



THE CHURCH
OF ENGLAND

Ministry Council

Inspection Report

WESTCOTT HOUSE

November 2011

**Ministry Division
Church House
Great Smith Street
London SW1P 3AZ
Tel: 020 7898 1412
Fax: 020 7898 1421**

**Published 2012 by the Ministry Division of the Archbishops' Council
Copyright © The Archbishops' Council 2012**

CONTENTS

GLOSSARY.....	ii
LIST OF INSPECTORS	iii
THE INSPECTIONS FRAMEWORK.....	iv
SUMMARY	1
FULL REPORT	6
SECTION ONE: AIMS AND KEY RELATION	6
A Aims, objectives and evaluation of the institution	6
B Relationships with other institutions	7
SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION	10
C Curriculum for formation and education	10
SECTION THREE: MINISTERIAL DEVELOPMENT	17
D Community and Corporate Life	17
E Worship and training in public worship	18
F Ministerial, personal and spiritual formation.....	21
SECTION FOUR: EDUCATION AND TRAINING.....	25
G Teaching and learning: content, method and resources.....	25
H Practical and pastoral theology.....	30
SECTION FIVE: STAFF AND STUDENTS.....	34
I Teaching Staff.....	34
J Ancillary staff.....	37
K Students.....	40
SECTION SIX: GOVERNANCE, MANAGEMENT.....	42
AND FINANCE	42
L Governance, management, constitution and organisation	42
M Business planning and risk management.....	44
N Financial policies and cost-effectiveness	46
O Reserves policy and statutory liabilities.....	49
P Accommodation.....	50
CONCLUSION.....	52
LIST OF RECOMMENDATIONS.....	53

GLOSSARY

B-Th Bachelor of Theology degree

Tripos A two year BA degree in Theology of Cambridge University awarded through the Faculty of Divinity

COSHH Control of Substances Hazardous to Health (COSH) is advice provided by the Health and Safety Executive.

LIST OF INSPECTORS

The Rev'd Canon Dr Judith Maltby,

Chaplain and Fellow of Corpus Christi College, Reader in Church History,
University of Oxford

Canon David McGregor

Educational Consultant and formerly Headteacher in secondary education

The Ven Dr Brian Russell, Senior Inspector,

Archdeacon of Aston, Diocese of Birmingham

The Rev'd Dr John Williams,

Senior Lecturer in Theology and Ministry, Department of Theology
and Religious Studies, York St John University

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 WESTCOTT HOUSE

November 2011

SUMMARY

The inspectors valued and enjoyed their participation in the life and worship of Westcott House. We found evidence that gave us overall confidence in the training offered through the House and in conjunction with the Cambridge Theological Federation. We have made a number of recommendations to assist in developing the significant contribution which the House is making to theological education in the Church of England. These recommendations are broadly of two kinds. The first are concerned with supporting and extending the present developments and these affirm the “direction” of the beneficial progress made by the House. The second are concerned with preparing the House for the forthcoming period of change in the funding and validation of theological education. None of the recommendations lessen our sense of overall confidence.

Introduction

The inspectors were present for the week beginning Monday November 7th 2011. We were graciously received and welcomed by staff and students. Both staff and students were willing to respond fully to points raised in a generous and open manner. This certainly supported the work of the inspectors.

Summary of outcomes

The inspection team regards Westcott House as fit for purpose for preparing candidates for ordained 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 with qualifications
G Teaching and learning: content, method and resources	Confidence

H Practical and pastoral theology	Confidence
I Teaching staff	Confidence
J Ancillary staff	Confidence
K Students	Confidence
L Governance, management, constitution and organisation	Confidence
M Business planning and risk management	Confidence
N Financial policies and cost-effectiveness	Confidence
O Reserves policy and statutory liabilities	Confidence
P Accommodation	Confidence
Overall Outcome	Overall Confidence

General observations

We found Westcott House to be a supportive and well integrated community of learners and staff. There were many examples of students responding positively to staff and welcoming the provision made for their training.

The student body seemed able and gifted in potential for ministry and we found many examples of this potential being realised. 64 out of 67 of the ordinands have already attained degrees or professional qualifications before entering theological training (three have not, though we had no concerns about the training being offered to these three). There is an excellent balance of men and women (36 men and 31 women), and of age ranges (26 are aged under 30) and of married and single (34 married and 32 single) and we were encouraged to see a growing number of minority ethnic students who clearly have a voice and an assured place in the House. The capacity of the House has expanded from 60 to 67 over the seven years since the last Inspection. It has reached capacity until such time as the funds are raised for the proposed new building on site to commence.

The paperwork provided for the Inspection was of a very high standard, both in terms of those documents specifically prepared for the Inspection and those documents copied to us from current use (for example, excellent Student Handbook, Staff Handbook, supporting policy papers). The House has a clear and well articulated approach to its task which is based on carefully considered principles, statements and policies. We found no need to recommend any changes in these major matters. Instead, we were able to monitor and to assess the delivery of these approaches, both in terms of the impact of ministerial education and formation of the students and the responsibilities of the staff to guide, direct and assess this. Our recommendations are concerned primarily with some areas where delivery can be improved.

Response to the last inspection

All the recommendations made in the last inspection have received a full response with the exception of that made with regard to preparation in preaching which has received a different but fully effective response (see section Evi).

Since the last Inspection, significant steps have been taken in a number of regards:

- * The Westcott Council undertook a comprehensive and detailed review of activities leading to a Strategy document agreed in May 2010. This is being overseen by the Council and Council is assisted by a monitored plan for implementing the priorities as and when the necessary funds are available. The House is mounting targeted financial appeals through the alumni and other potential networks of donors, which is overseen by the Principal.
- * The financial challenges have been addressed; the student body has been expanded; financial reserves have been strengthened. Following the appointment of a new bursar, there has been a thorough review of financial management, of catering arrangements and a review is currently in hand for the housekeeping (to ensure that the facilities match the aspiration of marketing more effectively the facilities for conferences and other bookings that generate income).
- * The staff of the House have made considerable efforts to raise financial assistance from Cambridge Colleges to support the costs of Tripos degrees in theology and graduate degrees in theology. This responds to the situation in Cambridge whereby students need to register with the university through Cambridge colleges, thus accruing College fees which are additional to the Westcott House costs. Given the limitations in central church funding for such degrees, the arrangements with Cambridge Colleges make a considerable contribution (eg £80,000 pa) towards the cost of training. In response students may undertake some duties within the Cambridge College chaplaincy as a formal placement or attachment. We note and address in section E some difficulties with regard to ministerial formation that can arise from this in a few cases.
- * During the period when financial challenges were acute, the House was not able to appoint a full complement of academic posts. This has now been rectified with a full complement of staff posts and the opportunity is presented for greater coherence and for further attention to the staff as role models and for staff development (see section I).
- * The appointment of a new Vice-Principal with previous expertise in academic development and oversight has contributed to the identification of coherent systems, approaches and policies which are ably set out in

excellent Staff Handbooks, Student Handbooks and other policy documents.

- * The recent appointment of a full-time Director of Pastoral Studies has added to the consolidation of the provision of pastoral formation through a coherent programme of teaching, development for skills and through placements and attachments. There is an appropriate emphasis on learning in and through particular contexts and on how insights and models of ministry can be transferred to other contexts. The Cambridge Federation (CTF) has completed a review of learning from student pastoral portfolios (published 2011) and these insights further inform the work of pastoral formation in the House.
- * There is an effective and well designed tutorial system, overseen by the Vice-Principal, which supports and monitors the ministerial development of the ordinands.
- * The feedback which the inspectors sought as a sample from a range of those recently ordained, identified by the Principal, indicated that the curates considered that they have been well prepared for the ministry they are actually offering in changing circumstances. The one point raised by some of them (with regard to operating in a network rather than a single community or parish) is considered in section H.
- * The House is seeking to offer a wider contribution to training and theological thinking in the wider church and a well considered strategic approach to what is at presently entitled *The Westcott Institute* indicates a realistic and step by step approach to achieving this impact. Fulfilling all the aims of the Institute will need to wait upon the successful outcome of fund-raising and the increased capacity of the buildings to receive a high number of study or sabbatical visitors.

Strengths

The strengths of Westcott House lie in

- A purposeful and well integrated student body
- A full complement of staff posts, covering the full range of the curriculum
- A theologically informed training which also attends to ministerial formation
- An excellent programme of training in pastoral and practical theology
- The Council which has a clear direction set out in a Strategic Plan for which the Council has established careful monitoring of its implementation
- An increasingly well organised approach to finance, management and utilisation of the plant and resources

Areas for attention

The areas for attention are:

- The better integration of theological study and ministerial formation for students undertaking the Tripos and graduate degrees in theology
- Strengthening the intentional learning for collaborative leadership and networking in ministry
- Further support for staff development in adult education methods
- Ensuring the staff team are well equipped for a period of forthcoming change in validation and in the provision of theological education
- Further consolidation of the improvements in the management of the financial arrangements and care of the buildings

FULL REPORT

SECTION ONE: AIMS AND KEY RELATION

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.

1. The College document prepared for the Inspection admirably sets out the aims and objectives. These are helpfully summarised for current and prospective students by highlighting three inter-related strands, namely: being holy and faithful ministers, wise and instinctive theologians and compassionate and effective pastors.

2. The Act of Synod is taken seriously within the House and addressed explicitly each year in the Life and Service programme of ministerial formation. The House has a self-understanding of being "a community of differences" and this provides a context in which to call for mutual understanding, respect and sensitivity.

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.

3. The documents from Westcott House are fully compatible with the Learning Outcomes for Public Ministry in the Church of England, and the outcomes themselves are included in full in both the Handbook for Tutors and the Student Handbook.

4. The great majority of students at the House are sponsored for ordination training in the Church of England. There is currently one independent student and also exchange or visiting students from the Anglican Communion, for example exchange students from the Yale Divinity School.

A.iii There should be evidence of action taken in response to the previous inspection Report and any follow-up.

5. The evidence is fully provided in the document from Westcott House with regard both to the last Inspection and to comments subsequently from the

Church appointed Moderator. A summary of the main points are included in the introduction to the report as well as at relevant points in the comments which follow. The criterion is fully met.

The inspection team has confidence with regard to Criterion A, Aims, Objectives and Achievements of the Institution.

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.

6. We consider the arrangements to be fair and appropriate

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

7. This is a particular strength of the House and probably of the Cambridge Federation as a whole. There are a range of student pathways, including those for students with prior degrees in theology, those with a class 2/1 or above in a prior degree and also those with different degrees or qualifications. This requires at present working arrangements with two different universities and this is undoubtedly time-consuming for the staff because the Faculty of Divinity of the University of Cambridge and Anglia-Ruskin have different approaches and emphases in their teaching (for example Anglia Ruskins's recent requirement for a "core course" has made for adjustments to student pathways).

8. Numerically, Westcott House has in recent years made a substantial contribution to equipping potential theological educators for the Church. The financial changes and arrangements in training may have implications for this. It is hoped nonetheless that some contribution can still be offered towards equipping future and potential theological educators.

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.

9. Much of this engagement is made through arrangements for pastoral formation (see section H).

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

10. There is no doubt that the ecumenical nature of the Cambridge Federation has been an important historical beacon for the Churches. A number of current and recent students mentioned that the ecumenical context for training was a positive factor in their choice of Westcott House.

11. The Federation has developed a complex organisational framework, reliant on funding streams from publically funded Higher Education, and in common with other institutions this funding is now being significantly reduced. This must have a major impact on how the members of the Federation re-conceive their organisational framework. The inspectors noted that in meetings with the Westcott Council, the staff and students, a wish for a much more flexible way of conceiving this organisational structure was often made. There was the wish that new arrangements could be less demanding and based on fewer meetings, with greater trust and reliance on good working relationships between Principals and staff of the member institutions.

12. The Centre for Pioneer Learning being formed in the Cambridge Federation is also significant in that there is a pioneer ordinand at Westcott House as well as provision, through an Intensive course, for all ordinands to become alert to issues regarding Fresh Expressions of Church. The inspectors met the Director of the Centre and the Centre has a supportive and well considered approach that includes pioneer placements and attachments as well as a specific pioneer pathway for ministerial formation through *Life and Service* programmes.

13. It is important to refer to the good partnership with Manchester Diocese with regard to the Manchester project (see section H). The Diocese of Manchester provides a house and placement opportunities. Many students reported that the experience of the placement had deepened their awareness of urban ministry and that, often with no previous experience, they developed a sense of calling for their curacy or incumbency that leads them to serve in such urban areas. This makes a real contribution to the Church.

14. The House is seeking to offer a wider contribution to training and theological education in the region and the wider Church. The Council have agreed a well considered strategic approach to what is presently entitled *The Westcott Institute* which indicates a realistic and step by step approach to achieving this impact. Fulfilling all the aims of the Institute will need to wait upon the successful outcome of fund-raising and the increased capacity of the buildings to receive a higher number of study or sabbatical visitors. Nonetheless, the first steps include a conference on preaching in the summer of 2012 and a conference on priesthood in September 2012. A part-time member of staff holds a responsibility for ensuring that sabbaticals are provided and

satisfying for those who come. The tutor also has a good grasp of how in time the Institute might undertake the kind of theological thinking on public and ethical issues that can be a resource to the Church, at a time when many dioceses have had to dissolve “Boards of Social Responsibility”. There is also scope for the staff of the House to go out to dioceses to provide leadership for clergy study days, ordination retreats and input for Diocesan Synods. There was enthusiasm amongst staff members for invitations that matched their areas of expertise.

15. The House also has a well developed range of overseas links which provide significant stimulus and enhanced awareness for ordinands during their time in training. Choices about who is offered particular overseas options are made in the context of the individual student’s ministerial development and what is best needed to fulfil their potential. One of the full-time tutors has taken on responsibility for the overseas links and this seems effective. One of the main links is the exchange with the Yale Divinity School and there is evidence of the House as a whole gaining from this, for example with regard to group preparation for preaching (see section Evi). Other links include those with the Province of Southern Africa, India and Hong Kong, and in the USA with the University of the South, Sewanee and with General Theological Seminary. There are opportunities, such as exchanges, that provide opportunities for overseas students, ordinands and clergy come to spend time in the House and to have a presence and impact on the English ordinands. Overall, the training provided takes place in a context which has an imaginative grasp of the world Church.

16. The Westcott document for the Inspection refers to a willingness to consider developing a deeper relationship and shared training with the Eastern Region Course for part-time training. For example, this could include some week night teaching at Westcott House amongst other possibilities. The Eastern Region Course has its own Inspection team. There are obvious points of connection to be made and we encourage Westcott House to respond constructively to any suggestions that may emerge through a continuing constructive conversation with the Eastern Region Course and the Regional Training Partnership.

<p style="text-align: center;">The inspection team has confidence with regard to Criterion B, Relationships with other institutions</p>
--

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.*

17. The theological vision of the House is summarized in its Vision Statement, found in the College Handbook (p.7) and the Inspection Documentation (p.5): 'Westcott House prepares and equips men and women for public ministry so that they may bear witness to God's love revealed in Jesus Christ, inspire the renewal of the Church, and participate confidently and imaginatively in God's mission of justice and reconciliation in the world'. This statement is unfolded in the Inspection Documentation into a number of elegant expressions of the House's understanding of the mission to which the Church is called and the character and functions of the ordained ministry that will serve that mission in the contemporary context.

18. The theological starting point is the *missio Dei* and the Church's participation in it. This is described on p.26 of the Inspection Document in a Trinitarian formula of 'God's self-giving and transforming love for all creation, revealed in Jesus Christ and borne through the Spirit.' The character of this love is spelled out in terms of 'generosity, justice and transformation'. For Westcott House, it is made very clear that the primary *locus* of this transformative process is the setting of worship, where 'we are transformed by the life and vitality of the Holy Spirit and learn to participate confidently and imaginatively in God's mission of justice and reconciliation in the world.'

19. Because the *missio Dei* is energised principally through worship and flows out ultimately into a society transformed by the divine love and embodying the divine qualities of justice and reconciliation, the theological understanding of ordained ministry at Westcott House is articulated especially in terms of a model of '*presence and engagement*'. The Church (and here the statement is characteristically Anglican, assuming the opportunities that continue to be afforded by the parish system) is called to model a distinctive polity of presence amidst a local community, in which task its clergy have a highly public, visible and representative role. They are to be the *animateurs* of the Church's engagement with God's mission in the world (See Inspection Document p.45).

For this role, the House has identified a threefold character in which it intends its ordinands to be formed: in order to 'move from being a "personal" Christian to a "public" Christian, and to let go of self and trust more deeply in God' (Inspection Document p.27), they are to be formed in the virtues and values of *holiness, wisdom and compassion*. These three characteristics in turn form a basis for the main strands of the educational programme, namely worship and community life (holiness), academic excellence (wisdom) and pastoral training (compassion). These are summarized in the Values Statement on p.6 of the Inspection Document and p.7 of the College Handbook.

20. The inspectors wish to commend this thoughtful, concise and consistent theological approach to mission and ministry, while at the same time drawing attention to two related issues that receive slightly less attention in the published documentation. First, some students, past and present, have suggested in conversation or written communications that there may be an underlying assumption within the theological rationale of a continuing 'one priest, one church, one community' model of ordained ministry, that is unlikely to be the experience of many once they are ordained, and that there is relatively little attention given to the many alternative patterns of ministry that have been developing in the Church of England for some years now. Although teaching staff have drawn attention in interviews to the various ways in which students are exposed to a range of patterns of ministry through pastoral elements of the curriculum such as Placements and the *Life and Service* programme, we would encourage the House to give further thought to its theology of mission and ministry in the light of these changes. A recommendation concerning these questions can be found under Section H (iii).

21. The second, related area is that of Pioneer Ministry. The statement on p.26 of the Inspection Documentation indicates that the House is fully supportive of this initiative and works closely with Ridley Hall on it, but also argues that 'every single student is called to be a pioneer'. At the present time, only one Westcott ordinand is actually training on the Pioneer Ministry pathway, which in the main entails taking part in an alternative version of the *Life and Service* programme alongside other trainee Pioneer Ministers at Ridley. It is possible that, over time, the House may need to give more consideration to how it views this pathway and how, correspondingly, it can give more concrete and clear expression to the ways in which it is fulfilling its own claim that all ordinands are in some sense training as pioneers, and how this can be articulated theologically.

22. At the present time there are no significant "other groups of learners" (i.e. over and beyond Anglican ministerial candidates) at Westcott, although staff are mindful that this may well change in the future with facilities and resources becoming available to attract a larger number of independent students. This Inspection report, however, is not in a position to comment in this and each of the other sub-headings of section C, on this aspect of the curriculum.

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.*

23. The first point of the House's Mission Statement (Inspection Document p.5, Handbook p.7) states that the House intends 'to provide the foundation for a life of public ministry through the rigorous integration of spiritual and personal development, theological learning, and ministerial and practical experience'. This threefold pattern of integration is the key element of the formational rationale for ministerial education offered by the House. The Inspection Document (p.8) identifies 'the integration of academic rigour, priestly formation and pastoral practice' as one of the strengths of the Institution. The Westcott House Prospectus (p.4) declares that 'our attention to formation has three interwoven aspects', and enumerates the nurture of the relationship with God and growth in holiness through worship and prayer, rigorous study of theology to develop wisdom, and pastoral development to nurture compassion, creativity and imagination in ministerial practice. Issues about the integration of theory and practice are dealt with later in our Report under section H, *Practical and Pastoral Theology*.

24. The second major strand of the formational rationale is the strong emphasis on the value of learning in community as the basis for promoting the three interwoven aspects identified above. The Inspection Document (p.31) states that 'the primary...expression of the Christian life is the Christian community', and 'Christian community is the context for Christian life, growth and learning in a congregation, and for those preparing for public ministry'. The section, 'A Community of Differences' (pp.27-28) offers an eloquent account of the nature and value of this community life as an immersive context for learning through experience, and tying together the various aspects of the academic and practical training programmes: 'We aspire to be a community of generosity and hospitality, of forbearance and forgiveness', and 'This experience of community informs our understanding of God's mission and our calling to ministry.'

25. We were able to gather evidence indicating that this stated formational rationale was substantially borne out in the reality of life at Westcott. One former student wrote that 'It was a very creative place to learn; we would do theology over breakfast...It felt like a community where we were being formed together'. Another spoke very positively about the balance in the approach of the House to the qualities of 'holiness, wisdom and skills'. A group of current students testified that their educational programme integrated academic study with practical ministerial training and personal formation in a stimulating way. A Diocesan Director of Ordinands communicated by email that he had found the range and quality of academic programmes, the degree of contextual learning and the commitment to the common life at Westcott all to be very good, in his dealings with the House and the feedback received from ordinands his diocese had sent there. The formational qualities of the programme at Westcott are further addressed below under section F, *Ministerial, Personal and Spiritual Formation*.

26. The educational rationale for the curriculum is treated more specifically in the next sub-section.

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. One of the distinctive features of ministerial education within the Cambridge Federation is the wide range of academic pathways available to students. These are designed to be responsive to the range of backgrounds from which ordinands come, in regard both to overall educational experience and achievement, and to previous levels of theological study. The College Handbook (p.16) states: 'Ordinands at Westcott are registered for many different academic awards, and come with very different experiences of life, church and theology. Nevertheless, it is important that there is some consistency to the shape of training, and that we can guarantee to the Church that our leavers have met a set of basic requirements for training and covered a number of different areas'. These requirements are set out in the Church of England's *Learning Outcomes for Ordained Ministry* and included on pp.80-84 of the Handbook. The Inspection Document (p.9) identifies 'a diverse range of training pathways...tailored to the formational needs of individual students' as one of the strengths of the institution, though it also goes on to identify as a weakness 'the transaction costs involved in offering academic pathways from two different HE institutions with different pedagogical approaches' (see further under section G, *Teaching and learning: content, method and resources*).

28. The principal University of Cambridge programme for ministerial candidates is the Bachelor in Theology for Ministry (B-Th), taken by around 25% of current students at Westcott and as such the largest single pathway for ordinands. This figure rises to about 40% when students on the Certificate in Theology for Ministry (CTM) are added; this is a flexible pathway that allows tailored programmes to be put together for particular students, typically those with previous theological study, by selecting certain papers from the B-Th provision. The Inspection Document (p.38) describes the B-Th as 'a Cambridge University theology degree course that integrates academic and reflective practice studies with pastoral experience', and states that 'its requirement of constant, intentional integration of pastoral activity, self-awareness and academic study makes it an intense experience'. Conversations and meetings with ordinands on this programme revealed a high level of agreement with this description. In 2010 an External Moderator wrote that the course was designed appropriately 'for ensuring that different skills are tested', and that she found 'some very high quality work in all modes and across the academic spectrum, including biblical exegesis, doctrinal and historical studies, pastoral reflection, and engagement with some complex contemporary issues'.

29. A rather smaller proportion of ordinands (14%) take the Cambridge Theological Tripos award and therefore undertake their academic studies within the Divinity Faculty as members of specific Cambridge colleges in addition to being members of the House. This pathway gives those seen as having the greatest academic promise ‘a foundation in challenging academic theology shared with undergraduates who come with a range of diverse religious and secular beliefs’ (Inspection Document, p.37). The House regards the investment in students training for ministry via the Tripos as a key element in its reputation for academic excellence (p.29). One former student who trained on this pathway wrote that ‘this was very demanding...but it was the core of my formation. It was very important for me to be challenged academically about the foundations of my faith’, and suggested that the interaction with fellow students of other faiths and none helped to keep her ‘out of a seminary “bubble”’. However, a meeting with a group of current ordinands taking the Tripos did raise some concerns about the ways in which personal and ministerial formation are integrated into the training of those on this academic pathway, and these are taken up in section Fii, where a Recommendation is made.

30. A small number of ordinands are studying for research degrees, chiefly though not exclusively with the University of Cambridge, and some of the same issues about the integration of academic study with ministerial training and personal formation are likely to apply to them as for those on the Tripos pathway.

31. The other main ordination programmes are the awards validated by Anglia Ruskin University, of which the principal pathway is the BA in Christian Theology, which also includes a Foundation Degree award at Level 2. The Inspection Document (p.41) states that ‘this course is available to students with no tertiary academic qualifications’, but also notes that some with previous HE awards to a high level in other subjects choose it for their theological studies because they ‘prefer its lecture-seminar learning method and essay and project assessment’ (see further in section Civ below). At the present time this pathway is taken by a similar number of Westcott students to those taking the Tripos. This is a lower take-up of the Anglia Ruskin pathway than in the other institutions of the Federation, and the comments in the Inspection Document about ‘transaction costs’ (p.19) seem to suggest that in any future simplification of the range of pathways the House might prefer to go entirely with University of Cambridge awards. This view is influenced by the introduction by Anglia Ruskin of the requirement for a ‘core curriculum’ for its awards, which has meant that the BA no longer offers the flexibility of module choices that would make it useable for students needing an individually tailored programme of study.

32. In 2006 the Ministry Division Moderator commented that some of those studying on it had expressed ‘the hope that the BA might be better celebrated, and the sense that it was a second class degree in the eyes of other students’. During the Inspection we did not find significant evidence of such an attitude, although one former student did comment in a written response that ‘there was some academic snobbery around- that this was seen as the “easy” option’. In an

interview with the Director and Assistant Director of Studies, affirmation was given of the way the ARU awards have enabled students with less academic background and little or no HE experience to access theological study with enthusiasm and to blossom through it. The most recent External Examiner report commented favourably on the academic quality of the degree and the level of student achievement within it, which he felt was somewhat higher than he had seen in other comparable programmes. Informal evidence from ordinands having recently begun training on this pathway strongly supported the value of a degree of this kind within the portfolio of awards available at Westcott if the participation of students from as wide a range of backgrounds as possible is to be sustained.

33. Lastly the Anglia Ruskin MA in Pastoral Theology, which pre-dates by some years the introduction of the FDA/BA, offers a very good alternative pathway for ordinands with significant prior theological study. The educational philosophy of this award is firmly rooted in reflective practice and this is modelled in the design and delivery of the programme. The students we spoke with on this Pathway all endorsed its theological reflection model, the content and process of its modules and approach to teaching and learning. The External Examiner recently reported that 'the MA in Pastoral Theology is a well established programme which is delivering an excellent standard of training for those engaged in and preparing for the practice of ministry.'

34. The inspectors are satisfied that, taken together, these programmes enable candidates to be prepared for their envisaged ministries, in line with the developing policies of the sponsoring churches. Further consideration of educational methods is given below in section G, *Teaching and learning: methods, content and resources*.

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.*

35. The House employs a wide range of means of assessment of suitability of candidates for ministry, both those required by the institutions validating the academic programmes, and those devised and implemented internally. Detailed information about academic assessment supplied by the University of Cambridge and Anglia Ruskin University is published on FedNet, the website of the Cambridge Theological Federation, and via the Cambridge University website for Cambridge Tripos and postgraduate programmes. The College Handbook contains information about the assessment of pastoral and practical elements of training that are delivered in-house, and the Handbook for Tutors includes guidance on the preparation of the annual Principal's Report to the Bishop, which assesses the progress of the individual student against the Churches' criteria, and details of other Ministry Division procedures.

36. Anglia Ruskin awards are assessed by module assignments that comprise a range of assessment strategies including essays, placement reports, case studies, presentations and group tasks. An External Examiner has commented that 'professional practice, for example preaching and pastoral listening, are also tested effectively through modules. There is an effective combination of theory, practice and reflection.' University of Cambridge awards are assessed by a mixture of final examinations and essays, with an oral examination for certain pastoral papers. Internal assessment procedures include Supervisor's reports on pastoral attachments and placements, and a student self-assessment discussed at a tutorial, which feeds into the Principal's Report.

37. We are satisfied with the range and suitability of assessment procedures across the curriculum; further comment on assessment, marking and feedback practices can be found in section Gvii and viii below.

**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.

38. The Westcott Prospectus describes the House as ‘a diverse, inclusive and international community of people who share a vision of ministry to all society, local and global, and called to witness to and participate in God’s mission of generosity, justice and transformation Together we represent the breadth of the Anglican eucharistic tradition.’ Documentation such as the College Handbook, Partners’ Handbook, and the Child and Vulnerable Adults Protection Policy is evidence of these stated policies. The inspectors also saw a draft ‘Community Rule of Life’, still in development, which is aimed at strengthening the House’s vision of community life.

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

39. At the beginning of the academic year, induction includes a session for all students and tutorial staff on issues of equality and diversity. *Life and Service* also contains a session on the Church and sexuality. The inspectors met with small groups of students reflecting the diversity of the House’s community. Female ordinands currently comprise 45% of those in training and there is a regular meeting of women ordinands for support and theological reflection. The House has seen an encouraging increase in Black and Minority Ethnic (BME) ordinands and the recent appointment of an External Tutor in Parish Ministry and Minority Ethnic Concerns, was spoken of appreciatively in a meeting with BME ordinands. These ordinands especially emphasized the importance of the presence of a BME priest in the role of tutor. These two cohorts of students spoke to the inspectors of their confidence in the House’s commitment to its stated values of equality and diversity.

40. See also Kviii below.

<p>The inspection team has confidence with regard to Criterion D, Community and corporate life</p>

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.

41. Westcott House is provided with two worship spaces: the House chapel and All Saints church next door, and the House's use of All Saints is governed by a licence agreement with the Churches' Conservation Trust. The chapel is of adequate size for daily worship but is not large enough for the whole community; All Saints is used for the weekly community Eucharist on Thursdays and is large enough to have a children's area for use during worship. The chapel is well cared for and in good condition. All Saints is a large worship space and also has the advantage of being typical of Anglican churches built in the 19th century – with all the advantages and constraints inherent in that, and thus providing good training opportunities. There is considerable scope for the development of All Saints and the current lighting in the church is poor.

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.

42. The last inspection recommended that the House 'clarify where responsibility for the management of the Chapel lies, including the role of the Chapel Committee'. The inspectors can report that the lines of accountability and oversight are now much clearer. The Chaplain acts as a resource for direction and advice for tutor groups planning worship, but the review of worship is the responsibility of the group tutor with the Principal providing overall oversight. The policy is set out in the College Handbook.

43. See also Eiii and Eiv below.

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

44. *Common Worship* provides the framework for the House's corporate worship and we observed good advantage being made of its supplementary material. The Book of Common Prayer is used twice weekly for Evening Prayer, providing the opportunity for ordinands to become familiar and comfortable with

its idioms. At BCP services, the Authorised Version is used for the same reason. Twice a term, including one of the Thursday community Eucharists, the Prayer Book Communion service is used.

45. The Community Eucharist on Thursdays is a focus for the whole community and attendance is given high priority. In discussion with students, the inspectors learned that new initiatives were underway in terms of provision of Godly Play for the community's children and we observed an imaginative and lively weekday morning service aimed at young children.

46. The inspectors observed that the music provided in corporate worship was imaginative and drew on a selection of traditional and contemporary music. The weekly singing practice following Monday Evening Prayer provided a good opportunity for students to familiarize themselves with a range of musical resources for public worship.

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

47. The College Handbook provides a clear policy concerning chapel attendance. Daily attendance at Morning and Evening Prayer are considered 'normative' for all students and tutorial staff and exceptions are to be negotiated with the ordinand's tutor. Those with family or equivalent responsibilities are entitled to be excused two offices a week. We have a concern about the arrangements for worship for some of the Tripos and graduate students during the time of their attachment to a Cambridge College and this is explained with a recommendation in Fii. Tutors are responsible for noting their tutees' attendance and are to follow-up repeated absences. The precise lines of accountability for staff absences from chapel are not clear and the inspectors encourage clarity on this matter.

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.

48. Based on interviews with ordinands and staff, the inspectors are confident that this unavoidable tension is well managed and addressed. The House provides a number of 'non-assessed' opportunities for ordinands to grow in their spiritual lives. These include: one hour of directed silent prayer per week; meditative prayer; sacrament of reconciliation provided by a priest from outside the House community; weekly *Lectio Divina*; Prayer and Praise; a termly Quiet Day; the presence of a Chaplain who also leads a course in the Lent Term on a variety of prayer methods; and a personal spiritual director (see also Fiv below).

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.*

49. Each student is provided with a copy of Office World with a copy of the College Handbook and first year students are provided with a series of introductory sessions to help prepare and plan worship based on Common Worship and the Book of Common Prayer. The Secretary of the Liturgical Commission and National Worship Advisor has prepared this material and the inspectors observed a briefing session on the structure of the Eucharistic prayers in Common Worship. Students are also introduced in these sessions to the Calendar and lectionary.

50. See also Eviii below.

51. The Recommendation about preaching made at the last Inspection was addressed differently. There is an option for ordinands to preach at College worship, and we saw two different but good examples of ordinand preaching at College worship during our visit. There are requirements for ordinands to preach on placements and attachments with feedback given. Students are encouraged to keep reflections on this preaching in their logs ready for tutorial discussion and review, and we heard examples of such reviews. There is also a one term course in *Life and Service* for all ordinands during their time of training which includes teaching about preaching and also weekly small groups in which they preach to each other and receive constructive feedback from the group. Both current ordinands and those recently ordained reported positively on their preparation in preaching. Those who had little experience of preaching prior to coming to the House spoke of feeling well equipped and reasonably confident and those with prior experience (for example as Readers) spoke of being stretched and challenged in effective ways by their training.

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.*

52. The inspectors observed the key role of tutors in delivering this, in collaboration with the Chaplain and the Principal. See also Eii above and Eviii below.

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

53. Each member of the tutorial group responsible for corporate worship in a given week receives written comments on a pro forma sheet by their tutor covering each aspect of their contribution, such as officiating, reading, and leading intercessions. The tutorial group meeting the following week is largely given over to a review of the week's worship led by the Principal. The inspectors observed this process to be an effective way of producing critical reflection.

Ordinands are also required to keep a log to aid reflection during worship duty weeks to be discussed with their tutor.

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

54. The inspectors are satisfied that there is good practice in this regard and considered the corporate worship in the House to be of high standard. See also Eviii above.

<p style="text-align: center;">The inspection team has confidence with regard to Criterion E, Worship and training in public worship.</p>
--

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.*

55. The College Handbook and Prospectus clearly outline the House's policies in this regard and it is emphasised in the induction period. In interviews, it was apparent to the inspectors that a wide range of ordinand cohorts were aware the policies and actively reflecting upon them.

56. In regard to ordinands following the Tripos and research pathways, we are concerned about the degree of 'out-sourcing' of some of the key areas of ministerial formation and assessment to the Cambridge college chapels and chaplains and deans, especially in the area of worship (see E iv). The inspectors encountered the view among some Tripos and graduate students that they saw their primary formational community as their Cambridge college chapel, not the House, especially in terms of liturgical duties undertaken in the college chapel and pastoral work among university students. It is important to ensure that the provision for academic study is as fully related as possible to the overall arrangements for the formation of these ordinands for public ministry.

57. The inspectors need to raise two areas of concern in the light of this. The first centres on the crucial role of the staff and Principal in the assessment of an ordinand's suitability for ordination given, in a few cases, their limited contact with a small section of the student body. A second concern of the inspectors is that the formation of these individuals as Potential Theological Educators is weakened due to their limited contact with, and therefore opportunity to learn

from, the diversity and range of their ordinand peers. We found evidence that individual working agreements vary widely in terms of the time expected for chapel duties the Cambridge colleges concerned: the needs of the Cambridge college might not always match the particular formation needs of the particular ordinand. The inspectors also had concerns because it seemed that the process for agreeing the agreements made with Cambridge Colleges was being carried out by one member of staff without the opportunity for this to be moderated or approved more broadly (see I.vi)

58. In saying this, the inspectors also wish to acknowledge the national leadership shown by Westcott House in the area of formation of potential theological educators, and note the encouraging number of ordinands pursuing the Cambridge Tripos and graduate degrees in theology. We affirm the importance of the service that the House is providing to the wider Church in equipping the next generation of theological educators.

59. The points made above refer both to monitoring student worship and to overall issues of ministerial formation. In considering these points, we are making two recommendations. The first is integral to the capacity of the House to monitor its policy of public worship and relates also to Eiv. The second recommendation refers more widely to the ministerial formation of students on these pathways and is included below.

Recommendation 1

The House should undertake a review of working agreements with Cambridge colleges, as well as the process for the approval of such agreements, to ensure that expectations placed on ordinands by the colleges are reasonable and appropriate for ministerial formation as well as comparable across the cohort of Tripos, and graduate students.

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.

60. We identified points of concern with regard to the student pathways for Tripos, MPhil and PhD. These concerns relate also to their ministerial formation in preparation for public ministry. We found that whilst these students attend the formative course *Life and Service*, they are not required to undertake formal assessment that would otherwise be required for *Life and Service*. This weakness needs to be addressed.

Recommendation 2

The *Life and Service* course for ordinands following the Tripos and graduate degree pathways, should be part of the formal assessment for

ministerial formation, in particular with regard to pastoral skills and self-awareness.

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.

61. The inspectors are confident that the House's vision of grounding ordinands in the broad 'Anglican eucharistic tradition' is a real one, supported by a range of formal and informal structures. Numerous students, from a variety of course pathways and churchmanship, spoke to the inspectors of the importance of the Federation dimension in their formation and the widening of ecclesiastical horizons. A number of ordinands remarked to the inspectors that the 'Federation was the reason I chose to come to Westcott'.

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

62. Tutors, collegially with the Principal, exercise the primary work of guidance and supervision for ordinands through their tutor groups breakfast meetings and twice termly meetings with each member of the group. The Chaplain provides confidential advice and is outside the assessment process for a candidate's suitability for ordination. Only a small number of students expressed anxiety about the robustness of the boundaries between the role of the Chaplain and the rest of the staff – and strikingly this came from students with less contact with the House due to their course pathways. The majority we spoke to were confident that the boundaries were secure. The inspectors discovered through interviews with students, Chaplain and Principal, that the House's requirement that every ordinand have a spiritual director with whom they meet six times a year was not, in a significant number of cases, being fulfilled. At the moment the policy remains aspirational due in part to a shortage of suitable spiritual directors. The inspectors suggest one possible way forward could be to bring selected directors to the House for short periods of residence.

Recommendation 3

The House should review the way by which it identifies and equips potential spiritual directors in order to meet its stated policy in this regard.

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.

63. See Ev and Fiii above.

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.

64. Interviews with alumni of the House gave the inspectors confidence that their time of training had grounded them in the discipline of life-long learning. The diversity of traditions contained within the Federation in terms of preparation for future ministry in a diverse Church was commented upon appreciatively by a number of ordinands. The importance of *Life and Service*, parish placements, and the Manchester placement in particular were highlighted. In the light of that, the inspectors affirm the policy of the House that Tripos students should undertake the MPhil in their third year only in exceptional circumstances, in order to take full advantage of these other opportunities for ministerial formation

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.

65. The inspectors have confidence in this area, see Fiv.

<p>The inspection team has confidence with qualifications with regard to Criterion F, Ministerial, personal and spiritual formation</p>
--

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.*

66. The College Handbook (pp.80-84) contains a comprehensive mapping of the elements of the formational programmes offered by the House to the Church of England's Expected Learning Outcomes at the point of ordination. The pattern of Tutorials is designed to ensure that ordinands will address these outcomes and reflect on their learning in regard to them by focusing the six individual tutorial sessions on the nine Criteria through the course of the academic year. The Director of Studies has also produced a checklist document that translates the criteria into an itemisation of concrete ministerial skills and competences covered within the formational programme, but this does not have official status as a published document of the House.

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.*

67. Much of our response to this section can be found in section C, *Curriculum for formation and education*, sub-sections ii. and iii.

68. Referring again to the Church of England Learning Outcomes for ordained ministry, the College Handbook (p.15) states that through its teaching staff the House aims 'perhaps most importantly to encourage you to integrate all of the different aspects of your learning here, whether it comes through courses, placements, worship, prayer, community life, or anything else'. The document goes on to list nine areas of the teaching and learning programmes offered by the House which contribute to this integration. The Inspection Document (p.57) picks up the institution's Mission Statement on 'the rigorous integration of spiritual and personal development, theological learning, and ministerial and practical experience', and comments that 'the principle locations of this integration on a day to day basis are the classroom (where even seemingly "abstract" ideas are contextualized), the dining hall and common room (where students pursue the work of integration in their conversations with one another), and the chapel

(where the experiences and learning of the day are held before God, together with personal, local and global needs, in thanksgiving and intercession, in Bible reading and silence, and offered to God in the Eucharist.' Further comment on the 'classroom' element can be found below under section G iv, v and vi.

69. The statement above makes a strong claim, and places much weight on, the *informal* contexts in which integration of the elements of learning embodied in the *formal* programmes takes place. Our experience of life at Westcott in the course of the Inspection did bear out that this claim is justified in a good measure. We found a considerable energy within the student body for seeing every part of the day as another learning opportunity. In a conversation over lunch with three students, all on different academic pathways, all agreed there is hard work involved in creating a sense of unity and common purpose in learning out of so many disparate experiences, but paid tribute to how well Westcott staff strive to achieve this. At breakfast one day, a student on the MA pathway said that the way his studies constantly brought him into contact with people from traditions other than his own was an invaluable enrichment of the learning experience. Across the different pathways, there was much appreciation expressed by students for the Life and Service programme as a key point of integration, both in cementing relationships between students who might not otherwise meet often in an academic context, and in anchoring and contextualizing academic learning in pastoral and ministerial training.

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

70. The Learning Outcomes for Anglia Ruskin modules, and Learning Objectives for Cambridge University B-Th papers, are all readily accessible via FedNet. In our meetings with students following the various academic pathways, it appeared that students generally were aware of this information and where to find it. In the case of Cambridge Tripos papers, since these are not designed with ministerial education in mind, the aims and objectives are not so obviously expressed in terms that would, on their own, enable students to achieve all the appropriate learning goals required for candidates for ordained ministry, and therefore in this case a greater onus falls upon in-house provision such as Life and Service, Placements and 'Intensives' to ensure that these are all met.

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

71. In a statement on p.58, the Inspection Document offers an indication of how previous experience is taken into account in determining the most appropriate academic pathways for students. There is some reference here to the varying learning processes present within the different programmes, although not very much is said about theories of learning anywhere in the documentation (there is a section on p.6 of the Handbook for Tutors that touches on a discussion

of learning models within HE). Of all the academic pathways, the Anglia Ruskin pastoral MA is the one that most explicitly addresses and utilises particular learning models. It is perhaps relevant here that one of the weaker provisions at Westcott we experienced during the Inspection week was the session on Adult Education within the Westcott Seminar. A recommendation in section I, *Teaching Staff*, picks up this point about learning and teaching methods and styles, and further comment on how teaching draws on student experience is made below under section Gv.

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

72. We experienced a good range of class sessions during the Inspection, and on the whole were impressed by the quality of teaching and learning we witnessed. A Pastoral Theology session demonstrated very good practice in making links with both current and prior student experience of life, faith, work and church. A session within the Life and Service programme made good use of an interactive exercise and managed well the setting up of student group work. An Ethics lecture combined well-presented academic input with highly competent handling of questions 'from the floor' and some contextualised examples for students to discuss. A Doctrine session included a lively and interesting section involving exchange of ideas between two tutors with different points of view. We observed traditional academic lecturing expertly performed, as well as some good practice in more participative and interactive teaching styles. We would also acknowledge that other methods are regularly ongoing, via supervisions, tutorials and seminars, that we did not observe. As a further point, we discovered that observation of Tripos teaching within the Divinity Faculty was not encouraged without prior permission having been sought, and in general it was too late to obtain such permission once we were already on site, and so this pathway is largely omitted from consideration in this section.

73. We would, however, make one comment on the *balance* of methods, which is reflected in the Recommendation contained under section Iv below. This is that the preponderance of more participative methods, and those drawing on student experience, occurred within the more pastoral and practical subjects (giving us many examples of good practice), whereas the more traditionally 'academic' subjects tended to rely on more didactic methods and styles. In some ways this is only to be expected, and one or two students have commented that they do not appreciate the 'pooled ignorance' style of group work where little input is given by the teacher beforehand. Nevertheless, we would like to encourage teaching staff to regard the whole range of subject matter as open to the use of the whole range of teaching and learning methods, so that even academic subjects about which students may be thought to have little prior knowledge can still be addressed in imaginative ways that draw on student experience and maximise interactivity and participation.

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

74. The Inspection Document (p.59) states that 'all programmes involve a combination of individual and group learning', and notes that the balance between these varies from programme to programme, with the Anglia Ruskin programmes standing 'on the interactive pole'. The statement also points to the Life and Service programme within the House as an example of a part of the curriculum where group work is a key element. The group work provision structured into the regular programme through the Tutor Groups system received commendation from a number of former students, although we noted that the College Handbook (p.35) makes quite a far-reaching claim for the purpose of these groups as 'not just an additional opportunity for fellowship', but 'an important focus for learning and practising collaborative and mutually supportive ministry', and 'gaining a greater understanding of the complex dynamics which occur when working with groups of people'. On the basis of our experience of these groups during the week of the Inspection, we are not sure if they are really able to bear this weight of expectation, and a Recommendation with regard to this question is made below under Section H, *Practical and Pastoral Theology*.

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.

75. With regard to formal feedback, Anglia Ruskin programmes have designated proformas for marker feedback against specified criteria for each type of assignment, and the External Examiner for the BA in 2011 wrote that 'markers typically provide very full and helpful feedback, providing affirmation of what has been done well, giving detailed comments on the content and indicating what would be needed to improve performance.' It was not possible to have sight of much marked work from this programme as the written assignments are for summative assessment and none had yet been marked this academic year, and students did not keep previous years' work with them at Westcott. An example of marked work from the Anglia Ruskin MA was very impressive, both in the quality of the student work and in the appropriateness of marking and brief but fitting feedback.

76. More work was available from the B-Th as the supervision system means that a good deal of written work is regularly produced as preparation for supervisions, and marked formatively. On the whole the feedback seen was apt, comprehensive and helpful, with constructive comments to help the student improve their work. The External Moderator for the Cambridge B-Th wrote in 2009 that 'the Pastoral Portfolio which involves practical work and reflection on that practical work was impressive, both for the quality of work done by the

students and (evidently) by the thoroughness of the teachers, not least in the quality of assessment and feedback given.' Students on the B-Th pathway noted that whereas feedback on examination essays (i.e. assessed summatively) is made on a standard proforma, individual supervisors vary in the way they give feedback on supervision essays. This was not necessarily seen as a problem as long as the feedback was constructively critical and developmentally helpful. Among the marked supervision work seen for the B-Th and also for Tripos, it has to be said that handwritten annotations to the scripts by supervisors were not always easily legible.

77. The Inspection Document (p.59) indicates how other formal and less formal feedback processes take place within the House via the tutorial system, covering such aspects as feedback from the incumbent of a student's Placement parish, and personal feedback on the leading of worship, or preaching, in the Chapel. Former students contacted before the Inspection had valued the guidance and support they received from their personal tutors, and the guidelines for this role in the Handbook for Tutors is clear and comprehensive.

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

78. This is dealt with in section Civ above. Meetings with students on the various academic pathways confirmed that they were aware of the criteria by which their work was being assessed and knew where to access the information on FedNet. The External Moderator for the B-Th in 2011 concluded that 'the assessment processes and the determination of awards were sound and fairly conducted', although she did propose that more guidance should be included within the assessment criteria about how to deal with issues of language, grammar and presentation for marking purposes. Successive External Examiners for the Anglia Ruskin awards indicated they were satisfied with the assessment criteria and how markers were applying them.

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.

79. The Cambridge setting affords students at Westcott House a wealth of provision of learning resources. Issues related to Placements are covered in the following section H, *Practical and Pastoral Theology*. Students have access to the libraries of the various institutions that make up the Federation, and all of these have collections that specialize in particular subject areas within the theological field. The Faculty of Divinity and Cambridge University Libraries are also available to students; those studying for Cambridge University awards as members of Cambridge colleges also have access to their College library.

Learning resources for modules and papers are regularly uploaded onto FedNet, and there is also a growing use of Moodle as the Virtual Learning Environment. Learning and teaching accommodation in Westcott House itself is adequate if rather limited in size; study bedrooms have internet access through an Ethernet connection, and there is wireless access in some parts of the House. The Strategic Plan (p.34) contains a commitment to improve teaching space in the building development plan. Further comments from the inspectors can be found under section P, *Accommodation*.

**The inspection team has confidence 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.

80. The recent appointment of a full-time Director of Pastoral Studies has added to the consolidation of the provision of pastoral formation through a coherent programme of teaching and development in skills including placements and attachments. This is now a strength of the House provision. There were a number of recommendations made in the last Inspection, all of which have been addressed. The excellent work of the Manchester project is outlined below. One previous recommendation was for greater coordination between the provision of academic pathways and pastoral formation; this has been achieved effectively through liaison between the Director of Studies and the Director of Pastoral Studies. The reports of the Moderator for the House, included in the House's documentation for the Inspection, highlighted the need for greater briefing and training for placement supervisors; this has also been fully addressed. The feedback from current and recent students is uniformly positive.

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

81. This is well conceived and fully explained in the Student Handbook. There is provision for term-time and residential placements as well attachments that bring students into more overtly secular situations. There are also brief and intensive courses in aspects of pastoral theology and mission, including in Fresh Expressions and the faith development of those of all ages.

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

82. The structures are clear and comprehensively explained in the Student

Handbook. The inspectors had opportunity to observe a number of elements within the programme. A positive report is given in section G concerning the use of interactive and participative learning, teaching which gives clear guidance and well-led training that established and stretches the skills of the students. This is applied across all the courses. The B-Th pathway includes the requirement that students draw up a pastoral portfolio that charts their theological reflection and connections between theory and practice. The Federation carried out a review of these portfolios (published in 2011) which draws on student examples; the review is itself an excellent example of theological reflection on practice. The report highlights good practice and also dangers. The first danger arises when students link their evolving learning from experience with their theology and grasp of priesthood, but do not make links between these facets and their spiritual life of prayer and worship. The second danger is that students learn from being rooted in local communities about themselves and their evolving theology and priesthood, but not from their communities about how to be faithful communities of discipleship, prayer and mission in those contexts. Valuably, conversations with students and observations of learning events confirmed that there are students who are not succumbing to these real potential dangers. Connections were made with spiritual life; and reflections were evident that confirmed local communities were inspiring and guiding students, not least in appreciating the value of ministering in communities in the inner city and outer estate parishes.

83. Whilst the B-Th students are assessed through the pastoral portfolio, other groups of students provide an essay which is to give an example of theological reflection. This form of assessment also is effective. The inspectors observed a session in which the insights about pastoral portfolios were being applied relevantly to non B-Th students with regard to their developing pastoral skills and their provision of examples of theological reflection for assessment.

84. The senior Inspector spent a day in Manchester Diocese with the current students, the Westcott coordinator and some placement supervisors. The clarity of the paperwork matched the good practice found. A group of three or four students attend in each term for eight weeks and a group over the summer for a shorter period, including both married and single students, meaning that in any year 12 to 14 ordinands benefit from the project. The coordinator provides careful oversight and supervision, with good knowledge of the local areas so that students can be placed in contexts from which they will benefit. There is guided reflection, linking theology and practice, and each student is seen as a whole person in their development. There was evidence that the experience raises issues for students that have not previously been significant for them, thus stretching their understanding and skills. An example would be students who previously only have knowledge of strong suburban churches. The students could articulate changes in their theological understanding and the impact being made on their likely future patterns of priestly ministry and leadership. Students can continue to pursue their academic work aided by electronic contact for learning materials and advice from tutors. They feel well supported by the supervision and the practical living arrangements. All the recommendations made

in the last Inspection about the project have been made and none are now needed.

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.

85. The College has recently appointed a part time tutor who has the responsibility for Parish Ministry and Minority Ethnic Concerns. The inspectors were able to observe an excellent session which the tutor led on Multi-culturalism, which explored relevant understandings and enabled the students to reflect on their own identity, their history and their potential empathy to work alongside those with different personal and cultural histories and outlooks. There was a high level of participation and openness which was impressive.

86. There are also short Intensive courses in such topics as the World Faiths and Race Awareness.

87. Reference is made to the development of theologically reflective practitioners in the previous two criteria.

88. This report has identified one aspect in which former students suggest that some reconsideration is needed in the models of ministry presented implicitly and explicitly within the House. This issue is common for all institutions of theological education due to rapidly changing patterns of deployment in the dioceses. Some former students reflected that theological training can often assume one priest will serve one main community, with a model of a community priest. This is still the case in some contexts. However, a good number of curates and many incumbents are now serving in multi-church benefices or multi-parish benefices and serving a network of different and distinct communities with differing cultures. This calls for skills as a leader who can operate within the field of networks and be highly adaptive. We consider that the House is well placed to provide such formation. There is already serious attention given to working in groups and to preparing for collaboration in ministry, seen for example in preaching groups and group work within the *Life and Service* programme for ministerial formation. In addition, the tutorial groups meet weekly and have as one of the aims that of being “an important focus for learning and practicing collaborative and mutually supportive ministry” (Student Handbook, p 35). The groups already undertake about once a term a reflection on their experience of leading College worship as a group. We consider that these provisions can be made more intentional, with for example, a short session once in a term in which a tutorial group reflects on what is being learned from the tutorial group about working with others. These insights can be applied more explicitly to the kind of network operation needed in the leadership offered by those in primary responsibility.

Recommendation 4

We recommend that the staff review how learning from groups can more intentionally prepare ordinands for working across different churches and communities, including a termly reflection on learning from tutorial groups as well as from preaching and Life and Service groups.

**The inspection team has confidence with regard to Criterion H,
Practical and pastoral theology**

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.

89. Our overall impression is that the staff team is impressive. In the staff meeting observed by inspectors, serious attention was given to monitoring the ministerial formation of students, to reflecting how best to fulfil the potential of students, and all in an open and supportive ethos. There was a concern for fairness and consistency. For example, there was an exploration of how a Rule of Life might be framed to better describe and foster a gathered community of Christian discipleship and learning, including both staff and students.

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.

90. This criterion is fully met. Appointments are made in the light of the overall needs and requirements of the Cambridge Federation and with Federation involvement.

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.

91. This criterion is met in terms of recruitment and selection. The Inspectors had sight of the papers and process for the recent appointments of the Vice-Principal and of the Tutor in Doctrine.

92. For the most part, staff were able to identify job descriptions that match their current responsibilities. There seem to be instances that call for the updating of some job descriptions, for example where new responsibilities have been added recently since the last round of staff appraisals.

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.

93. This criterion is met, subject to the recommendations made in this section.

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.)

94. The House fully meets all the guidelines, the core staff currently including two ordained women and also one lay woman, all in full-time posts. There is also a lay man as a part time member of staff.

1.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.

95. Appraisals for the academic staff have taken place over the last year, following a period in which they were not always annual. It will be important to maintain this momentum as staff were universally positive about this opportunity for reflection and for envisaging how best to make their contribution to the work of the House.

96. There is an appropriate policy for academic staff sabbaticals which is followed. A number of staff have publications in mind or in hand which can contribute to increasing the public profile of the House.

97. Staff attend closely to student feedback and evaluation of their teaching and the inspectors were given examples of changes made in response to feedback. However, the feedback is less substantial than would be helpful. This is partly because it is carried out through an overall Federation method and relies heavily on on-line returns. Feedback can often be bland encouragement, or occasionally negative reactions, but rarely the kind of considered advice that might assist staff in developing their teaching and handling of the curriculum. It would be helpful for staff to additionally seek direct feedback towards the end of a final session of a course.

98. The House paperwork sets out a mechanism for staff to offer peer review and observation of each other's teaching. The inspectors heard some examples of this working effectively when staff have initiated the request for it. The mechanism may rely on the Federation system triggering the request. However, it would be helpful for staff to additionally create opportunities for peer review and observation of their teaching.

99. The Cambridge Federation provides occasions for staff development (including information technology) and these have been of some benefit but often take place at the end of a demanding university term. The University also provides staff development in adult education and this has been taken up by some members of staff. Overall, staff development can be strengthened. An excellent example has been the two day training event at the start of the Autumn term 2011 in facilitating action learning sets. This was led by a respected external consultant. Staff spoke positively about how this has benefited their tutorial role as well as their engagement in group learning. This model for staff development

is worth repeating with regard to the need for the further development of skills in adult education methods identified in section G iv.

Recommendation 5

We recommend that the teaching staff of the House undertake work with an educational consultant to further develop skills in facilitating interactive and participative learning.

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

100. In the House document prepared specifically for the Inspection, there is a list of weaknesses which includes noting “the culture of busyness that pervades the life of the House”. This quotation became a point of reflection in the conversation with each member of academic staff. Different staff have different strategies for handling these demands but generally an acknowledgement was made of the danger of this culture catching up the staff and thus having implications for how they can model for the students an appropriate balance of being and doing. With a full complement of staff posts (approx 6.5 full-time equivalents), there is now the opportunity to think afresh about this balance. The recent history before this was of heavy demands on a small full-time and part-time staff base that increased busyness. Attention to this would be timely for two reasons. First, one of the current posts is funded through the Development Fund for one year with the aim of freeing the Principal for this time to lead the Appeal and the plans for development. The staffing level is likely to be reduced in this quantity of hours. Secondly, the point reached does not indicate a time of plateau in staff demands. All institutions of theological education are entering a challenging time in terms of changing patterns of funding and validation which, over a period of ensuing years, will very likely call for new approaches to be introduced and consolidated. Staff with a number of years of future service in view would be most suited to providing the necessary continuity to embed the new and unforeseeable patterns. Consistency and comparability will be an important hallmark of any new arrangements.

101. With regard to Westcott House specifically, it will be important to address the points made in section E and with reference to greater oversight of comparability in arrangements for Tripos and graduate degree students with regard to their College placements and their ministerial formation, a responsibility resting to a significant degree with the post of Director of Studies (see recommendation in section F). The inspectors have observed that the current arrangements could in some cases have been better communicated by the Director of Studies through liaison with all members of academic staff to fully inform the oversight of students in their tutorial responsibilities. We consider that a recommendation is needed to assist in securing for the next stage in time the leadership necessary for planning the academic pathways of students. For these reasons – staff as role models, a potential staffing reduction and the need for

secure and collaborative planning of student pathways, we recommend a review to establish the most helpful platform for the future:

Recommendation 6

We recommend that the staff of the House collectively undertake a review of workloads and the current allocation of College responsibilities.

<p style="text-align: center;">The inspection team has confidence with regard to Criterion I, teaching staff</p>

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.

102. In conversation with staff it was evident that there is an adequate number of support staff and that they are well managed.

103. The support functions are covered by:

- The Bursar, who oversees the other teams on 3 days per week and leads on financial responsibility with a finance officer.
- The Housekeeping team who are the House and Conference Manager, housekeeper, deputy housekeeper, domestic assistant and additional casual staff called in on the basis of need.
- The premises maintenance team of two staff.
- The catering team who comprise a Chef Manager; assistant chef, kitchen porter and recently appointed catering apprentice.
- The administration is covered by an admissions officer, college administrator and recently appointed receptionist.
- Additional external expertise is bought in to support payroll, ICT solutions (1.25 day per week) and health and safety management.

104. Discussions with administrative staff and Principal identified a shortfall in time to support the Principal in his new role of fundraising.

105. A review of housekeeping and events is currently being undertaken and it is intended to increase numbers of conferences. Conversations with catering and housekeeping staff identify issues around time for training for the catering staff and in holidays and preparation time for housekeeping which will need to be addressed by the review.

106. There is a need to further support the Principal to assist his role in fundraising (see Recommendation in Li)

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

107. There are clear lines of responsibility from the Finance Committee and Principal through the Bursar, to all support staff and all staff have current job descriptions. The Finance Committee has established a programme of strategic review of all core bursarial functions in the last year in light of some observed quality of service and finance issues.

108. The finance function has been strengthened greatly in the last year with new appointments of Bursar and Finance Officer and this team has had to spend considerable time with the new accountants to ensure issues found during October 2010's audit were resolved. The auditors' September 2011 end of year report confirms most of the issues identified (stock taking, fixed cost review, lack of reconciliation of accounts, limited audit trails and some issues with records) have been resolved and the remaining issues identified in the October 2011 audit report are all in the process of resolution and have led to a 'unqualified audit opinion to be issued' and confirmation of 'strong processes for budget and management accounts' in the Auditors' draft report.

109. After a review of catering led by external consultants, a restructuring has been completed and a significant increase in quality of catering and improved relationships are reported in conversations with staff. The personal welcome into the dining hall is particularly valued by ordinands.

110. Administration of general college life is facilitated by highly effective staff who manage the day to day business of the House well. The recent appointment of a receptionist allows the senior staff to focus on their core responsibilities as does limiting the hours of opening of the finance office.

111. The Housekeeping and maintenance team are loyal to the House and feel appropriately trained and equipped to carry out their tasks. A review of events management, housekeeping and premises maintenance is being carried out in house supported by external expertise. The initial stages of review are identifying shortcomings in the areas of conference marketing and management which have resulted in significantly reduced income in the current year; staff deployment and quality control in house-keeping and premises management which will need to be resolved. The increased income from conferences and events is a key part of the strategic plan to improve the quality of the premises over the next few years. ICT services from the Federation are subject to current review to ensure best value services. Support staff value the current service.

Recommendation 7

The review of housekeeping and premises staff should be completed and recommendations implemented to increase conference bookings and improve the quality of presentation of the premises and their day to day maintenance. This review should include training for the catering team and the preparation of accommodation for conferences in the summer.

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 Iv above.

112. Since the appointment of the Bursar a thorough review of all support staff contracts has been completed. All staff have contracts and new staff have reference, identity, qualification, and the right to work in the country checks carried out at time of interviews. Those staff who have been at Westcott for some time are having their documents verified at the present time. Anomalies in staff payments, particularly of casual staff have been stopped and all payments are now authorised by the Bursar and paid via an external payroll company.

113. Support staff appraisal has been recently introduced and all staff trained in its operation. It is hoped to have completed the process early in the new year. Staff report good opportunities for training in ICT by Cambridge University and a range of other opportunities are available to them. When staff identify training needs they report they are usually provided for.

Recommendation 8

The recently introduced appraisal programme should be completed for all support staff and become part of an annual programme.

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

114. Support staff report meetings of their team every two weeks when they can raise issue of concern and they are asked to consider issues of House policy and practice. The appraisal process will provide similar opportunities when it is fully established. Support staff feel valued as equals in the House, they are invited to participate fully in House life, yet there is no pressure to participate in events where they feel their beliefs may be compromised.

<p>The inspection team has confidence with regard to Criterion J, Ancillary staff</p>
--

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.

115. Under the direction of the Vice-Principal, the House produced a thoroughly revised student handbook in 2010. There was consultation with HE administrators in other institutions responsible for student welfare, complaints and discipline in order to update the handbook in terms of current best practice. Students commented favourably to inspectors on their involvement in the drafting process.

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

116. A strong sense emerged in interviews with ordinands across course pathways of confidence in the House's discipline and welfare structures. Students commented on the support given by group tutors and the Principal, that the Principal and tutors are perceived as approachable, and that issues of concern are responded to quickly and fairly. Structurally, there are two student Grievance Officers to advise peers should they have a complaint and students also have access to advice within the two universities.

117. The inspectors discussed with ordinands, staff and the Principal, the House's process for securing title parishes for released candidates. In discussion with final year students in particular, the view emerged that the help given by the House is transparent and fair and the guidance and assistance of the Principal in the title search was commented upon favourably.

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.

118. The inspectors observed wide student participation in the decision-making structures of the House and in the shaping of its common life. There is student representation on the House's Council and the Principal has a weekly meeting with the Senior Student and Council Reps. The Common Room, through both students and partners, facilitates activities ranging from dancing, cooking classes, and knitting, and the recently refurbished Common Room was warmly commented on by students and spouses.

119. The inspectors formed the sense based on interviews, that initiatives from students and spouses are taken seriously by the staff and Principal. Examples this include initiatives from the spouses group in the area of children's worship and Godly Play and an early discussion of bringing in a series of clergy partners to discuss those particular challenges. Weekly Boarders spoke with particular warmth on the ways the community made their families feel welcomed on their visits. There is also a lively women's group, to focus discussion on the particular issues for clergy who are women in the Church of England and the Anglican Communion.

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.

120. Westcott House has clear aims and purposes specified in its Charter from Queen Elizabeth the Second, defining the objects and purposes of the institution and its managing Council.

121. The House is one of seven partners in the Cambridge Theological Foundation (CTF). These partners have a common commitment to ministry and preparation for ministry. The partners share resources, have common courses and provide an ecumenical setting for all those training for ministry. The other core partners are Anglia Ruskin University and the University of Cambridge who together award or validate academic courses.

122. Westcott House is governed by a Council of Trustees drawn from local HE institutions, General Synod, staff and others. The Council meets termly, considering reports and recommendations from its three committees on Teaching and Learning, Strategy, and Finance. The Tutor's Handbook, College Handbook and Employee Handbook define the administrative and management structures and are supplemented by a comprehensive set of regulations and policies which are appropriate to their purpose. In the last 12 months an excellent strategic plan has been drawn up to ensure the House's development in the next 5 years. The success of much of the plan is dependent on raising some £10,000,000 and the Principal is charged with this task. It is important that sufficient administrative support and cover for some in house responsibilities are put in hand to maximise the chances of success.

Recommendation 9

Westcott Council should ensure the Principal has the time and administrative support needed to fulfil his fundraising role over the next two years

123. There are a range of management meetings that oversee the operational function of the House on a frequent and regular basis: the tutorial staff meet fortnightly to ensure student progress and formation; the business team meets fortnightly to assure the support for learning, housekeeping, administration and

catering is in place and efficient; a worship committee debates matters pertaining to worship and the use of the Chapel and advises the Principal and Chaplain; the co-ordinating committee of the common room promotes the smooth running of the House from a student perspective and is a channel of communication between staff and students and with external bodies such as the CTF.

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.

124. The student representatives play a full part in House meetings and are given a voice. The student representatives meet regularly with the Principal and this good relationship ensures any matters raised are given further consideration. The plan for inspectors to meet various sub groups of students was overseen by the senior student was beneficial and well managed.

125. Students are represented on the House Council and are deeply involved in the planning of social life of House including the use of their Common Room which is accessible to all staff and students. They play a full part in the planning of worship, and there is some outstanding mutual support in developing musical skills between peers.

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.

126. The teaching staff seem very well equipped for their task and the one area needing attention is highlighted in section Iv.

127. In conversation with support staff, inspectors found all staff feel able to fulfil their job descriptions and they have access to equipment and training necessary to complete their roles. The administrative teams feel the computer software and hardware is appropriate for their tasks and they have access to good ICT training at Cambridge University. Housekeeping and maintenance teams have up-to-date equipment including a steam press and large washing machines. Staff are trained in COSHH regulations and are aware of health and safety issues, keeping tools and chemical secure. The catering team have access to appropriate equipment though there is need for in house training to allow flexibility in food preparation (See recommendation under Jii).

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

128. The staff handbook describes the Staff Review and Development Programme and establishes a regime of annual appraisal and discussion of the priorities for continuing professional development for all staff. There has been recent training in the process for all staff. The ancillary staff have not yet all completed the process in the first round (See recommendation in Jiii)

129. The appraisal for teaching staff, for which clear proformas are included in the Staff Handbook, is commented upon in section (Lv).

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.

130. The health and safety policies and procedures introduced by external consultants are comprehensive and effective. The fire policy is seen in practice through emergency evacuations (though frequency should be increased) and regular maintenance checks on extinguishers and emergency lights and weekly inspections of sounders and alarms by the Housekeeping team. The fire wardens on stairs protect the residential accommodation well and most signs are up to date. Gas certification, electrical tests and PAT testing are all in hand through maintenance contracts. Risk assessments exist for potentially hazardous activity.

131. All staff have had introductory safeguarding training and academic staff and students have CRB clearances. Site security is a potential concern given the open access and is therefore high on staff awareness and visitors are challenged in appropriate ways. Charity registration is controlled by Bursar and regularly reported via the Commissioners website. Licenses are maintained for all software, photocopying, and music recording. Staff have good links with Cambridge University HR staff and use their advice is dealing with the rapidly changing legislation from the UK Border agency on foreign nationals studying in Westcott House. Data protection is the responsibility of the College Administrator and a good policy exists.

**The inspection team has confidence 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.

132. The Senior Inspector had contact with the Chair of Westcott House Council in advance of attending a meeting of Council. The Council has drawn up a strategy for Westcott (May 2010) which is comprehensive and impressive. There is a wide variety of objectives, some waiting upon the outcomes of fund raising initiatives which are under consideration. The strategy has a management plan for implementation and progress is reviewed regularly. The Council is well guided by the Chair and focussed on its responsibility for oversight. For example a

request was made for the Principal to continue to provide a narrative that identifies oversight issues as distinct from management issues. The membership equipped the Council for this task.

133. The Council is very effectively supported by the sub committees which report fully to The Council so that well informed discussions took place to map plans and challenges with regard to potential changes in both Government and Church policy (e.g. funding for university first and higher degrees). The Teaching and Learning Committee has a clear grasp of the issues connected with the curriculum and its validation, including the demands of meeting the requirements of the two different universities.

134. The Finance Committee minutes confirm the regular receipt of management accounts at their six meetings in each year. Recent minutes confirm the introduction of a revised set of financial policies which clearly define responsibility and the extent of authority to purchase. As a result potential risks are managed well.

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.

135. A comprehensive financial risk register has been created by the Bursar and agreed by the Finance Committee This describes the risk, potential consequences and identifies responsibility for monitoring and mitigating risk. The Bursar plans presenting a revised version showing progress made in reducing risks and clarifying insurances taken to cover risk. Reserves remain a risk. (See recommendation under O below).

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.

136. An excellent strategic plan has been drawn up by the Council Strategy Group who continue to oversee its implementation. Accommodation issues are dealt with under Pii below. The plan has been constructed in the light of the House's vision and mission and is influenced by predictions of changes to the National Church and global context and has led to strategic imperatives for Formation and Public Ministry and for Public Engagement while ensuring a financial stability to allow the academic excellence and embracing of diversity which are at the heart of Westcott's practice. The strategy proposes an increase in student numbers by increasing part time, international and independent students from 73 to 85 in total. The research and outreach strategies envisage

formation of the 'Westcott Institute' to be the research and outreach arm of the House. Running conferences, promoting research and disseminating best practice through a new website, the Institute should serve the wider church very effectively.

137. An annual development plan for each major area of the organisation is produced with detailed objectives, clear action and lines of responsibility and the resources necessary for these plans are allocated in the annual budget.

138. Financial stability needs to be ensured through increased numbers of charging events (which will fund on going building improvement); through establishing a bursary and grant scheme to fund ordinands through Cambridge courses and pay their fees. Church of England Ministry Division funds will support half of this in short term but the bursary and grants funds will be necessary to maintain the number of Tripos ordinands. It is envisaged fundraising will provide the necessary stability.

<p style="text-align: center;">The inspection team has confidence with regard to Criterion M, Business planning and risk management</p>
--

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.

139. Management accounts are produced for each of six Finance Committee meetings in the year. This year they have provided a clear view of the ongoing August 2010 to August 2011 budget which is currently subject audit. The report also provided clear forecast budgets for the next 5 years taking into account the institutions operational improvement plans. The accounts show a net surplus after depreciation in the current year and predictions for a modest surplus in future years though this is dependent on increasing income for events and conferences.

140. Detailed sub accounts are presented to the Finance Committee covering tuition income and expenditure and show the difference providing a reducing net contribution to the House maintenance costs.

141. Accommodation and maintenance accounts and forecasts for the next 5 years are based on fixed student numbers and show sufficient income to balance predicted expenditure.

The events programme has historically brought in a net profit for the House, in the last year this account shows a net deficit. Strategic plans see events income

building to be a net contribution to college funds of over £60,000 and these sums are likely to be earmarked for building improvement projects.

142. The Chair of Finance reports the auditors were changed in 2010 after the finance team identified some problems with reconciliation and loans which had not been identified in audit. The new auditors produced a list of improvements required in their 2010 audit statement including: stock taking, reconciliation with bank accounts, limited reconciliation of control accounts; limited audit trails and poor systems, compliance with data protection, personnel files not having relevant checks and late claims in Gift Aid. The 2011 draft audit suggests an unqualified audit opinion is likely to be issued and reports 'strong processes for budget and management accounts'. Some small issues have been identified including continuing to resolve the remaining old debtor accounts.

143. A bank loan has been taken out to refurbish the accommodations blocks and refurbishment of D block includes access which is compliant with the disability discrimination act requirements. Improvement plans over 5 years for accommodation require £60,000 per year and are subject to the income being found from events. The House has a mortgage on a local tutors' house which was approved by the Trustees. Credit cards are held by 4 staff and clear policies limit their use and reconciliation with invoices is carried out by the finance team.

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.

144. The reports described in Ni provide a detailed account in the current year and projection for the next five years of income and expenditure and these accounts are considered by Finance Committee and full Council. The Finance Committee monitors the budget over the year and ensures timely action.

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.

145. The accounts referred to in Ni are supplemented by records held on the Sage system with full details of income, expenditure and there is full bank reconciliation. Auditors confirm 'strong processes for budget and management accounts'. Virement between budget headings are reported as always being taken to Finance Committee.

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.

146. Inspectors were copied a 5 May 2011 bank mandate with Barclays for any one of 6 named signatories to authorise limited expenditure and any 2 from 6 for larger sums. The mandate has subsequently been modified to accept new staff and delete those who have left. Recently an application for internet banking has been made. Once this is arranged the system will be far more efficient.

147. Council approved taking out a bank loan in 2010-11 and repayments become due soon. This has been used to fund the refurbishment of D block.

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.

148. The Bursar and Finance Committee have introduced a rigorous programme of review of the service level agreements (SLA) across all house operations. This is resulting in competitive quotes and better value for money in a range of areas. Internal SLAs are being introduced in housekeeping and maintenance which should assist quality control. The Chair of the Finance Committee confirmed clear policies for officers authorising expenditure are in place.

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

149. As theological colleges are in competition for students direct comparison is a challenge. The Bursar attended a conference run by the National Church in September 2011 when comparative costs were provided and the Bursar considers that Westcott's costs are comparable with other institutions, procurement was judged strong and good control systems were judged to be in place.

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.

150. Most of the recommendations made have limited financial costs though there are implications of staff time to plan and implement recommendations. The recommendation associated with staff training will have implications in terms of staff time and expenditure on research and training but should be accommodated within existing budgets. The recommendation in L associated with support for fundraising could be funded from the income from that fundraising.

151. There is reference in section (Ivi) to the possibility that there may need to be some reduction in academic staff due to the Development Fund being drawn on to support teaching staff costs for the period of one year to free the Principal to lead the Appeal. If this reduction were to take place, it could be that the Development Fund may be able to contribute some assistance towards the cost of meeting those recommendations that refer to the development of the House.

152. Inspectors are confident the expertise of staff in senior positions in the House have the skills and capacity to achieve satisfactory responses to the recommendations.

<p style="text-align: center;">The inspection team has confidence with regard to Criterion N, Financial policies and cost-effectiveness</p>
--

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.

153. The minutes of Council in 2010 confirm a policy for 2 months liquid reserves.

154. Over the recent past the annual surplus/ deficit (taken as a proxy for reserves) has been in deficit for 4 of the previous 6 years and a surplus of approximately 16 months was shown in 2009/10, though this did not include the money taken out as a loan. In 2010-11 the draft accounts show a similar surplus but this sum has yet to be confirmed and is subject to collection of some debts. 2011 audited accounts are likely to show a surplus of approximately 2 months of costs but these include a sum earmarked in the Open House fund for building improvement

155. It is clear that reserves have been below the Council's intended 2 months of budget and also below both the Church of England Recommendation of 3 months and the position taken by many charities of 6 months reserves. The House does have other reserves from loans and fundraising and could call on these sums in an emergency while the necessary budget management is put in

place. Inspectors feel reserves should be increased further to cover eventualities arising such as possible reductions in student numbers or reduction in Church of England Ministry Division funding.

Recommendation 10

The Council should seek ways of increasing its reserve funds to meet its policy of two months cover and further consider the most likely financial risks and determine the reserves policy that would cover the event of most likely risks occurring.

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.

156. PAYE is outsourced and the House is not VAT registered on advice of auditors. Financial procedures describe the payroll function well with the Bursar controlling permissions to pay and the Finance Officer responsibility for tracking expenditure and for checking payments are all legitimate and appropriate. PAYE returns to HMRC are the Bursar's responsibility and returns are validated by the Finance Officer. Variations in salary such as unpaid absence are authorised by the Principal and the Bursar ensures appropriate deductions are made. Pensions are the Bursar's responsibility and the Finance Officer manages the payments. All support staff who have completed their probationary period have taken up the Church Workers' Pension. Sundry payments and travel expenses for staff and students are paid having been authorised in advance, on receipt of invoice and after authorisation by budget holders. Clergy are exempt from HMRC charges for many 'taxable benefits' and here are few repayments of expenses except for travel and hospitality. The financial regulations and policies introduced appear to control expenditure well and payments are reported as being made in a timely fashion.

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.

157. Two backups are made daily and are kept on site, and a monthly backup is kept in the Federation offices which are off site.

<p>The inspection team has confidence with regard to Criterion O, Reserves policy and statutory liabilities</p>
--

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.

158. Residential accommodation: Most rooms observed are fit for purpose with a bed, washbasin and adequate storage accommodation and a separate study room with good table and chairs. Block D has been refurbished and provides DDA compliant access rooms and rooms that are well insulated and in good condition. Other blocks are subject to an ongoing improvement plan but as yet are in relatively poor condition in terms of heat insulation, and some have potential minor health and safety risks. To enhance personal and corporate life and make the facilities fit for maximising conference letting the remaining accommodation would need to be brought up to modern standards. Maintenance of the rooms has some limitations and some furniture is very tired. There are clearly too few on site bedrooms for all students and accommodation off site currently has to be out-sourced.

159. Teaching Accommodation: The one lecture room works well for group of 20 in the round and is a good basic facility and fit for purpose. One seminar room has a range of stored material which makes it appear 'cluttered'. The other teaching spaces are only suited to seminar/ tutorial use and as a result much teaching has to happen off site. There is too little teaching accommodation on site.

160. Community Accommodation: The Dining Room has refectory tables and bench seating which are fit for purpose for the physically able. The space is limited and works well with staggered meals but is overcrowded when all eat together an overflow facility is provided in the lecture room. Housekeeping and cleanliness are very well managed in the dining area. The Chapel is a good space for reflection and with additional chairs provides space for all the staff and students to worship. Acoustics are excellent and music playing facilities are used well.

161. It is, however, not large enough for the whole community and All Saints is used for the weekly community Eucharist on Thursdays and is large enough to have a children's area for use during worship.

162. The Common Room is a small space which has been recently refurbished but which can only accommodate half the House community. The associated kitchen space is appreciated by students who stay over the weekend. The library is small with seating for some 16 students. Given the excellent range of texts in local University Libraries, access to study space for many in student rooms and the availability of ICT access across the site the priority for development is in providing study spaces which may not need to be in the library.

163. While the existing accommodation at Westcott House is fit for purpose there are too few study bedrooms for the current ordinands and the infrastructure buildings are overcrowded and teaching space is very limited.

Recommendation 11

The plans for improving accommodation contained in the Strategic Plan should be implemented after the necessary fundraising has been completed.

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

164. Plans to improve accommodation are a core part of the strategic plan and Architects plans for improved library, dining, student accommodation and staff studies have been drawn up and have initial approval from planning teams. The key is to raise some £5M and the Principal has a responsibility to raise these funds in the next 2 years and to realise the new building within 5 years. A Council approved fund raising team is in place and meeting regularly.

165. While many of the accommodation issues will be solved by the new build plans, the All Saints Church remains a resource that could be used more fully. The plans for a Principal's house in the longer term future may well be realised through purchase or rent of an appropriate property near the House.

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

CONCLUSION

**Overall outcome: The inspection team has confidence in
Westcott House for preparing candidates for ordained
and licensed ministry.**

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the House should undertake a review of working agreements with Cambridge Colleges, as well as the process for the approval of such agreements, to ensure that expectations placed on ordinands by the Colleges are reasonable and appropriate for ministerial formation as well as comparable across the cohort of Tripos and graduate students.

Recommendation 2

We recommend that the *Life and Service* course for ordinands following the Tripos and graduate degree pathways, should be part of the formal assessment for ministerial formation, in particular with regard to pastoral skills and self-awareness.

Recommendation 3

We recommend that the House should review the way by which it identifies and equips potential spiritual directors in order to meet its stated policy in this regard.

Recommendation 4

We recommend that the teaching staff review how learning from groups can more intentionally prepare the ordinands for working across different churches and communities, including a termly reflection of learning from tutorial groups as well as from preaching and *Life and Service* groups

Recommendation 5

We recommend that the teaching staff of the House undertake work with an educational consultant to further develop skills in facilitating interactive and participative learning.

Recommendation 6

We recommend that the staff of the House collectively undertake a review of workloads and the current allocation of College responsibilities.

Recommendation 7

We recommend that the review of housekeeping and premises staff should be completed and recommendations implemented to increase conference bookings and improve the quality of presentation of the premises and their day to day maintenance. The review should include training for the catering team and the preparation of accommodation for conferences in the summer.

Recommendation 8

We recommend that the recently introduced appraisal programme should be completed for all support staff and become part of an annual programme.

Recommendation 9

We recommend that the Westcott Council should ensure the Principal has the time and administrative support needed to fulfill his fund-raising role over the next two years.

Recommendation 10

We recommend that the Westcott Council should seek ways of increasing its reserve funds to meet its policy of two months cover and further consider the most likely financial risks and determine the reserves policy that would cover the event of the most likely risks occurring.

Recommendation 11

We recommend that the plans for improving the accommodation contained in the Strategic Plan should be implemented after the necessary fundraising has been completed.