former students, to whom we spoke and who were now engaged in ordained ministry, spoke very positively of how the course had helped to prepare them for this, through its integration of academic and practical elements. Moreover, they judged that the need to balance competing demands during the training programme actually reflected the reality of ordained ministry. We also appreciated the positive sentiments expressed by the academic staff who were involved in the delivery of the programme. Notwithstanding the concerns that were expressed, colleagues at both TCD and CITI appear committed to the long-term future of the M.Th.
2. The facilities are on the whole of a high standard. Much favourable comment was received on library and IT provision as well as housing and catering at CITI, though we were puzzled

by the lack of library opening hours on Saturday mornings, especially given the needs of Mode B students. Support staff at both institutions are also strongly committed to student welfare. Their work is evidently appreciated.

3. A model of professional training and academic education was observed which compares favourably with best practice in the sector. Most churches struggle to hold together the different elements of the training process – CITI and TCD do very well by comparison. This partnership of church and academy appears to be one of the more successful by comparison with other forms of ministerial training in the UK and Europe.
4. The commitment, input and quality of the staff members is of the highest standard. We found evidence of talented colleagues working excessively long hours to overcome some of the logistical and systemic challenges of the programme. This applies equally to support and academic staff. Without their level of commitment, the programme would not be as successful as it is.
5. Student participation, achievement and satisfaction rates are high, particularly by comparison with the previous B.Th degree. This is borne out by all the performance indicators, e.g. student evaluations, informal feedback, academic results, and external examiners' reports. Students are equipped both academically and professionally to a higher standard than was the case prior to 2008. This is particularly striking given the economic constraints on both institutions throughout that period.
6. There was evidence that the programme had evolved in valuable ways since 2008 through the appointment of new staff who had implemented fresh approaches and teaching methods. For example, the commitment to the integration of academic study and professional practice was evident in some of the cross-disciplinary teaching in Bible and theology, in the annual integrated seminar, in staff publications, and in the use of field trips, Blackboard, Camtasia etc. It is clear that the dissertation also makes an important contribution to the integration of course materials and learning outcomes. In light of these developments, the original intention that TCD staff teach the 'theoretical' components of the degree programme is now arguably anachronistic.
7. Although the Foundation Course attracted occasional unfavourable comment (e.g. in relation to student isolation and subsequent over-reliance on selected textbooks), in general our impression was that it provided a reasonably satisfactory preparation for entry to the M.Th programme. It is worth noting however that provision of support to students participating in the Foundation Course seems to constitute an additional task for CITI academic staff. This may be on account of a lack of appropriate mentoring at the local level. As a wider problem, this merits further consideration by the Church of Ireland in order to avoid superfluous commitments being imposed upon CITI staff.

8. The ownership of the programme is not always clear in either publicity or practice. While this is a partnership of two institutions with a TCD degree conferred at commencement, much of the work, particularly in the final stages of the course, seems heavily concentrated on CITI. This is compounded by the role of the external examiner which is too exclusively concentrated on final-year dissertations. For example, we found that the external examiner did not routinely scrutinise essays; these were only offered upon special request which appeared to be a rare occurrence.
9. The discourse of 'integration' is understood rather differently by academic staff in the two institutions. This is recognised in the evaluation document by reference to the different ethos of TCD and CITI. While the former seeks integration with academic discourse, cutting-edge research and the findings of cognate disciplines, the integration that is prioritised at CITI is with the pastoral demands and realities of parish ministry. This tension has the capacity to be a healthy one, but it requires to be recognized and explored so that a proper balance can be attained.
10. There are some weaknesses in the assessment system, most obviously the seeming disparity in marks across the two institutions and the aforementioned concentration of the external examiner upon the work of final year students only. Other possible areas of concern are the 30 working day turnaround time for marking of essays, which arguably does not allow for rapid formative feedback, and the absence of a system of anonymous marking. But we recognize the logistical problems in reducing turnaround times and in ensuring anonymity within a relatively small cohort. Nevertheless, the widespread assumption that CITI staff mark on average several per cent lower than their TCD colleagues needs urgently to be addressed. Our initial impression (made admittedly on the basis of a cursory viewing of a small sample of dissertations) was that if anything the CITI markers erred on the side of severity. More team teaching and marking across the two institutions might be one way of tackling this problem.
11. Staff appear to be in danger of over-working. This also is recognised in the evaluation documentation and attention requires urgently to be given to this problem. The main challenge ahead is not so much one of quality as of sustainability. A programme cannot succeed indefinitely if its success imposes an excessive burden upon each staff member. However it is worth noting that in the case of both institutions there are many other demands made on the academic staff (outside the teaching linked to the M.Th) which contribute significantly to the pressures under which they perform. It would be unfortunate if the M.Th became in effect a 'whipping boy' for these other demands which are the responsibility of each of the two institutions to address separately.

12. We noted ways in which the course had gradually evolved since it was first established in 2008, and in particular we applaud the creative use of the ministry portfolio to allow for assessment of practical and pastoral elements of the course that would otherwise remain unassessed. We note the proposed programme changes that have already been considered by the Management Committee – these seem to us to be timely and appropriate.
13. Meeting twice per annum, the M.Th Management Committee appears to function effectively. We were impressed by the commitment of senior academic staff at TCD to this work. At the same time, the absence of the equivalent of a teaching or curriculum committee that brings together all staff involved in the delivery of modules and supervision may be a lacuna in the administrative structure.
14. In relation to workload pressures, an obvious problem arises from the need to deliver each module in two entirely different modes to residential and non-residential students. It is not clear to the reviewers that this is sustainable unless some efficiency gains can be identified. The proposed reduction of Mode B to four years from six years seems appropriate, but in itself this seems unlikely to resolve the workload challenges, especially if longer periods of residential study are required. The quantity and timing of residential schools would need to be factored into staff workloads in order to avoid further accumulation of commitments. One possibility might be to admit to Mode B only every other year, though the reviewers would regard this as an operational matter for the course organizers to resolve as they judge appropriate. But the issues around sustainability will require some attention to the demands imposed by Mode B teaching, especially if relatively small student numbers are involved. Given the apparent intention of the Church of Ireland in future to train candidates for Self Supporting Ministry in a different format (i.e. not as part of the cohort for Mode B of the M.Th) it will be important to see whether the student numbers for Mode B become so small that they are difficult to sustain.
15. We encountered academic staff in both institutions who appeared to have insufficient time to devote to their research. To maintain research-led teaching in the longer term – this is a declared aspiration in the documentation – it will be important for academic staff to have adequate time in which to advance their research work and to participate in wider academic networks. This problem is particularly acute in CITI where there is currently no provision for regular sabbatical leave. The contribution of staff to student education and to wider knowledge exchange within the Church of Ireland will arguably depend upon the development of an appropriate research agenda.
16. An evident source of frustration and demoralisation of staff resides in the IT systems at TCD which appear to be sub-optimal. This matter aroused much heated comment in our discussions, with staff from both institutions providing illustrations of the challenges they had encountered. Problems appear to be compounded by the apparent lack of expert

contact for CITI staff in managing the relevant IT systems, and the particular challenges experienced by an institution geographically separate from the main Trinity campus. A consequence of this is that academic staff time is disproportionately absorbed by sundry administrative tasks.

17. Discussion of the curriculum with members of staff and students raised issues around the extent of provision in Biblical studies and Christian doctrine. While no curriculum can be comprehensive, we judged that more attention to these areas of study would be appropriate. The current plans to reduce the number of dissertation credits to accommodate further modules seem appropriate in this respect.
18. The level of provision of administrative support is also sub-optimal. The problem of academic staff overload could most readily be addressed by the addition of greater provision at the support level. This would release staff to concentrate on their core functions. But we recognise the severe fiscal conditions that have been present since 2008.
19. The original intention of accommodating students from other programmes in M.Th modules does not appear to have been fulfilled¹. Some students and staff lamented this lack of diversity in their submissions to us. The presence of a greater range of students in courses would enrich the experience of studying for ordinands, while also ensuring a greater degree of integration with student life at TCD. It might also assist with expressed workload issues for some of the TCD teaching staff. We note, however, that this is less likely to be achieved in relation to Mode B students.
20. A high quality of supervision is provided by members of staff to dissertation students, although there was some evidence of disparity in contact hours. The reviewers wondered whether some students were being 'over-supervised' perhaps through an understandable sense of pastoral obligation. This might be addressed by finding ways of ensuring that the maximum number of hours prescribed for supervision in the Handbook was strictly observed.
21. The logistical problems each 'Trinity Tuesday' were compounded by the need to return by public transport to CITI for evening devotions at 5 pm. This had created additional pressures on some TCD staff to provide several hours of continuous teaching. The student experience

¹ Conversation with TCD academic staff suggested that they understood that the possibility of using specific modules for a wider clientele was part of the original inter-institutional agreement between TCD, the Church of Ireland and CITI (Appendix S in our documentation). Our understanding of that agreement was rather different, viz. that it raised the prospect of the M.Th course as a whole being used (obviously with some modules adapted) for training of students from other denominations. However notwithstanding what the agreement might have originally intended, the idea of allowing specified modules to be taken by students in other Masters programmes seems to us appropriate, and likely to be welcomed by CITI students.

of the M.Th cohort at TCD appears to be diminished by this requirement to return in the late afternoon.

22. Both institutions have been operating under difficult financial circumstances since 2008. The fee cost of the programme currently stands at just over €3K per annum per full-time student. While this is not an insignificant financial burden for the Church of Ireland, we judged that it was about right in relation to the 70/30 split in teaching and the comparative cost of other professional Masters degrees at TCD and elsewhere. We were told that the financial breakeven point for a Masters degree at TCD is a cohort of 9 students. Given the specific and discrete nature of the M.Th it is unlikely that TCD would regularly be able to recruit many more than this number each year for this particular course. This might suggest that, in fairness to TCD, the course fee charged to the Church of Ireland should reflect the commitment made by TCD to sustaining an academic programme which is never likely to be financially very profitable for the university. The current fee level seems implicitly to recognise this.
23. To date, there is no prospect for M.Th graduates advancing to a professional doctorate at TCD. While this lack of progression was lamented, we could not see how available resources and likely student numbers would warrant the introduction of such a degree at this time. The staff of CITI were themselves not convinced that the idea of linking CME (Continuing Ministerial Education) to assessed work for a potential doctorate was necessarily a helpful way forward, based on the experience of a number of Church of England dioceses that had tried out such a path. Other routes to doctoral study had been identified in any case for the more academically gifted ordinands. There might also be scope at some point in the future for collaborating with a seminary of The Episcopal Church (TEC) in the delivery of a Doctor of Ministry degree. But at present the reviewers are disinclined to make any recommendations in this respect.

Recommendations

A number of the recommendations we make below are alluded to or implied in the comments and observations made above. However it seems helpful to group together this specific list of suggestions for change and development. They are offered from the perspective of wanting to improve what we believe has already shown itself as a successful course of training for the ordained ministry of the Church of Ireland.

1. Curriculum and content

Broadly speaking we support the proposal set out in Appendix O in the documentation to restructure the course in a way that would allow for the teaching of an additional course on Christian Doctrine and further work in Biblical Studies, and which would also

allow Mode B to be completed in four years rather than six. However one of the reviewers also wants to suggest (on the basis of comments received from students) that consideration should possibly be given to re-configuring the Hermeneutics modules in the second year (Mode A). If 'Hermeneutics' were to be taught as one module rather than two (obviously with a more restricted syllabus) this could allow the space freed up to be used for an additional course in biblical studies during the year, possibly of an exegetical nature. If this additional suggestion is followed through then that might lead to some rethinking of details of the proposal in Appendix O, though the overall intention of the proposal seems to be good and moving constructively in a helpful direction.

It would be important that both TCD and CITI were in clear agreement about who was responsible for teaching the modules that might be developed as a result of such changes.

2. Nature and marking of assignments

We would encourage the exploration of a slightly wider range of methods of assessment for some of the modules, although we preclude any return to traditional written unseen examinations. The issue of the apparent disparity in marking standards between CITI and TCD staff needs to be addressed. Pt.10 above suggests team teaching as a way forward in relation to this, although this might have some logistical difficulties and/or add pressure on staff. Another possibility could be that the normal practice was that the second marker for a paper/dissertation was from the other institution i.e. papers first marked at CITI went to TCD for second marking and vice versa. The issue is certainly one that the M.Th Management Committee needs to give attention to.

3. Clarity and Definitions

We believe that it might be helpful to give some attention to clarity and agreement about terms used in relation to the course, particularly in publicity material. For example, is the use of the expression 'CITI Masters in Theology' used by the TCD website correct or appropriate? Is the definition of the course as 'part time' in Mode A (as well as Mode B) correct – and on what basis is that definition made? (One student expressed the concern that she had been financially disadvantaged by the fact that the course was not defined as full time).

Another area where more clarity in definition might be helpful was in relation to the term 'Integration' which may be used in different ways by several of those responsible for different aspects of the course. Would it be possible to draw up an agreed short statement defining the understanding(s) of 'Integration' that could appear in the student handbook?

4. M.Th Management Committee

We would like to suggest that the M.Th Management Committee is encouraged to see matters of academic curriculum and content as under its purview, though we recognise that this may require the establishment of a sub-committee for this specific purpose.

5. 'Open' modules.

The possibility of opening a selected number of modules to a wider clientele (i.e. other Masters students at TCD) could be explored. Realistically these are likely to be modules that are currently taught at Trinity, or possibly the module on 'Reconciliation'. We would suggest that such opening up begin slowly, with initially one or two modules made available to wider participation. Through appropriate direction for CITI students in relation to the assessed component of each module it would be possible to ensure that they used the course in an integrating way in relation to their ministerial training.

6. External Examiner's role

As well as the current scrutiny of dissertations by the External Examiner, we believe that his/her role needs to include checking a sample of assessed work relating to modules taken in the first two years of the course.

7. Administration

The problems relating to aspects of academic administration at TCD, which seem in large part to be linked to fairly recently developed computer/IT systems clearly need to be addressed by TCD (not least because the problems are experienced far more widely than in relation to the M.Th). But it would be helpful if at least there were one clearly nominated person on the administrative staff of TCD (in the University Registry) with whom the CITI staff could be in contact and who would act as a channel for CITI into the TCD administrative set up.

At CITI there perhaps needs to be consideration of whether academic staff are undertaking tasks that would be more appropriately done by an administrative staff member. At some future point when the opportunity for reconfiguration of staffing roles arises at CITI, this could be taken into account. It would of course also be important for TCD to facilitate access to its systems by an admin staff member at CITI, rather than (as appears to be the case at present) only allowing CITI academic staff access.

8. Timing: Trinity Tuesday

Although both positives and negatives were expressed about the fairly recent move to focus the M.Th teaching offered by TCD on one particular day in the week, it seems to have been a qualified success. However we were concerned about the time pressure that this imposed upon some of the TCD lecturers. The situation would be alleviated somewhat if CITI could give consideration to timetabling Evening Prayer on Tuesdays slightly later in the afternoon e.g. 5.45pm rather than 5.00pm.

9. Accredited and non-accredited components of the CITI course

Both reviewers recognise that training for ordination needs to go well beyond assessed elements of the course, and certainly involves spiritual and personal development, which cannot easily be assessed or accredited in an academic system. However we were struck by the way that the CITI Student Handbook did not clearly differentiate between modules that were part of the M.Th course and courses that were either completely optional (e.g. Biblical Hebrew) or required by CITI, but not part of the M.Th curriculum. Perhaps the distinction between the different kinds of courses on offer to/required for CITI students needs to be made clearer.

10. Academic staff: time for research

Although the teaching staff at both CITI and TCD felt pressured by their respective workloads, we were particularly struck by the fact that there was apparently no provision for sabbatical leave made for CITI staff. Given the normal expectation that those teaching at university level should be research active, this issue requires to be addressed somehow. Although it is probably unrealistic for academic staff employed at a church related institution to be granted sabbatical leave on as generous a basis as staff employed by a research intensive university, nonetheless church related theological colleges in Britain would expect to offer to their academic staff a minimum of one term/semester of sabbatical leave every five years. We would suggest that CITI and the Church of Ireland as its funder look into this as a matter of some urgency.

11. Trinity College: Loyola Institute

Although the M.Th partnership is officially between TCD and the Church of Ireland, in fact from the TCD side the weight of the partnership is largely borne by one entity in the Confederal School of Religions, Peace Studies and Theology, viz. the Department of Religions and Theology (although there is also a small level of input also from the ISE). Given the focus of the Loyola Institute which has recently joined the Confederal School, we wonder if there is scope for staff connected with the Loyola Institute to be involved, at least in a small way, with the teaching of the M.Th. Aside from possibly helping to relieve pressure on Religions and Theology staff, with its strengths in Catholic theology the Loyola Institute could offer helpful input into the M.Th.

12. M.Th Mode B

There do seem to be particular challenges relating to Mode B. Some of these will be addressed by the proposed change to the schedule and shortening of the length of the course. However the small numbers do make the work needed for the development of creative distance learning methodologies a questionable use of time/resources – particularly on the part of TCD staff. The original intention in the development of Mode B was for parochial clergy based in the localities of the students to play some part in the

mentoring of those on Mode B. To what extent has this proved possible, and is there scope for development here?

Dr Clare Amos (World Council of Churches)

Professor David Fergusson (University of Edinburgh)

5 January, 2015

Church of Ireland Theological Institute/Trinity College, Dublin
Master in Theology QQI Programme Review

Final Report
(Comments)

In general, this is a very positive report from the external reviewers. They comment, for example, on the high academic quality of the programme, as well as its successful integration of the academic and practical elements necessary for a degree of this type. They state that the MTh compares favourably with best practice in ministerial training in the U.K. and elsewhere in Europe. The reviewers also comment on the strong commitment of staff, both academic and administrative, in both institutions (TCD and CITI) to the delivery of the MTh programme.

I would like to comment on some of the key points raised in the report on behalf of the Confederal School of Religions, Peace Studies and Theology. The external reviewers expressed some concerns about the delivery of the MTh programme, such as the need for staff to work excessively long hours at least in part to overcome logistical challenges imposed by inadequate ICT systems in Trinity College Dublin. The demands of delivering the MTh impinged upon staff capacity to engage in research, both in CITI and the Department of Religions and Theology. The Foundation Course taught by St John's Nottingham also imposes additional work for CITI academic staff.

The external reviewers helpfully distinguished between different meanings of "integration", which in CITI encompasses the future practical ministerial tasks, and for TCD the integration with research results and current debates in theology and its cognate disciplines in the university. The reviewers' proposed change to ensure the sustainability of the division of the programme into Mode A and Mode B, by running Mode B only every second year, is welcomed by the Confederal School, both regarding student numbers and because of its implications for staff workloads.

The reviewers noted some weaknesses in the assessment system, such as a disparity in marks between CITI and TCD, and the fact that the external examiner concentrates almost exclusively on final-year dissertations. The teaching or curriculum development committee proposed by the reviewers, bringing together all staff involved in the delivery of modules and supervision, could examine the suggestion to offer additional modules in biblical studies and systematic theology and how to implement this. The reviewers supported including students from other postgraduate programmes in MTh modules, for academic and resource reasons.

While the report speaks of the financial "break-even point" for TCD, there is no explicit recognition of the financial burden imposed on the Department of Religions and Theology in TCD by providing teaching required for the MTh. The Department currently pays for this teaching from its own benefactions (which will be depleted this year), without compensation from fee income received by TCD from the Church of Ireland in connection with the MTh. Furthermore, any involvement of the Loyola Institute in providing teaching for the MTh would depend on a careful assessment of its own objectives and development strategy, as well as its capacity to engage in such teaching.

Colleagues who compiled the successive drafts of the Self-Assessment Report for the external reviewers need to be recognised and thanked, especially Dr Cathriona Russell (Department of Religions and Theology, TCD) and Dr Katie Heffelfinger (Church of Ireland Theological Institute). The external reviewers expressed their appreciation for this preparatory work in their report.

Professor Iain Atack,
Head of School,
Confederal School of Religions, Peace Studies and Theology,
Trinity College Dublin.

February 8, 2016

The Church of Ireland Theological Institute welcomes the report of the Master in Theology Programme Review. We are delighted and encouraged by the report's affirmation of the programme as 'compar[ing] favourably with best practice in the sector.' The report, prepared by Dr. Clare Amos and Prof. David Fergusson, is an overwhelmingly positive document with many insightful observations and recommendations about ways in which the programme can be improved and sustained.

In particular we welcome the report's:

- recognition of the positive impact of the MTh programme on ministerial preparation and academic achievement, especially by comparison with its predecessor BTh programme,
- enthusiasm for the current partnership between CITI and TCD, and the integration features of the programme,
- report of high levels of student and graduate satisfaction for taught inputs, pastoral support and professional development,
- recognition of the excellent quality of facilities and services provided and maintained for students,
- endorsement of the MTh course restructuring proposal included in the review document,
- emphasis upon the need to address demands on staff time and to implement a programme of sabbatical leave, and
- acknowledgement of the current administrative burden on academic staff and need to address both administration system difficulties within Trinity College and the provision of additional administrative resources within CITI.

As we prepare to structure a more detailed implementation proposal, we would highlight the following factors which must be borne in mind:

- Many of the report's recommendations have obvious resource implications, and some financial constraints may apply in the realisation of these.
- As with the MTh as a whole, implementation of the recommendations will necessarily have to be a further expression of partnership between TCD and CITI. In particular, this aspect of implementation is likely to have a bearing on such things as overall programme ownership, departments within the Confederal School of Religions, Peace Studies and Theology to which the M.Th. relates, and all administrative systems.
- Future development of the MTh programme and any consequent wider diversification of either input to the curriculum or offering of teaching must remain well within the original guiding principles of the MTh in terms of integration of learning, ministerial formation, and academic excellence.

MJElliott
02/02/16



MEMORANDUM

TO: Quality Office
FROM: Professor Darryl Jones, Dean AHSS
DATE: 29 March 2016
SUBJECT: M.Th. Review Report – Dean’s response

I want to begin by thanking the reviewers for their diligence and commitment, and for producing such a detailed report, which will be of substantial use to the programme over the next years. I would also like to thank Dr. Maurice Elliott and colleagues at CITI for their hard work in preparing for this review.

The Review is very positive, and constitutes a string endorsement for the MTh programme and the partnership between TCD and CITI in delivering it. I am particularly pleased to see that it opens with a strong sense of there being ‘a successful partnership that was delivering on the aims and objectives of the MTh programme’ (p. 1), which ‘compares favourably with best practice in the sector’ (p. 2). This in turn needs to be understood ‘within a wider context of string approval of what is being achieved each year’ (p. 1). The Reviewers particularly praise the staff, stating that their ‘commitment, input and quality ... is of the highest standard’ (p. 2).

The Review is clear-sighted about ‘the attendant challenges and frustrations’ (p. 2) which accompany the programme and its delivery, though it’s important to state that it understands these issues within the framework of what is a very positive Review. There are concerns about the ‘ownership’ of the programme (p. 2), split as it is between two institutions. The Review raises the issue of overworked staff, and of stretched resources.



The Review closes with a number of helpful and generous-spirited recommendations (pp. 6-10). I note that the responses of both Prof. Iain Attack, Head of the Confederal School of Religions, Peace Studies and Theology, and Dr. Maurice Elliott of CITI engage with ways in which some of these recommendations could be addressed.

Professor Darryl Jones
DEAN