



THE CHURCH
OF ENGLAND

Ministry Council

Inspection Report

Ridley Hall, Cambridge

November 2011

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GLOSSARY

BTh	Bachelor of Theology
ERTP	Eastern Region Training Partnership
CPL	Centre for Pioneer Learning
CTF	Cambridge Theological Federation
CTM	Certificate in Theology and Ministry
CYM	Centre for Youth Ministry
FdA	Foundation Degree

LIST OF INSPECTORS

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THE INSPECTIONS FRAMEWORK

On behalf of the sponsoring churches, inspection teams are asked to assess the fitness for purpose of the training institution for preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of the life and work of the institution.

Within the structures of the Church of England, this report is prepared for the House of Bishops acting through the Ministry Council.

In coming to their judgements, inspectors are asked to use the following outcomes with regard to the overall outcome and individual criteria:

Confidence

Overall outcome: a number of recommendations, none of which question the generally high standards found in the inspection.

Criteria level: aspects of an institution's life which show good or best practice.

Confidence with qualifications

Overall outcome: A number of recommendations, including one or more of substance that questions the generally acceptable standards found in the inspection and which can be rectified or substantially addressed by the institution in the coming 12 months.

Criteria level: aspects of an institution's life which show either (a) at least satisfactory practice but with some parts which are not satisfactory or (b) some unsatisfactory practice but where the institution has the capacity to address the issues within 12 months.

No confidence

Overall outcome: A number of recommendations, including one or more of substance which raise significant questions about the standards found in the inspection and the capacity of the institution to rectify or substantially address these in the coming 12 months.

Criteria level: aspects of an institution's life which show either (a) generally not satisfactory practice or (b) some unsatisfactory practice where it is not evident that the institution can rectify the issues within the coming 12 months.

THE REPORT OF THE INSPECTION OF Ridley Hall

November 2011

SUMMARY

Introduction

Ridley Hall has a distinguished history stretching back to 1881 and it has maintained its particular purpose of ordination training for those of the evangelical and protestant tradition within the Church of England. Its setting within Cambridge and its relationship with the University of Cambridge has shaped the academic pathways it offers for training. Equally the formation of the Cambridge Theological Federation in 1972 has provided a rich ecumenical and cooperative context for theological education that is unique.

The inspection confirmed as with previous inspections that Ridley offers high quality theological education, ministerial training, and formation for ministry. It is fair to say this inspection detected improvements from the previous inspection in 2004. Though there are a number of recommendations in the report, the majority of these are for making good practice better rather than highlighting substantive problems. The inspectors' overall judgment of 'confidence with qualifications' is based mostly on the need for better teaching facilities and other limitations of the present buildings. Ridley Hall has in place a development programme, which if successful, will fully address these issues.

Summary of outcomes

The inspection team regards Ridley Hall as fit for purpose for preparing candidates for ordained and licensed ministry.

CRITERIA	OUTCOME
A. Aims, objectives and evaluation of the institution	Confidence
B Relationships with other institutions	Confidence
C Curriculum for formation and education	Confidence
D Community and corporate life	Confidence
E Worship and training in public worship	Confidence
F Ministerial, personal and spiritual formation	Confidence
G Teaching and learning: content, method and resources	Confidence with Qualifications
H Practical and pastoral theology	Confidence with Qualifications
I Teaching staff	Confidence
J Ancillary staff	Confidence
K Students	Confidence

L Governance, management, constitution and organisation	Confidence with Qualifications
M Business planning and risk management	Confidence
N Financial policies and cost-effectiveness	Confidence
O Reserves policy and statutory liabilities	Confidence
P Accommodation	Confidence with Qualifications
Overall Outcome	Confidence with Qualifications

General observations

Among Ridley staff and the wider Federation staff there is anxiety due to the sweeping changes to Higher Education funding announced by the Government in 2010. This will result in a considerable loss in the amount of public funding coming into all universities and a consequent rise in tuition fees charged by the universities to students and also validation fees for institutions. The implications of this are still not fully understood. It is evident that there will be a significant loss of HEFCE funds coming back into the Federation to support the central secretariat. Anxiety is also present as the Church of England takes forward its response to this situation outlined by the report of the HE Funding Group passed by General Synod in July 2011. The impact on the suite of awards that will be negotiated with a validating university for the Church of England upon what is currently on offer at Ridley remains to be seen.

Despite this anxiety, we found the community in very good heart and a vibrant learning, worshiping and praying community. In addition, despite their age and limitations for the demands of 21st century ordinands, we found the buildings in good condition and a pleasant place to live and work. However, the facilities are at the limit of what they can provide and more space and better space is required if the quality of education and community life is to be improved. A development plan is well under way which, if successful, will more than meet present and future needs.

Response to the last inspection

Ridley Hall was inspected in 2004 along with other member institutions of the Federation. The College responded effectively and creatively to all the recommendations from that inspection.

Strengths

The strengths of Ridley Hall lie in

- Being situated in the context of Cambridge with its excellent academic resources
- A distinctive, unembarrassed, but broad Evangelical identity
- The ecumenical experience and the exposure to diverse traditions through the common teaching and life of the Federation
- A well designed structure and well conceived policies for creating a lively community life that is formational for future ministry
- A dynamic worshipping community that is at ease with prayer in many forms and from many traditions that prepares students for effective ministry
- A cohesive and well qualified Staff who excel in service to the Ridley community and are assets to the wider Church
- A commitment to the mission of the wider church by providing exciting CMD opportunities and through the outreach of the four centres (see para 1 below)
- An exciting, well conceived and well planned Development Programme for improving and enhancing the facilities at Ridley and for the Federation

Areas for attention

The areas for attention are:

- Overcrowded and cramped facilities that are barely adequate for the present community and too small for any future growth
- Teaching classrooms that are only just adequate for the current educational needs of the College
- A collegial management and organisational structure that may no longer suit the complexity of the mission and business of Ridley if the Development Programme and vision for the future is realised
- A need to provide strategic financial planning and administrative assistance to the Bursar if the Development Programme proceeds as planned
- The need for developing a 'plan B' should the Development Programme not proceed as hoped
- Consideration of the gender and lay/ordained balance in the tutorial staff

FULL REPORT

INTRODUCTION

1. Ridley Hall was (jointly with Wycliffe Hall at Oxford) established by Trust Deed in 1877 but opened its doors in 1881. It was established purposely for ordination training for those within the evangelical and protestant tradition within the Church of England. Its purpose was expanded in 1997 by its Charity Scheme to also include theological education. Its mission and vision includes not only ordination training but through such theological education to be a distinctive resource to the wider church. In 2006 Ridley began offering training in Pioneer Ministry in partnership with Westcott House. This wider commitment is also evident in the establishment of the four independent centres that are an integral part of its mission: Faith in Business (originally, God on Monday Project), Centre for Youth Ministry (CYM), the Simeon Centre for Prayer and the Spiritual Life and the Centre for Pioneer Learning (CPL). Each of these gives added value to the training experience of ordinands and to the mission of Ridley.
2. Ridley Hall is situated near the centre of Cambridge close to the University of Cambridge colleges and faculty buildings, as well as other ministerial training institutions. In 1972 it joined with two other ministerial training institutions, Westcott House and Wesley House, to form the Cambridge Theological Federation as a means of cooperative ecumenical theological education. In 1976, Westminster College joined the Federation. The Federation now comprises eleven member institutions representing five different Christian Churches and one Jewish institution. Ridley participates fully in the Federation life and structures and values the numerous benefits it gains from being part of the Federation even though this adds an additional layer of involvement and commitment for staff and students. The present economic challenges have introduced some strain in relations between member institutions within the Federation as they seek to balance what is essential at the Federation's centre and what is the preserve of each member institution.
3. Presently at Ridley there are 71 Church of England Ordinands and 2 from other Anglican Provinces training for ministry; 53 men and 20 women. In addition there are 5 other students registered for academic awards at Ridley as well as one lodger. Ridley employs 11 tutors including the Principal and 21 support staff, some being part-time.
4. Academic pathways for training are offered through the University of Cambridge: Tripos, Bachelor of Theology (BTh, 2 or 3 year programme), and the Certificate in Theology for Ministry (CTM). Since 2005, another set of academic awards has been offered through Anglia Ruskin University: Certificate, Diploma, Foundation (FdA) to Honours Degrees (BA in Christian Theology; Master of Arts in Pastoral Theology). This set of awards suits a

wide range of academic ability and learning styles. For instance, the Ordained Pioneer Ministry pathway uses both the BTh and the FdA as the academic award for this mode of training. The majority of students in Ridley are registered on the BTh or the FdA.

5. Since the last inspection, there has been a number of significant changes. A new principal was appointed three years ago. There have been the typical departures and arrivals among tutorial and support staff. In 2006, Ridley with Westcott House began offering a Pioneer Ministry training pathway and this has grown from two to the present eleven ordinands. In 2010 a Centre for Pioneer Ministry was established. Another important development has been the Simeon Centre for Prayer and the Spiritual Life established in 2007. The Centre for Youth Ministry has been based at Ridley for thirteen years and it is now the largest full-time youth and community training course in the country in such a context. During the last five years Ridley has offered significant Continuing Ministerial Development opportunities for ordained and lay ministry through open lectures and short conferences. In addition, there has been a significant investment (c. £750,000) in refurbishing the present buildings.
6. In 2006, a gift of £500,000 enabled the College to begin a Development Programme for a new building on the site of the Principal's Lodge Garden and for other significant alterations to the present buildings. Planning approval has been obtained. The development office is giving fund raising for this project priority. A set of detailed plans is near completion and a project management plan and structure has been set up. The Council has set out clear steps for each stage of this project so that decisions to proceed are based on knowing what has been completed at each stage and the funding available.
7. The inspectors would like to express their appreciation for the hospitality and cooperation they received from every member of the institution, staff and students. Everyone went out of their way to provide all that was requested. All requests for further documents and meetings were graciously received and responded to. All students and staff were open and candid, cordial and considered, in responding to our questions.
8. The inspection process began with the Senior Inspector meeting with the Full Staff Meeting and then with the Principal for a preliminary meeting on 1st June 2011. The inspection culminated with a residential visit to Ridley Hall, 6 – 11 November 2011.
9. With regard to the institution, the Senior Inspector met with the Chair of the Ridley Hall Council on the morning of 1st November 2011, followed by attending a meeting of the Ridley Hall Council. A number of Bishops who have received significant numbers of ordinands from Ridley in recent years replied to an email requesting their opinion of the quality of training at Ridley.

In response to a general email, we received seven emails from DDOs and three from the regional CME Officers. In addition, there were telephone conversations with several former students who recently trained at Ridley, Training Incumbents of curates who recently trained at Ridley, and a few placement and attachment supervisors.

10. During our week stay at Ridley Hall members of the inspection team attended the following: a full-staff meeting, a Management Meeting, all of the worship during the week, staircase group worship and meetings, a meeting of Spice (spouses' group), the Gospel Choir group, the Book of Common Prayer Group, most of the course lectures at Ridley that week as well as the Ridley Life and Service sessions. Members of the team also had interviews or conversations with the Principal, the Vice-Principal, the Director of Studies, the Chaplain, each of the core tutorial staff members individually, the Archdeacon (the title of the senior student), representative groups of students, and several individual students who requested a meeting. We met with the directors and often other staff of all four centres based at Ridley. Several inspectors met with the Bursar regarding the range of matters under his remit. Nearly all the support staff were interviewed individually. There were numerous informal conversations over meals and tea with staff, students and spouses.
11. Documentation included the response to the inspection questionnaire with numerous supporting documents including all student and staff handbooks, requested minutes from all College meetings, and a SWOT report from the Archdeacon. We also were given representative examples of marked work including portfolios.
12. The report that follows is written, and the paragraphs follow, in relation to the criteria set out in the August 2010 Handbook, *Quality Assurance and Enhancement in Ministerial Education: Inspection, Curriculum Approval, Moderation*. The criteria are printed in *italics* and recommendations are printed in **bold**.

SECTION ONE: AIMS AND KEY RELATIONS

A Aims, objectives and evaluation of the institution

Inspectors will consider to what extent the declared aims and objectives, strategies and policies of the institution correspond to the needs of the churches, to the institution's own curriculum proposals and to accepted public and legal criteria.

A.i The aims and objectives of the institution should be appropriate to the preparation of ordinands for public ministry within the breadth of traditions of the sponsoring church.

13. The Trust Deed, the Charity Commission Deed, the inspection documentation, particularly the document, *Ridley and the Future*, as well as all other supporting publications present a clear and coherent set of aims and objectives with regard to the preparation of ordinands for public ministry.

14. To quote their own statement, 'Ridley Hall has an established identity as a vibrant, multi-activity, evangelical Anglican theological college within the Cambridge Theological Federation (CTF). Offering a distinctive ethos and majoring on the training of ordinands, it seeks to respond faithfully and imaginatively to the fast-changing dynamics of Church and society, with an alertness to the British and wider global context. This ethos is summarised in its catchphrase "roots down, walls down, bridges out".'

15. The work and business of Ridley is much wider than the training of ordinands as demonstrated in the four centres: Faith in Business, CYM, the Simeon Centre for Prayer and the Spiritual Life, and the CPL. In addition, the community includes independent students and individuals on sabbatical or study leave. However, training ministers for licensed ministry in the Church of England remains its core task. The curriculum, community and worship life, and ministerial training all work well together in order to achieve this end and the particular ethos which defines its aims and objectives.

A.ii There should be evidence that the current, published statements on training policy produced by the various denominational bodies have been suitably integrated into the training programme.

16. From all documentation provided, including a helpful mapping of the training and formation programme against the *Shaping the Future* learning outcomes for IME 1-3, and from the observation of the inspectors, Ridley complies with all statements on training policy. At present, Ridley only trains ordinands sponsored by the Church of England together with a few whose sponsorship is from other Anglican provinces. This is provided through two pathways, a traditional training programme and through an ordained pioneer ministry pathway.

A.iii There should be evidence of action taken in response to (a) the previous inspection and curriculum approval reports and any follow-up (b) the evaluation of other external bodies and (c) the institution's self-evaluation.

17. Evidence of action taken:

- (a) As the inspection documentation states and as the inspectors confirmed, Ridley has responded appropriately and creatively to the previous inspection report and follow-up.
- (b) In addition, the Moderator's reports are taken seriously and responded to appropriately. The tenor of these reports is very positive concerning the ongoing development of the life and training provided at Ridley. Ridley also responds appropriately to all quality issues identified by the CTF.
- (c) The institution's ability to be self critical is evident in all the documentation provided and in the minutes of the appropriate committees. Staff and students comment on how the institution responds quickly to problems and concerns as they are identified and discerned. Ridley has begun the process for moving to the new quality assurance and inspection process which requires more direct self-monitoring.

<p>The inspection team has confidence with regard to Criterion A, Aims, Objectives and Achievements of the Institution.</p>
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B Relationships with other institutions

Inspectors will examine how the institution relates to other educational provision (including any partner university) and to the churches and secular organisations in its locality, with particular reference to regional groupings of providers of theological education.

B.i The terms of academic and validation/accreditation arrangements with universities should be fair and appropriate to an institution offering training and formation for candidates for ordained ministry.

18. The academic validation arrangements with the University of Cambridge and Anglia Ruskin University are managed centrally through the Federation. The Centre for Youth Ministry (CYM) has arrangements with the Open College Network, Staffordshire University and the University of Gloucestershire which are managed centrally at the CYM headquarters in Swindon. These arrangements work well in providing appropriate training and formation pathways suitable for the ministries intended.

B.ii The institution should show signs of drawing as much benefit as may be possible from the demands and resources of universities in teaching quality assessment, staff development and the promotion of research.

19. From conversations with tutorial staff, support staff, as well as Federation staff, a wide range of resources is available to Ridley through the close relationships with the University of Cambridge and Anglia Ruskin University. Suggestions for quality assessment enhancement from partner institutions is channelled centrally through the Federation committees. Ridley staff access staff development opportunities and research resources directly from partner institutions. Staff are encouraged to utilise these opportunities and to engage in research through the appraisal process. In addition, the Federation operates a staff development programme for all tutors in the Federation.

B.iii There should be evidence of effective engagement with churches, other faith communities and secular organisations in the locality such as to enhance preparation for public ministry.

20. Through the Federation modules and through association with the other member institutions in the Federation students are given learning and placement opportunities with a wide range of institutions and organisations. The Social Context Placement provides a number of good placements in secular institutions, though mostly through chaplaincies. Ridley students also engage with local churches through their church placements and attachments.

21. Opportunities to learn from other faith communities come through the member institutions in the Federation itself, such as the Woolf Institute, as well as through other facilitated learning experiences in the curriculum, such as an inter-faith module and January intensive courses. Ridley provides an intensive course for its students in order to learn more about other faith communities and it has on occasion facilitated mission trips to Asia for this purpose.

B.iv The institution should demonstrate commitment to effective partnership with the other providers of theological education in the region.

22. The Federation is the main provider of theological education in the Eastern region. The CTF is fully engaged in the Eastern Region Training Partnership (ERTP). The principal of Ridley has been one of the Federation representatives on the ERTTP Steering Group.

<p>The inspection team has confidence with regard to Criterion B, Relationships with other institutions</p>
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SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION

C Curriculum for formation and education

Curriculum advisors will consider the proposals for the curriculum to be offered by the training institution in the coming years against the policy statements of the relevant sponsoring churches. They will evaluate the formational and educational principles and design of the proposed programmes including their assessment proposals.

C.i The institution should offer a theological rationale for its approach to mission and ministry consistent with the principles of the churches for which it trains ministers and for the education it offers other groups of learners.

23. The inspection submission from Ridley explains that it is in an understanding of the Trinity and the communion of the persons within the triune God characterised by generosity and grace that Ridley situates its theology of mission and ministry. We found a community of generosity which characterises their shared life based on the understanding of the Church as One, Holy, Catholic and Apostolic. There is a distinct approach that is Anglican focussed in a style of evangelicalism that does not seek to exclude other ways of being Anglican nor groups of learners beyond Anglican ordinands. The Life and Service Course in which all students participate is based on the Common Worship ordinal. The Ridley Community is at pains to include all learners and teaching staff fully in its life.

C.ii The institution should offer a formational and educational rationale for its approach to ministerial training and for the education it intends to offer to other groups of learners.

24. The formational rationale for ministerial training and for the other groups of learners in its midst is to be found in the College Handbook and is based around a Community Rule which is a series of commitments to growth, personal and intellectual integrity and the valuing of others. It is the community life in college that plays the key role in formation at Ridley. We experienced a strong community of care and service to one another and a deliberate plan in the timetabling of significant elements to nurture that residential community. That the majority of students are not fully resident during term-time because many go home at weekends or live outside college with their families puts this building of community for formation under some strain. However this is a community showing ingenuity in making the most of the time they have together through the 'staircase' system which allows for cell communities of deliberate diversity, including independent students and visitors, to pray together twice a week and to develop a neighbourly identity

across difference. The inspectors were able to participate in the staircase prayers twice during the inspection.

25. Despite the time that has to be given to it, the deacon system which enables the community to function through taking on tasks of hospitality, setting up and clearing up for college events, chapel duty, site security, and the other tasks associated with community living, creates an environment of care and generosity where gifts are shared and servant ministry formed.
26. The educational rationale for ministerial training and other groups of learners is a little harder to discern and not clearly present in the Handbook. It is stated more clearly in the strategy document, *Ridley Hall and the Future*, where its setting in the university city of Cambridge is celebrated and they can say that Ridley is 'a context where academic excellence is valued, balanced by inbuilt safeguards against intellectual elitism or an overly cerebral approach to ministerial training'. Such a rationale is also alluded to in the prospectus and other college documents. The inspectors urge that the very explicit and well-formed theological and formational rationales which the college offers in various documents should be matched by the equivalent educational rationale appropriately summarised in the Handbook.

C.iii The institution should offer a set of programmes which will enable candidates to be prepared for their envisaged ministries, in line with the developing policies of the sponsoring churches, and appropriate programmes to educate other groups of learners.

27. The range of programmes offered by Ridley must be set in the context of the Cambridge Federation. It offers degrees through both Anglia Ruskin University and the University of Cambridge in addition to other pathways that are recognised by Cambridge University (see para 4 above). Part of the development of Ridley over recent years is found in the Ordained Pioneer Ministry strand of training it offers to those ordinands identified as called in this way to serve the Church. It also has the Centre for Youth Ministry and also has within its numbers ordinands from other Anglican provinces. We were able to attend classes in all areas of those programmes with the exception of those under the aegis of Cambridge University and to talk with students from each learning strand. The programmes on offer meet the requirements of ministerial training and are welcomed by other groups of learners also.

C. iv The proposals concerning assessment should enable the institution to advise church leaders on the suitability of candidates for the envisaged ministry, in line with the guidelines of the sponsoring churches. Assessment proposals for other groups of learners should be consistent with the aims and objectives of the programmes being offered.

28. It is through the pastoral tutor system that ordinands face a process of annual self-assessment that results in an annual report and a final report to the ordaining bishop. Students keep a Record of Learning file which contains all their self-assessments of non-examined courses together with lists of courses taken and marks gained and we saw an example. The Hall has a significant number of students with dyslexia this year and there is a system of support for them after diagnosis that allows extra time and specific help. One student is able to present an oral report with brief notes in place of an essay in their course of study through Anglia Ruskin University. We have a concern that ordinands who are being selected for training are still being required, albeit with significant help, to complete a very traditional scheme of written assessment for their courses and that modern adult education practice should allow for a much bigger variety of assessment styles for all students where possible. Ridley appears to do well for its dyslexic students and we want to commend their efforts but believe that an approach to assessment that explores the wider gifts of its students beyond essay writing would be more consonant with its theology of 'gifts and graces' expressed in its submission. Academic assessment is handled through the Cambridge Federation and so this is a much bigger issue than simply one affecting Ridley students but their current cohort of students gives them a solid place from which to make the case for a broader approach to assessed work. We *urge* Ridley to address this issue at a Federation level.

The inspection team has confidence with regard to Criterion C, Curriculum for formation and education.

SECTION THREE: MINISTERIAL DEVELOPMENT

D Community and Corporate Life

Inspectors will consider how the institution understands and structures community life, and interprets the role of corporate life in training for ordained ministry; also how far corporate life is evident in the relationships between members of the institution.

D.i The institution should offer a clear statement of how it understands its corporate life, including issues of gender, ethnic grouping and disability and other matters of natural justice, in a way, which harmonises with its aims and objectives in preparing candidates for public ministry.

29. The current Prospectus states, 'Community life is an essential part of our discipleship and ministerial formation. It provides a context for growth towards Christian maturity and holiness'. The Prospectus also states, 'Ridley brings together male and female, single and married, local and international students. At any time the community includes ordinands, pioneer ministers, youth workers, postgraduate clergy, lay ministers and sabbatical guests'.

30. The Handbook for Pastoral Tutors, the College Handbook, and the Community Rule of Ridley Hall show that it places a very high value on community and corporate life. The College handbook begins by saying, 'Our aim at Ridley Hall is to be a place where members develop theological wisdom, deepen in gifting for ministry and grow in holiness of life'. The Community Rule states that members of the community will have 'a commitment to mutual respect between the sexes and to sexual purity and responsibility, based on the conviction that the Biblical context for sexual love is life-long commitment in heterosexual marriage'.

31. The College Handbook highlights the community's commitment to value everyone's ministry, and whilst acknowledging that there are those who for theological reasons cannot accept the ordination of women, clearly states that in Ridley Hall and the Federation women regularly teach, minister and preside at the Eucharist and that it is expected that all members receive their ministry with courtesy and respect.

32. The Ridley Hall Tutor's Handbook has a section on the support of tutees with special needs which include dyslexia and dyspraxia, and those with language difficulties.

33. The College Handbook sets out clearly the Colleges' commitment to honour all members of the community, including the children and other dependents of members of the College. Parental responsibilities are also outlined in the Handbook.

34. The College Handbook contains a clearly stated policy on Harassment and Bullying, including racial harassment, sexual harassment, and intimidating, hostile and offensive acts against a person because of their perceived sexuality or because of some disability.
35. The Chair of the Council commented that he believed strongly in the quality of residential training provided and that the staircase system was a particular strength. Based on the various statements and policies referred to above, the inspectors are content that Ridley has a constructive and positive approach to formation and creating a learning community--a place of welcome and hospitality, spirituality and a desire to learn—which harmonises with its aims and objectives.

D.ii The institution should show evidence that the structures, requirements and practice of the institution reflect the stated policy.

36. Spending time in the College suggests that its structures, requirements and practice do reflect the policies as stated in the College Handbook and other documents. Corporate life is indeed central to the Ridley experience – in chapel, in the refectory, in teaching, and in leisure. Thursday is a family day with spouses and children very much in evidence, particularly at meal times.
37. The community was genuinely welcoming and supportive of the Inspection Team and individuals and groups were always ready to listen and to pray for the inspectors and for one another. Prayer was a very natural part of the life of the community as was looking out for others and seeking to meet their needs.
38. Students are encouraged to develop their prayer lives and are offered many opportunities to explore alternative forms of prayer: Ignatian guided prayer, Prayer Weekend, Ways of Praying on a Thursday afternoon, Quiet Hour on Thursday morning, Prayer Triplets and encouraging students to have a Spiritual Director.
39. When asked about the support for the staff, two of the staff commented that staff care for each other and offer mutual support. Staff meet weekly during term to pray for each other and there is also an 'event' each term where staff can socialise.
40. The accommodation in College is arranged by 'staircase' – twelve to fourteen students plus one or two staff. These provide for social interaction, prayers twice a week and social events. The members of a staircase facilitate Morning Prayer for five to six weeks each year. The staircase groups were seen as a major strength by both staff and students. Some students felt that the staircase composition was very important because that is who 'you go home to'.

41. The majority of married couples live out of college and this means that there is less direct support for them. The support group for spouses (Spice) meets twice a week for fellowship and prayer. This is a very friendly and welcoming group but is currently all female, although male spouses are invited.
42. There are very few options for single students to live off-site. Some of the single students expressed concern that there was very little community life at the weekend. This particularly stems from the fact that weekend meals are self catering and there is limited space on the staircases for eating together. Students however do creatively organise themselves in order to enhance community life at weekends.

Recommendation 1

We recommend that the College consider enhancing the facilities provided for students at the weekend in order to facilitate the community life.

43. The College seeks to provide an environment where the gifts of men and women are equally valued. Former female ordinands speak very positively of their experience at Ridley. There is ample evidence of women students participating equally in the life of the College and in leadership roles. Some of the women, however, expressed their concern over an implicit 'male bias' of the institution. They also felt that there was an implicit partiality towards men on the teaching staff, with at present women tutors employed primarily in the more practical subjects and not the traditional disciplines such as Biblical studies and doctrine (see *I.iv* below). After listening to the women students as a group and from individual conversations with women students, as well as observing community life, the inspectors share the concern of the women students. It is important to add that we did not notice any overt discrimination in the policies or in the life of the College but recognise that the women students are aware that the Church has still not settled to the equality of women and men in ministry and that extra care must be taken by training institutions to model that equal calling.
44. A helpful practice in dealing with issues of inclusivity at Ridley is the way the College seeks to address current debates in the church by holding extra-curricular discussions and conferences. One had been held on Women in the Episcopate and another was being organised on the economy and the St Paul's Cathedral protest. Careful attention is paid in planning the event and in the follow-up to ensure all perspectives are equally cared for in such discussions and debates.
45. As regards the support of students with special needs, the college does its best within the limitations of the buildings and resources. Some resources are provided by the Federation. At present there are a number of dyslexic students at Ridley. The college offers them special support of one hour per

week. The Director of Studies stated that when tutors become aware of a student's dyslexia they seek to modify their presentations in order to facilitate the student's learning. Dyslexic students also receive help from their fellow students. Where a student is severely dyslexic the college modifies the assessment from a written assignment to an oral presentation. There is a specially modified ground floor accommodation should a student with a physical disability require it.

The inspection team has confidence with regard to Criterion D, Community and corporate life

E Worship and training in public worship

Inspectors will consider the arrangements for common worship and the policy underlying them, noting the use of the authorized and other forms of worship, and how worship is conducted. Inspectors will note the ways in which ministerial candidates are trained to plan, prepare and conduct public worship.

E.i The spaces designated for prayer and worship should be appropriate for their purpose.

46. Morning Worship on three days per week, Compline on a Monday evening and College Communion on a Thursday evening are held in the Chapel. Morning Prayer and Fellowship Groups on other days are held in staircase groups which include students who live off-site. It is recognised by staff and students that the Chapel, although a beautiful space, is inadequate for the current student numbers. The Development plans include expanding the chapel and also make provision for a much larger space for worship when required (see Recommendation 15 below).
47. The Simeon Centre provides spaces for prayer and the exploration of spirituality. As stated in the College Handbook, the Centre's passion and aim is to help Christian leaders to grow in their desire and capacity to pray, to equip them to become leaders and teachers who enable others to pray. The Centre also offers conferences and quiet days, forms of prayer training and consultation for churches, and welcomes invitations to encourage and resource dioceses and deaneries in their work.
48. Spending time in the College it became evident that the work of the Simeon Centre was much valued by the students and staff, both as a place of prayer and a resource for spiritual guidance and growth. The Simeon Centre plays an important role in encouraging and enabling growth in prayer and spirituality amongst staff, students and the wider community.

E.ii There should be a publicly stated policy on, and arrangements for, corporate worship. The policy and arrangements should take account of, and equip candidates to work within the variety of practice within the sponsoring church.

49. The College Handbook contains 'A Typical Week at Ridley' which sets out the weekly pattern of prayer and fellowship groups. Although there was provision in the timetable for Evening Prayer on Mondays and Wednesdays, the offering was very informal and only a few attended. It does not appear to be an established part of the worship pattern. The Ridley Hall Worship handbook also clearly states the requirement of all ministers within the Church of England to read the daily office, both Morning and Evening Prayer. In order to lay a foundation for this the pattern of daily Morning and Evening Prayer needs to be established within the college timetable so that students for ordination become established in this sustaining discipline.

Recommendation 2

We recommended that a regular pattern of Evening Prayer be more firmly established in the weekly worship pattern.

50. The formal academic training in worship is provided for as a stream of the Life and Service programme, delivered in house by members of the Ridley Hall academic staff. Students are also exposed to a range of worship styles through their attachment and placement churches and through Federation worship.

51. All students participate in the planning and delivery of public worship within the context of Ridley Hall, and it is in this setting that the College provides detailed supervision, training and feedback. Oversight of chapel worship is currently in the care of the Tutor for Christian Life and Thought and the Chaplain, and this includes the coordination of student input to Morning Prayer, Thursday Holy Communion and All Age Worship.

52. A Training Incumbent commented that living with others of a variety of stances in worship styles had equipped his curate for parish ministry. A previous student of Ridley commented that though his background and preference was the Book of Common Prayer he had grown to love Common Worship at Ridley. From these comments and conversations with ordinands at Ridley as well as from the observation of the inspectors, we believe the College is effective in preparing students in a variety of worship styles appropriate to the breadth of Anglicanism

E.iii There should be a policy concerning balance of worship, including authorized and innovative forms, and of denominational worship in ecumenical situations.

53. The Ridley Hall Worship handbook clearly sets out the policy for worship at Ridley Hall, including liturgy and style. The Worship Handbook states, 'We believe that good liturgy liberates by giving structure; liturgical worship is not the mere repetition of meaningless formulae. It offers a set of patterns, frameworks and shared resources which free us to engage with God. We identify and enact a common core of liturgical prayer in which all Anglicans can participate'.
54. Our experience was that of a variety of interpretations of Common Worship, particularly in Morning Prayer, but within the structure of the liturgy. Some students commented that there was lots of freedom to try things but that the loss was regular ordinary services with a consistent style and structure. From our experience and further conversation with staff and students, the inspectors believe the College has struck a very good balance between allowing freedom in exploring innovative forms of worship while still initiating ordinands in the Anglican worship tradition of Common Worship.
55. The BCP is used regularly in Chapel for prescribed periods during the year so that students gain experience in leading BCP worship.
56. The Worship Handbook further states, 'While seeking to be open and ready to learn from the riches of other traditions within Anglicanism, we look primarily to the Evangelical tradition for our spiritual ancestry, including charismatic renewal. We hope that everyone participating in our worship will seek to be open to the renewing power of the Holy Spirit. We welcome the use of charismatic gifts in our worship under the leadership of those leading worship, with reference both to sensitivity of time and place and faithfulness to scripture'. Our experience and observation was one of sensitivity to others in the expression of charismatic gifts and an openness to learn from other traditions.

E.iv. There should be a policy about expected attendance at public worship and evidence of its outworking.

57. The Worship Handbook states that the whole community is formally expected at all events marked in bold on the weekly schedule: Morning Prayer and Fellowship, Quiet Hour on Thursday mornings, and College Communion on Thursday evening. It states that questions about attendance should be discussed with the appropriate pastoral tutor, or in the case of Thursday Communion, with the Principal.

58. Our experience was that these policies were adhered to and that students knew that attendance at worship was important.

E.v In the light of preparation for public ministry, there should be provision to address the tension between worship as an activity of the Church and as a vehicle of professional training.

59. The College is well aware of the tension between worship as an activity of the church and as a vehicle for professional training. The Worship Handbook introduces the section on worship by stating, 'In a busy world, our attentiveness towards worship easily gets squeezed. In a theological college, we need to resist any pressure for worship which is not formally assessed to take second place. Our spiritual preparation for worship, whether we are leading or participating, is a key part of our formation as disciples and as ministers'. The attachments and placements help to ensure that worship is 'for real' rather than 'for practice'.

60. Our experience was that of worship that was meaningful and focussed on God and of worship that was recognised as central to the life of the community.

E.vi *The institution should have a policy, available to candidates, on training in public worship. It should ensure that candidates plan, prepare, and effectively conduct public worship, including preaching.*

61. The Worship Handbook clearly sets out how public worship within the College should be conducted, including 'Ten Commandments for Leading Worship'. In addition, the document, Ridley Hall: the provision of supervision and training in worship, clearly sets out the policy regarding training in public worship.

62. Formal and academic training in worship and preaching is provided for as distinct streams of the Life and Service programme, and delivered in-house by members of the Ridley Hall academic staff. This includes work on Common Worship and the Book of Common Prayer, as well as associated regulatory material e.g. the Canons.

63. Students are involved in a range of ways with the provision of worship and preaching in their attachment and placement churches. In this context, supervision is given by their parish supervisors, usually the incumbent, though in some larger churches, it may be another member of staff.

64. All students participate in the planning and delivery of public worship within the context of Ridley Hall, and it is in this setting that the College is able to provide detailed supervision, training and feedback. In placements and attachments the supervisor also gives occasional feedback and any issues raised in the supervisor's reports are addressed by the pastoral tutor with the student.

E.vii *The institution should ensure that the policy is adhered to and that proper oversight is exercised over this part of the programme of formation.*

65. The College Handbook states that all new students have an interview with their Pastoral Tutor, the Director of Studies and the Director of Pastoral

Studies in the first week of the Michaelmas term. At these interviews the details of which academic and pastoral courses the student will take are decided. Staff and students confirm that these interviews happen and are effective. The Life and Service module, which includes preaching and pastoral skills, is mandatory for all students. This provides a policy for training in preaching which consists of lectures, group work and sermon classes in College, and regular sermon preaching in their attachment church. From what we observed and from the comments of students and staff, the training is effective.

E.viii *There should be an appropriate policy and practice for reviewing and assessing the leading of worship.*

66. The Inspectors observed that feedback was always carried out by the tutors after students had conducted worship. As noted in the following section, the conduct of preaching at attachment churches is also subject to review by the supervisor and by peer review.

E.ix *The students should receive critical and constructive comment, attending to performance, content and process from staff and peers.*

67. As noted above, students receive constructive feedback on all acts of worship they lead at College and in their placement churches.

68. Three-year students have a sermon filmed for group assessment in their second year. In the final year of training for all students, a small group consisting of fellow students and a tutor listens to each member of their group preach and lead worship in their attachment church and gives feedback. Five members of the congregation and the attachment tutor are also invited to fill out an evaluation form. Where a student attends only on weekdays, their sermons are filmed and reviewed by their group in College.

<p>The inspection team has confidence with regard to Criterion E, Worship and training in public worship.</p>
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F Ministerial, personal and spiritual formation

Inspectors will consider how the institution helps candidates in their ministerial, personal and spiritual formation, and how candidates are encouraged or enabled to deepen their spiritual life and their self-awareness

F.i *The policy regarding ministerial formation should be easily available and communicated to candidates.*

69. In the College Handbook the Community Rule describes the policy regarding ministerial formation and it is based on quotations from the New Testament,

the Rule of St Benedict and Bonhoeffer's, *Life Together*. It describes the importance of developing theological wisdom, deepening gifts for ministry and growing in holiness of life.

F.ii The institution through its common life and through the way it guides and supervises candidates should enable them to grow in Christian discipleship with a view to exercising a public role in ordained ministry.

70. The Community life we experienced together with the 'staircase' system for cell community and service of the wider community has a strength to it that was evident as we participated in it. That lived experience is focussed for students by their interviews twice a term with their pastoral tutor where each part of life is examined carefully. A pastoral tutor described to us how they will ask questions at each meeting with a student about academic work, finance, church and social attachments, spirituality and friendships. Issues that arise from placements or attachments about a student will be passed to the relevant pastoral tutor for work with the student.

F.iii The institution should enable candidates to be immersed in the traditions of their own churches, together with an empathetic understanding of strands other than their own. It should also increase candidates' understanding of the traditions of other churches and deepen their sense of their ecclesial identity.

71. The context of the Cambridge Federation provides an overt place for enabling students to experience and appreciate the breadth of Christian tradition. Ridley's motto, developed over a number of years, is 'Roots down, walls down, bridges out' by which they mean taking a less defensive approach to their unembarrassedly evangelical style of Anglicanism. Indeed one staff member was proud to tell us that the Cambridge Federation had adopted this motto on its website, albeit without crediting Ridley with its devising. We became aware through conversation and the prepared SWOT analysis compiled by the senior student that not all students feel that there is sufficient Evangelical rooting and we believe that Ridley could do more in drawing on the evangelical worthies in their chapel stained glass windows for example, so that there is more celebration of their historic roots. However it may be that the students were asking for more rooting in the current evangelical scene of music and worship styles of Spring Harvest and New Wine or the politics of Reform and we believe that the current breadth that the College offers in Evangelical identity is already good and would not be enhanced by such narrowing.

F.iv The institution should provide corporate and individual guidance and supervision for candidates. There should also be encouragement to seek confidential spiritual counsel.

72. The guidance we saw in Ridley for both the whole community and the individual students is greatly enhanced by the role of the Chaplain whom students value highly for her skill and presence. We saw her role as significant when placed alongside that of the Simeon Centre as a way of developing both personal confidence and breadth of approach. Students are encouraged to have a spiritual director or person who acts in a similar capacity and that role is offered by some staff (though not of course to their own students for whom they have tutorial responsibility). Likewise the Pastoral Tutor system is the mechanism for guidance and supervision.

F.v The institution should enable candidates to reflect on the breadth of Christian spiritual tradition and its engagement with the world, and to work with the personal issues arising out of the whole process of training.

73. Ridley through its membership of the Cambridge Federation is already set in a place of breadth of Christian spiritual tradition and students will encounter others of a different tradition in classes and socially through normal college life. All students at Ridley are strongly encouraged to take the course, *Gospel and Western Culture*, which offers a theoretical and missional engagement with the world. This is built upon by the Social Context Placement that each student undertakes. Likewise the Life and Service Course done by all students at Ridley draws on the ordinal charge to bring tradition and engagement with the world together and includes a Ridley shaped dimension that includes apologetics. It is through the Pastoral Tutor system that students will work on the personal issues that arise. The contribution made by the Simeon Centre to breadth of Anglican belonging and spirituality cannot be over-emphasised here and we are impressed by what it offers.

F.vi The institution should enable candidates to develop as people, as future public ministers and as life-long learners, able to look forward to working effectively in the context of traditions other than their own, both within and beyond their own church.

74. Ridley is a place of quiet confidence. We saw people growing in personal confidence as 'college deacons' charged with making the community work practically, students learning through placements, both secular and in church settings, and attachments in parishes and college chapels. College missions conducted away from Cambridge, such as the recent mission to Ongar and Harlow Deaneries, give students a valuable taste of very ordinary parish life beyond the large and highly staffed churches from which many come. The Pioneer Ministry strand of training offers new insight into what it means to be church and we wish dimensions of that course could be open to all students so that mission in that sense became a more general concern for all.

F.vii Candidates should be encouraged to make time for private prayer and to explore the expectations on the ordained in the areas of corporate and individual prayer, of general conduct and of lifestyle.

75. The Ridley community is a genuine praying community and we experienced this ourselves, both being prayed for at the beginning of the inspection visit and throughout the week, and also being aware of students meeting quite naturally to pray for one another and for their other concerns. Morning Prayer, a weekly 'quiet hour', compline, a retreat, the influence of the Simeon Centre, the presence of the chaplain and the Pastoral Tutor system all mean that corporate and individual prayer are the lifeblood of the institution. The College Handbook is explicit in the Community Rule about the commitments needed to sustain close community life, not least the commitment to value everyone's ministry and to receive the ministry of women with courtesy and respect. There is also clarity about the need for sexual purity and the upholding of the standards for ordinands and clergy set out in the House of Bishops statement *Issues in Human Sexuality*.

The inspection team has confidence with regard to Criterion F, Ministerial, personal and spiritual formation

SECTION FOUR: EDUCATION AND TRAINING

G Teaching and learning: content, method and resources

Inspectors will attend a representative sample of different teaching and learning activities, noting their quality and effectiveness and the methods used. They will examine the adequacy of educational resources and libraries, and will look at samples of students' written work. They should report on the full range of educational activities of the inspected institution including provision for other types of ministries and for independent students and auditors.

G.i Principles concerning what is included in pre-ordination/authorisation training and left to post-ordination training should be available and consonant with any denominational requirements.

76. Ridley Hall makes full use of the *Shaping the Future* Learning Outcomes to ensure that the ministerial training reaches the point suitable for the transition from college to initial post. A curate in his second year of ordained ministry commented that the 'fit' was good between pre- and post-ordination training and his training incumbent agreed. These comments accurately captured the opinion of others and the inspectors.

G.ii Teaching and learning programmes should serve the aims and objectives of the institution and of the educational programmes of which they form a part. They should demonstrate a proper balance between the academic, formational and practical aspects of training.

77. The balance between the academic and the applied nature of learning is evident within the Federation marking scheme of assessment at 80/20 with 80% demonstrated knowledge learning and 20% practical application. The balance is held elsewhere in the training in Ridley through the Life and Service course, of which the inspectors observed numerous sessions, based as it is on the ordinal. The balance is also pursued and achieved in the placements and attachments that each ordinand is required to experience.

G.iii Units of teaching and learning should have clear and appropriate aims, be well structured and enable students to achieve appropriate learning goals.

78. Teaching and Learning is modular and each module has clear aims and outcomes as well as a defined structure for learning in the module descriptors.

G.iv Teaching programmes should introduce students to the appropriate knowledge and learning processes, while drawing on student experience.

79. The student body has a wide variety of prior experience within it and therefore a wide variety of courses are offered to meet individual aptitude and need.

Students are put on pathways deemed suitable as they arrive and we were glad to see that there is some flexibility in the early days of the academic year for swapping to courses considered by the student to be more appropriate. We became aware that some courses and modules use students' prior experience more than others and some use very traditional learning processes while others take a more individual approach. We commend the learning processes which draw on student experience and take a more targeted and experiential approach than the traditional lecture by the expert.

G.v The educational methods employed, and the balance of methods within the educational programme, should underpin the stated aims of the programme.

80. We attended almost all the Federation classes on offer on site at Ridley itself and some others in addition taught elsewhere and in most of them the teaching was good using appropriate adult education methods. Where it was less good it was usually because the method was unclear, the room layout worked against good engagement by the students, and the aim of the session was obscured by the handling of the content. When it was less good, further enquiry showed that it was a tutor with less teaching experience than others. A staff member said to us that the opportunity for team teaching, despite the extra work it involved, would give those less secure in adult education method an opportunity to develop good practice with their colleagues and we would want to commend this suggestion since there are some excellent adult educators among the current staff.

Recommendation 3

The inspectors recommend that Ridley provide further training for tutorial staff, especially those with less teaching experience, in order to develop their adult education skills.

G.vi Teaching programmes should be complemented by structured opportunities for students to learn, as individuals and as groups.

81. It is in the effective use of seminars and tutorials that teaching becomes learning in the students we observed. Ridley has recently increased the number of seminars and supervisions for Anglia Ruskin University modules after pressure from the students which students have appreciated and which enhances the learning experience. There is some peer supervision within courses which seemed to us to develop students both as learners and teachers as they brought encouragement, resources and critique to one another within a seminar setting with the course tutor present. We also met sabbatical visitors, the person who delivers the CYM course, and self-funded students for whom appropriate support is made available (such as a personal tutor and participation in any group learning).

G.vii Staff should provide formal and informal feedback to students and assessment of work and of candidates' progress, both in terms of academic progress and in terms of preparation for beginning public ministry. There should be both affirmation and constructive criticism, as appropriate, of students and of work.

82. In Ridley the different courses that each student takes will each have within them a variety of methods of assessment, principally coursework and exams supported by seminars and tutorials. Informal feedback is available through a student's personal tutor or the module tutor. Placement and attachment reports are discussed with both the report writer and the pastoral tutor and issues of behaviour and presentation are picked up here. We asked, a week before the visit, for a representative sample of student work to be available to us on arrival, and from it we could see some essays and the comments and marks awarded but unfortunately not all the mark sheets were present and so we cannot give a complete view. The feedback for assessed work which we did see was helpful.

G.viii Published assessment criteria should be used by the teaching staff and be available to students.

83. The Cambridge Federation publishes such criteria and these are available to the students. The teaching staff are aware of the criteria and use them appropriately based on the assessments the inspectors examined.

G.ix The educational programmes offered should be supported by an appropriate learning environment. This should include adequate provision of resources, library and ICT, placements and practical opportunities to learn.

84. Cambridge is a city with excellent resources for many aspects of ordination training. Ridley has a good library and the students can access other libraries easily through the Federation. There is adequate ICT and the placements and practical opportunities in the environs of the city are excellent. As noted in section E above and J below, there are very good placements and other practical learning opportunities.

85. The big problem lies in the nature of the teaching rooms available in Ridley which most students and staff agree are just adequate as teaching space but not ideal for flexible adult learning (see also para. 140). The plan is to replace such rooms through the new building project. In the meantime the rooms are sometimes too small for the number of students they need to accommodate. Some furniture is over-large or plainly uncomfortable: students commented on this and the inspectors agreed from their experience. The shape of the room sometimes makes it difficult for some to see. The lighting in the lecture hall can be a challenge to get right in order to see the PowerPoint projection. We are aware that changes were made in the past to try to overcome the built in

disadvantages and some improvements were made, but it is now important to address these issues because the present state of the rooms limits the learning experience for students and the educational options for the tutors.

Recommendation 4

We recommend that the teaching spaces be reconfigured before the new building is finished so that the lighting, furniture and seating arrangements are more suitable in these rooms for the learning experience.

The inspection team has confidence with qualifications with regard to Criterion G, Teaching and learning, content, method and resources

H Practical and pastoral theology

Inspectors will consider the way in which the institution understands the relation between theory and practice, how it enables students to develop skills in their integration, and how the overall programme of training is effective in preparing candidates for ordained ministry or other vocational pathways.

H.i The training institution should have a policy on how the curriculum integrates theory and practice and should communicate it to students.

86. The Federation in its curriculum has a clear policy for the integration of theory and practice. This is available to the students. For Ridley students, the most clearly identified place for integration of theory and practice is in the Life and Service course which all students take. The core values in this course are about bringing together reflective praxis, a passion for Jesus Christ, self-awareness and cultural sensitivity, the ability to think flexibly and commitment to lifelong learning. In addition, an integration policy is explicit in the document, *A Guide to Pastoral Training, Prayer and Spiritual Formation at Ridley Hall*.

H.ii The structures for learning - courses, seminars, groups, placements, private study, marking, feedback - should be configured so as to facilitate this integration.

87. Based on the inspectors' observations and on conversations with students, in varying ways and with varying levels of success the courses on offer facilitate this integration. For the Cambridge University Tripos students such integration must be done outside the teaching on that programme through additional modules which supplement the Tripos programme. In some of the other tracks, for example in those under the auspices of Anglia Ruskin University, integration is more a part of the course itself. In the BTh and MA strands the integration happens in Pastoral Theology, the Life and Service

module, and for all students through their placements and attachments. From the investigations we have made among students, a past student, and DDOs of receiving dioceses most speak of the integrative nature of the experience they receive in Ridley and can recognize it in Ridley students.

H.iii The institution should demonstrate how it is enabling candidates to develop an appreciation of the pluralist and multifaith/cultural society in which we live. There should be evidence in the work of students that they are becoming theologically reflective practitioners within it.

88. In Ridley, all students are strongly encouraged to take the *Gospel and Western Culture* course to help them be able to 'read' the society in which they are set. The college makes good use of the interfaith resources in Cambridge. So too the attachments and placements are chosen to give a different experience upon which reflection is done. There are opportunities for individuals, who need a broadening experience, to travel abroad and encounter some aspects of a foreign culture. We heard from some students how effective this experience was for them.

89. There is also a Pioneer Life and Service strand for those on that pathway which draws on student experience but also offers a space to consider the church that is coming into being in this country.

90. We heard from some, staff and students, that there is a need for the secular placements offered to be more 'secular' and less focussed on chaplaincies and we agree that developing in students an appreciation of the working lives that their future parishioners are leading is crucial.

91. Ridley provides a commendable distinctive emphasis on the importance of mission for the Federation and for its students. They are the only training institution to provide a Tutor in Mission and they provide a range of enhanced mission opportunities for their students such as the College missions. However, from examination of the Federation curriculum, conversations with some Ridley staff and observation of some teaching sessions, the inspectors have a concern that 'mission' still tends to be a separate subject rather than a thread through all the courses that students undertake (though some Ridley tutors do make helpful efforts to integrate a mission dimension in the module programme). We think mission needs to become a core integrated component in all modules as is ecumenism. The Pioneer Training pathway appears to be especially successful in giving ordinands a more embedded missional approach. We urge the college to consider how to help the Federation develop a more embedded missional approach across the curriculum and to bring a critical theological edge to student discussions about mission. Inspectors recognise this may require some adjustments to the Federation curriculum.

92. Another area about which we have some concern is whether the students are able, or enabled, to engage in theological reflection to a level that the challenges of ministry in contemporary society demands. The Federation curriculum gives a distinctive emphasis on theological reflection and the Life and Service module at Ridley also gives emphasis to this skill. However, in informal conversations with students and through direct questioning we found ordinands across all the year groups unsure of their skills in theological reflection and weak in demonstrating acute skills in theological reflection. In addition, in the assignments the inspectors observed, theological reflection was evident but not to a level that would be expected given the priority it is given in the curriculum documentation. Theological reflection is one of the core competences of any ordained minister as they seek to be sensitive to contemporary cultures and challenging of contemporary ideologies..

Recommendation 5

We recommend that the College review the practice of developing skills in theological reflection.

<p>The inspection team has confidence with qualifications with regard to Criterion H, Practical and pastoral theology</p>
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SECTION FIVE: STAFF AND STUDENTS

I Teaching Staff

Inspectors will consider the provision of teaching staff and the policy underlying it, the procedures for appointment of teaching and other staff, and provision for staff development.

I.i Appointments should involve appropriate consultation with the relevant sponsoring churches and partner institutions, and the method for making appointments should be clear and fair to all concerned.

93. All appointments involve appropriate consultation with the relevant sponsoring churches and the partner institutions of the Cambridge Theological Federation. There are well-designed pro-formas setting out the processes used in making appointments which clearly indicate that they are open, clear and fair.

I.ii Recruitment and selection should be in line with current good practice. Job descriptions and conditions of service should be clear at the time of appointment and should be revised at regular intervals.

94. Job descriptions and conditions of service are kept under periodic review and are examples of good practice.

I.iii The number, field of expertise, scholarly and teaching competence of the staff should enable the educational programmes of the institution to be offered at the appropriate levels, both in terms of academic achievement and of preparation for public ministry.

95. There are eleven members of the teaching staff, all of whom are well and appropriately qualified academically. Several have impressive publications to their names. Their collective experience and expertise, together with that of their colleagues in the Cambridge Theological Federation, is such that the programmes offered at Ridley Hall are delivered by experts in their academic fields. Nevertheless, it seemed to the inspectors and to the external moderator's report of 2010 as well as student comments that the area of 'Doctrine' may need a little strengthening (even though the present associate tutor provides some exceptional expertise in this area). Traditionally there has been a doctrine tutor at Ridley in order to complement the Federation tutorial team and an appointment was made but was not able to be finalised, hence the post remains vacant. The Principal stated that there were plans to fill this post in the near future. The appointment of a doctrine tutor would strengthen the staff numbers and provide more resources to achieve the 'roots down' commitment of helping ordinands develop a deeper evangelical identity.

Recommendation 6

We recommend that the Ridley Hall Council progress the appointment of a doctrine tutor when it is able to do so.

I.iv The gender, lay/ordained and denominational balance among staff members should enable the institution to offer appropriate models of learning and of ministry, and should comply with denominational guidelines. (For Church of England Guidelines see Appendix F.)

96. The Employee Handbook includes an Equal Opportunities policy with a commitment to monitor practice. Of the eleven members of the core teaching staff, four are female and seven are male – though three of the four female staff are on part-time contracts, whereas all the male staff are on full time contracts. All female staff are based in the pastoral/practical theology area. The inspectors encourage future appointments of women to other core disciplines. In addition, all the Ridley teaching staff are ordained. This, it seemed to us, does not give the students an appropriate model of learning and ministry with regard to lay ministry, even though it may be modified through contact with other teaching staff of the Cambridge Theological Federation. We strongly encourage the College to consider the gender and lay/ordained balance when making further appointments to the staff.

I.v The institution should have in place an effective framework and programme for the continuing professional development of its staff. All staff are to have annual appraisals.

97. All teaching staff are appraised annually by the Principal and the Principal is appraised by the Chair of Council. It is a much appreciated system which is well recorded and documented. At the time of the appraisal particular attention is paid to identifying any needs or requests for continuing professional development. When they are deemed to be appropriate every effort is made to respond positively to them, within the inevitably limited resources of a small institution.

I.vi Staff should model an appropriate pattern of spirituality, continuing learning and reflection on practice.

98. Staff do their very best to be good role models for their students, though they are all working under very great pressure and the daily life of the College can appear to be excessively hurried with much busy-ness. The vacations are therefore much valued as times for catching up, reflection and writing. Students do pick up these pressures but there is a general recognition, both by them and the staff, that this is not all that different from 'real' life in parish ministry and, as such, may even be a more realistic model than that of a calmer environment that may at first sight be more attractive. Even so, we would *urge* the College to keep this matter under active review with a view to

seeing whether some of the pressures of day-to-day College life could be reduced.

The inspection team has confidence with regard to Criterion I, teaching staff

J Ancillary staff

Inspectors will consider the provision of administrative, support and domestic staff, the policy underlying it, and procedures for their appointment.

J.i There should be an adequate number of ancillary staff for the type of institution and its way of working.

99. There are twenty one members of the support staff at Ridley Hall, just over half of whom come under the operational leadership of the Bursar. Eleven of the posts are part time (5 Domestic Assistants, 2 Administrative Assistants in Reception, and 4 others who provide administrative and/or secretarial services (1 is the CYM Administrator, 1 is the Admissions and Course Administrator, 1 is the Administrative Assistant to the Simeon Centre and 1 is the Communications Assistant (Webmaster and Designer). It is a dedicated, loyal and enthusiastic team providing excellent support for the College in all the dimensions of its business and achieving a great deal of good. However, from the observation of the inspectors and conversation with staff as well as the inspection documentation, the staff team is working under pressure and is at the very limit of what is acceptable.

100. The Bursar has at present reasonable support with a finance manager and the College Administrator. However, the Bursar has an extensive brief which has been extended significantly to include strategic responsibility for the development of the new building that is planned for the College (see Section P). When building begins on site he will be responsible for overseeing the process and we are concerned that this will increase his responsibilities further, and to a point significantly beyond what could be reasonably expected of this key post-holder. From discussions with the Bursar and from the inspectors' evaluation of the workload of staff and scrutiny of the development project, there is the prospect that the Bursar will require additional experienced and qualified administrative support during the period of construction (see also L.iii below).

Recommendation 7

We recommend that the Council consider the appointment of an experienced and qualified member of staff to assist the bursar during the period of construction.

J.ii The institution should establish and make known clear lines of responsibility and accountability for its administrative staff.

101. Documents provided and conversations with staff confirm that these are both well established and understood by all the administrative staff of the College.

J.iii Recruitment and selection should be in line with current good practice. Job descriptions and conditions of service should be clear at the time of appointment, be revised at regular intervals, and include opportunities for professional development. Staff contracts should be provided. Appropriate professional development and appraisal should be provided in line with I.v above.

102. All of these items are in place and are well-documented. Every member of staff is appraised annually and, where appropriate, opportunities are provided for professional development. It is particularly encouraging to note that the Bursar and the Housekeeper have regular and much-valued meetings with their counterparts in other colleges of the Cambridge Theological Federation where matters of mutual interest and concern are raised.

J.iv The institution should ensure that ancillary staff know how they can contribute to the decision-making processes of the institution.

103. There are regular weekly meetings between the Bursar and the heads of the various sections within the ancillary staff at which information about both strategic and operational matters are raised and considered. The Bursar attends meetings of the College Council and reports back to his team on all matters affecting them. We were generally impressed by the very positive way in which members of the ancillary staff spoke of their being able to contribute to the decision-making processes of the College. They felt totally involved, for instance, in the many discussions that had taken place about the proposed new building (even down to being able to comment on where cleaners' cupboards should be located).

The inspection team has confidence with regard to Criterion J, Ancillary staff

K Students

Inspectors will examine procedures for admission and suspension or dismissal, for assessing progress during training, and for ministerial candidates, for reporting to the sponsoring church and for supporting candidates in finding their first appointments.

K.i Written information for students about admission, welfare, complaints, discipline, assessment, reporting to sponsoring churches and arrangements for first appointments should be publicly available.

104. There is a clearly written and attractively produced prospectus for the College and the Student Handbook is a very good, much appreciated and well-used document. It does not, however, contain information about how to deal with the crucial issue of 'safeguarding' and we therefore recommend that this be included as a matter of urgency (see L.v. below)

K.ii The institution should show evidence of compliance with its own policies, and denominational policies where they exist.

105. We found ample evidence of this compliance in the minutes of several different committees and especially in the many examples related to us by the students.

K.iii The decision-making structure of the institution should enable students to take an appropriate part in the institution. Students should take responsibility for their own participation in the institution.

106. We were very impressed by the student body. As detailed elsewhere, students take a very active part in the life of the college (see L.ii). There is a Common Room Committee chaired by the senior student (known as The Archdeacon) and a very impressive system involving students (called Deacons) in carrying out various College responsibilities (eg Books & Vestments; Chapel ; Families and partners Liaison; Meals; Mission Partners; Music; Sports; Social & Entertainments; Tuck Shop, Community Tasks). Much of student community life, including worship, revolves around the various 'staircases' for which two Stewards in each staircase assume leadership responsibility.

107. There is a real 'buzz' to student life, though there are some obvious differences between life for the married students who live 'off campus' and the single students who live in College. This is especially acute at the weekends when there is no catering in College, so the few remaining students are very much left to their own devices to provide not only their own food, but also their 'collegiate' life together (see para 42 above).

108. There are many opportunities for students to participate in the College's decision-making processes, not least through the Archdeacon who sits on College Council along with the student Council member (see *L.ii*). A good example of the open way in which student opinion is actively encouraged was provided for us by the Archdeacon writing a SWOT analysis for our Inspection. It was an outstandingly good and frank analysis further demonstrating the way in which students take responsibility for their participation in the life of the community.

The inspection team has confidence with regard to Criterion K, Students

SECTION SIX: GOVERNANCE, MANAGEMENT AND FINANCE

L Governance, management, constitution and organisation

Inspectors will examine the role of the governing body and other bodies in the oversight and administration of the institution, taking particular note of the way decisions are made and implemented at different levels of the institution.

L.i There should be evidence of effective financial, administrative and management structures that facilitate the stated aims and objectives of the institution.

109. The financial, administrative and management structures at Ridley Hall enable the institution to fulfil its stated aims and objectives and to make decisions and implement them effectively. The main governance as directed by the Trust Deed and Scheme is executed by the Council. Attendance at a Council meeting, conversation with the Chair and minutes of the Council confirm its effective and careful oversight. A local sub-committee of the Council, the Cambridge Committee, provides regular management support to the Principal, monitors implementation of Council decisions, and advises on issues that arise between Council Meetings.
110. Membership of the Council is now helpfully evaluated against a skills audit to ensure appropriate expertise.
111. From documentation provided, conversation with the Chair of the Council and the Principal there is an issue as to whether the constitution of Ridley Hall (and its sister Wycliffe Hall in Oxford) as an unincorporated charitable trust is appropriate for a charity in the 21st century (recognising that it was so when Ridley and Wycliffe Halls were first established in 1877), or whether a more modern form of constitution, for example a company limited by guarantee is desirable. The inspectors have an additional concern that in this constitutional arrangement the assets, specifically the land and buildings, of the Hall are in effect held by the four Holding Trustees alone and are not in the purview of all the trustees of Ridley Council. The inspectors wish to affirm the work being done by a small working group from among the two Councils to resolve this and the legal advice that is being sought.

Recommendation 8

We recommend that the Council resolve the issue of the constitution of Ridley Hall as an unincorporated trust as soon as practicable.

112. The business planning and financial management, short-term and long-term, is very efficiently managed by the Bursar with the strategic oversight of the Council. The inspectors observed this in the helpful papers and accounts

presented to Council by the Bursar. This was confirmed in conversation with members of the Council and the Principal. However, it was clear from the evidence above and from conversation with the Bursar that the Bursar would be aided by more assistance with strategic financial direction and planning from the Council. This is especially true with the development project becoming a key financial project. For a number of reasons efforts to provide this have not been fulfilled though there are new efforts to provide this.

Recommendation 9

We recommend that the Council provide the Bursar with more assistance in the area of strategic financial planning through the expertise and assistance of appropriate Council members.

113. The agendas for the Council provide regular reviews of necessary policies and practices as well as a risk register.

114. The day to day on-site management is conducted by the Principal and College Officers. This is facilitated through the Full Staff Meetings, Tutorial Staff Meetings and the Heads of Ministry Meetings. The present approach is collegial and participation in all key aspects of the life of the Hall is enabled. Most staff are very happy that this is the management ethos. A few staff commented that they felt they did not need to sit through meetings on matters that did not directly concern them. However, Ridley is a complex educational institution providing ordination training, operating four independent centres which serve the mission of Ridley and the wider church, and conducting conference trade to provide needed income. With the development project, Ridley has the prospect of becoming an even more complex organisation in all that it does and seeks to provide under its vision. The Principal's management role is becoming more complex. At present most management and pastoral duties and responsibilities for the community life and the business of Ridley rest ultimately with him. This workload is not sustainable if the development plans are achieved. The inspectors feel that in light of the development project and the future development plans and vision Ridley will need to consider its future management structure, specifically how an organisational structure will allow some of the Principal's responsibility to be delegated without losing executive oversight.

Recommendation 10

We recommend that as the development plans progress the Council in consultation with the Principal and staff consider the organisational and management structure so that it facilitates appropriate workloads and more effective management of the full life and business of Ridley Hall.

L.ii There should be evidence of a structured contribution made by the student body so that it plays an effective role in decision-making processes.

115. Arrangements for student contribution to the community life and decision-making processes are excellent. There are two students who sit on the Council and who make regular reports to the Council. The Principal meets regularly with the Archdeacon (elected senior student) and with other student representatives as well as with the entire Hall community twice a term. There is also good student representation on other college committees.

L.iii There should be evidence that tutorial and ancillary staff are able to fulfil their job descriptions both individually and corporately and are resourced to do so.

116. The inspectors observed and conversations with staff, tutorial and ancillary, confirmed that appropriate facilities and resources are provided in order to fulfil their job descriptions. The office facilities and technology provided are very good. As noted in paragraphs 85 and 139, the teaching rooms are not adequate for the learning experience desired.

117. Some tutorial staff mention that their work would be enhanced if more secretarial or administrative support were available, but no one stated that they were unable to fulfil their job description. However the Director of Pastoral Studies did mention that she would benefit from occasional additional secretarial support. Based on our conversations with the Director of Pastoral Studies and our evaluation of the work required and the present level of support provided, the inspectors concur that additional occasional secretarial support is needed to facilitate the demanding job of setting up and monitoring placements.

Recommendation 11

We recommend that the management provide additional secretarial support for the placement schemes.

L.iv There should be a well-designed and operative appraisal system for all staff.

118. Based on conversations with all staff, tutorial and support, Ridley operates a very effective and yearly appraisal system which everyone seems pleased with.

L.v The training institution should meet the current legal requirements, including fire prevention, health and safety, safeguarding, charity registration, immigration and any other current legislation.

119. The Bursar who is the main compliance officer confirmed and the inspectors saw the respective policies for fire prevention, health and safety, safeguarding, and charity registration. The Principal confirmed that Ridley

complies with its role in immigration monitoring of foreign students, though the immigration license is held by the two universities with which students are registered for their academic programme.

120. The Student Handbook provides students with copies of the following policies: grievance, harassment and bullying, and disciplinary procedure. While Ridley has a very good and extensive safeguarding policy, students are not given in the Handbook any summary of the policy or instruction on how to deal with safeguarding incidents.

Recommendation 12

We recommend that the Handbook provide students with an appropriate summary of the safeguarding policy and instructions for how to deal with a safeguarding incident.

The inspection team has confidence with qualifications with regard to Criterion L, Governance, management, constitution and organisation

M Business planning and risk management

M.i The inspectors should be satisfied that the governing body has clearly identified its role in policy formation and delegation of authority in the areas of business planning, risk management and financial policies.

121. The Short Guide to College Governance sets out the role and authority of the Council. This states the following: 'The Trust Deed provides for the Governance of the Hall to be in the hands of the Council, which is required to contain a mix of clerical and lay members. The Council meets usually three times a year, once in each term, but additional meetings are held when occasion requires. Any decision which needs to be taken in relation to the affairs of the Hall which does not specifically fall to anyone else is the direct responsibility of the Council; everything else is under its supervision and is its ultimate responsibility. All the members of the Council are the trustees of the Hall for the purposes of the law governing charities. They are therefore all equally responsible for taking decisions which to the best of their ability are calculated to further the objectives of the Hall, for ensuring that the activities of the Hall are within its charitable objects, and that financial decisions are taken on a prudent basis.'

122. Of particular note is the Development Programme where the project has been divided into stages which require authorisation by the Council before the next stage can commence. Day to day oversight has been to the Ridley Hall Building Committee and to the Project Champion and the Project Manager. The stages are not authorised before the necessary funds are available.

123. The Ridley Hall Council Membership List gives the terms of office and reasons for membership of each member of Council, and the Ridley Hall Skills Audit gives a summary of the expertise which current Council members bring to the group. This includes a good number who have buildings management experience for the Development Programme. It was noted that there is only one member who has financial expertise and only one member with risk analysis expertise. The Council is aware of this and has taken steps to redress the balance in the most recent appointments.

M. ii The inspectors should satisfy themselves that the trustees/directors have carried out a proper risk assessment process to ensure that the institution is not at risk from loss, or claims that have not been identified or for which provision has not been made in the accounts.

124. We are satisfied that the College has sound procedures to ensure that it is not at risk from loss or claims for which provision has not been made in the accounts. The Bursar is very experienced in this area and is supported by good and pro-active accountants and lawyers. Of particular note is the Ridley Hall – Risk Management Overview which details each risk in terms of potential impact, likelihood, overall risk, action to be taken and follow-up response.

M.iii The inspectors should be satisfied that the institution has in place a business plan which identifies the aims and objectives of the institution over the short and medium term and identifies how the organisation intends to meet the opportunities and needs identified therein.

125. The College has a Business Plan for the period 2011/2 to 2015/16 which details the assumptions made and the income and expenditure by year broken in detail.

126. The inspectors are satisfied that the business plan identifies the aims and objectives of the institution over the short and medium term and identifies how the organisation intends to meet the opportunities and needs identified therein, including the Development Programme,

The inspection team has confidence with regard to Criterion M, Business planning and risk management

N Financial policies and cost-effectiveness

N.i The inspectors should satisfy themselves that proper books of account are kept enabling the trustees/directors to determine on a day-to-day basis the assets and liabilities of the institution.

127. The College uses Sage Accounting Line 50 to maintain its accounts. This is a computer software package which is used extensively by organisations of this size. The Inspectors were satisfied that the Accounting Assistant who maintains the ledgers is well qualified and experienced and keeps his knowledge up to date.

N.ii The inspectors should be satisfied that the annual budget planning process correlates to the business plan and is reviewed regularly by the governing body that the financial position of the institution is reported on a regular basis to the governing body and that appropriate and timely action in respect of such reports is taken.

128. The Ridley Hall budget contains a detailed working of the first year of the Business Plan. The Bursar keeps oversight on a continuing basis and reports to Council half yearly. The budget is flexed according to student numbers and the Council receives a detailed commentary of the effects of any changes on income and projections of costs for the remainder of the year.

N.iii The inspectors should satisfy themselves that proper budgets are prepared and that expenditure against these budgets is regularly monitored and reported to the trustees. Authority for virement between budget heads should be properly authorised within set limits and recorded.

129. Separate budgets are prepared for each area of the College's activity: Centre for Youth Ministry, Faith in Business, Simeon Centre, Development Fund, Development Office and a Consolidated Budget. Actual expenditure is monitored against budget on an ongoing basis and a detailed report, with commentary, presented to Council half yearly. Any virement between budget heads is authorised by the Bursar.

N.iv The inspectors should ensure that the trustees/directors have properly delegated power to operate the bank accounts and to enter into binding contracts to staff members. There should be evidence that these arrangements are regularly reviewed and that the governing body regularly reviews all covenants in respect of any bank or other loan covenants or agreements have been observed.

130. There are authorisation limits set by Council for expenditure. Bank Mandate authorities are approved by Council. These are divided into Tier 1 and Tier 2 signatories: Tier 1 are the Principal, Vice Principal, and the Bursar; Tier 2 are the Director of Studies, Accounts Assistant and the College Administrator. Electronic payments and cheque payments require one or two signatories from Tier 2 and /or Tier 1 depending upon the level of the payment.

N.v The inspectors should examine the cost-effectiveness of the institution. The inspectors should be satisfied that the institution has in place

procedures to ensure that due economy is exercised in respect of the purchase of goods and services. There should be defined limits for authority to purchase without quotations being obtained and the terms and levels of authority for officers and trustees should be clear.

131. The Bursar has oversight of all purchases which must be within the authorised budget. Payments are made according to set authorisation limits. The College makes purchases as efficiently as it can and utilises Buying Consortia across the purchasing spectrum when it can.

132. The College sources through the following consortia:
Food – Cambridge University Catering Purchasing Consortium
Energy – Cambridge Colleges Energy Consortium
IT Equipment – Cambridge University IT Purchasing Consortium
Stationery – Eastern Shires Purchasing Organisation (ESPO)

N.vi The inspectors should satisfy themselves that the institution provides cost effective education and training when compared to the costs of similar institutions.

133. The College appears to run efficiently and has the necessary financial controls to ensure that funds are spent in an effective manner.

N.vii The inspectors in making their recommendations should evaluate the expected cost to the institution. The inspectors should state whether in their opinion the institution has the necessary resources to achieve a satisfactory response to the recommendations

134. We consider that the college has the necessary resources to respond to the Inspectors' recommendations.

The inspection team has confidence with regard to Criterion N, Financial policies and cost-effectiveness

O Reserves policy and statutory liabilities

O.i The inspectors should satisfy themselves that the trustees/directors can be satisfied that the institution is solvent and the institution has sufficient reserves to ensure that it is able to meet at least 3 months expenditure or such other amount as the trustees/directors have deemed appropriate.

135. Based on the audited accounts provided and examined by the inspectors and on the testimony of the Bursar, the institution is solvent. The present reserves allow the Hall to meet at least six months expenditure. The Council has an effective policy to manage reserves which involves regular review of the reserves policy and the reserves account.

O.ii The inspectors should satisfy themselves that appropriate advice has been taken on VAT and PAYE liabilities and that appropriate controls exist to ensure that any payments made correctly identify potential liabilities.

136. Based on conversations with the Bursar and his staff the inspectors are satisfied that appropriate advice has been taken on these liabilities and that proper controls are in place.

O.iii If the accounts are kept on a computerised system there should be adequate provision to ensure that all data is properly backed up on a regular basis and that adequate backup data is kept offsite.

137. There is an appropriate back-up system in place, including regular back-ups of both data and programmes, all presently on-site, in different buildings. At present there is no off-site backup.

Recommendation 13

We recommend that provision for off-site backup for all data is put in place as soon as possible.

The inspection team has confidence with regard to Criterion O, Reserves policy and statutory liabilities

P Accommodation

Inspectors will examine the suitability of the accommodation for teaching and residence.

P.i The teaching and residential accommodation should be fit for the purpose of enhancing the community and corporate life of the institution and of facilitating good adult learning.

138. At first sight, Ridley is a stunning architectural gem in excellent condition – and indeed it is a Grade 2 Listed Building. However, by its own admission, ‘Ridley’s teaching facilities are inadequate for its current in-house needs’ (paragraph 4.5 of its submission for this Inspection). The College is almost literally ‘bursting at the seams’.

139. The Chapel is a fine space for worship, well furnished and flexible, but is a bit cramped even at Morning Prayer let alone for the community Eucharist on Thursday evening. At times, the Chapel has to be used for teaching.

140. As noted in paragraph 85, the three teaching rooms are just acceptable, but not ideal for modern flexible adult learning. The sole Lecture Hall is an

adequate educational space equipped with a fixed PowerPoint projector and large screen (a faulty bulb and poor lighting in the room made the projection barely visible on our visit). However, the long rectangular shape is not ideal for encouraging large group discussion, though there is room for several small groups to meet within the space. The two seminar rooms are nicely decorated having been recently refurbished and warm. One has an interactive white board. But the present lay out and the furniture means that they are not flexible spaces and comfort is limited. Within the area where the three teaching rooms are located, there are insufficient places for break-out groups to take place. The situation is exacerbated by the fact that teaching rooms are just adequate for the substantial proportion of students it supplies for Cambridge-based Federation courses.

141. Its residential facilities are generally very well maintained and decorated (with a good deal of recent investment in refurbishment), with the exception of Staircase 'B' which 'enjoys' something of a reputation in the student body for being the worst accommodation in College. However, only 14 of the on-site bedrooms have en-suite facilities. The Dining Hall serves the community well but feels cramped and it is becoming too small to cope with growing numbers of students, staff and families.

142. Disabled Access is also an ongoing issue with further plans for improvement in place. At present, given the nature of the building, access is mostly available only at ground floor level and that is via temporary ramps that are installed at key points whenever they may be needed.

143. It is therefore evident that Ridley suffers from teaching space that only just meets current needs. In addition, the residential accommodation is only sufficient. The College fully acknowledges all this to be the case. It has plans in place to address these issues and it has begun a development programme to implement them (see also G.ix above and Recommendation 4). Due to these issues and the fact that the development plan has only just begun (see P.ii below) our judgment can only be that we have confidence with qualifications.

P.ii There should be an awareness of perceived inadequacies, and a policy and programme for addressing them.

144. There is a bold and imaginative Development Plan in place that addresses all these inadequacies and is based on sensible assumptions about future student numbers and growth of other revenue streams through conference activities.

145. Ideas have been developed to expand the Chapel by building an entrance hall, vestry and furniture storage annexe that would be in keeping with the

original chapel building. Similarly, there are plans to expand the Dining Hall by incorporating part of the adjacent 'C' staircase.

146. Planning permission has finally been granted for a major new 'T-shaped' building designed to include, *inter alia*, at least 21 study bedrooms with en-suite facilities, an auditorium that could be used flexibly whether for lectures, corporate worship on major occasions, or social functions including buffets and dinners. It is an amazing design that blends in well with the historic environment of the College.
147. At the time of the Inspection, however, there was some uncertainty about when building on site would begin. The project is budgeted to cost £10m, of which £3m had been raised to date. A decision as to whether to begin work in the summer of 2012, or to defer it by a further year in order to have secured a larger proportion of the necessary funding, will be taken in the Spring of 2012.
148. Clearly, this project is absolutely crucial to the future development of the College. It is desperately needed. If, however, for any reason it does not go ahead within the next two years, the college will need urgently to do something, even temporarily, about its present perceived inadequate accommodation. It was not clear to us that such an 'alternative' plan was in place and we would therefore recommend that an affordable and viable 'Plan B' should be formulated and formally agreed should the decision be taken to defer the start from the summer of 2012.

Recommendation 14

We recommend that a comprehensive contingency plan be prepared in order to address the present perceived accommodation inadequacies in case insufficient funds are raised for the new building project.

The inspection team has confidence with qualifications with regard to Criterion P, Accommodation

CONCLUSION

Overall outcome: The inspection team has confidence with qualifications in Ridley Hall for preparing candidates for ordained and licensed ministry.
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LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the College consider enhancing the facilities provided for students at the weekend in order to facilitate the community life.

Recommendation 2

We recommended that a regular pattern of Evening Prayer be more firmly established in the weekly worship pattern..

Recommendation 3

The inspectors recommend that Ridley provide further training for tutorial staff, especially those with less teaching experience, in order to develop their adult education skills.

Recommendation 4

We recommend that the teaching spaces be reconfigured before the new building is finished so that the lighting, furniture and seating arrangements are more suitable in these rooms for the learning experience.

Recommendation 5

We recommend that the College review the practice of developing skills in theological reflection.

Recommendation 6

We recommend that the Ridley Hall Council progress the appointment of a doctrine tutor when it is able to do so.

Recommendation 7

We recommend that the Council consider the appointment of an experienced and qualified member of staff to assist the bursar during the period of construction.

Recommendation 8

We recommend that the Council resolve the issue of the constitution of Ridley Hall as an unincorporated trust as soon as practicable.

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