

Ministry Council: Periodic External Review Report

Ridley Hall and the Cambridge Theological Federation

March 2019

Published 2019 by the Ministry Division of the Archbishops' Council
Copyright © The Archbishops' Council 2019

Church House, Great Smith Street, London SW1P 3AZ
Switchboard: +44(0)20 7898 1000 *Email:* ministry@churchofengland.org *Website:* www.churchofengland.org
The Archbishops' Council of the Church of England is a registered charity

CONTENTS

GLOSSARY	3
LIST OF REVIEWERS	4
PERIODIC EXTERNAL REVIEW FRAMEWORK.....	5
SUMMARY	7
FULL REPORT	13
SECTION A: FORMATIONAL AIMS	13
SECTION B: FORMATIONAL CONTEXT	15
SECTION C: LEADERSHIP AND MANAGEMENT.....	21
SECTION D: STUDENT OUTCOMES.....	25
SECTION E: PARTNERSHIP WITH UNIVERSITY.....	33
SECTION F: TAUGHT PROGRAMMES.....	48
CONCLUSION	55
LIST OF COMMENDATIONS	56
LIST OF RECOMMENDATIONS	58

GLOSSARY

APL	Accredited Prior Learning
ASE	Annual Self Evaluation
BAP	Bishops' Advisory Panel
BCP	Book of Common Prayer
CTF	Cambridge Theological Federation
DDO	Diocesan Director of Ordinands
DSA	Disability Support Allowance
DULTA	Durham University Learning and Teaching Award
ERMC	Eastern Region Ministry Course
IMEI/2	Initial Ministerial Education Phase 1 & 2 (pre-ordination and curacy)
MEQ	Module Evaluation Questionnaire
PER	Periodic External Review
QAA	Quality Assurance Agency for Higher Education
RME	Resourcing Ministerial Education
RLM	Ridley Lay Ministry
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution
ULO	University Liaison Officer
URC	United Reformed Church
VLE	Virtual Learning Environment

LIST OF REVIEWERS

For Ministry Division

Ven Sam Rushton, Senior Reviewer, Archdeacon of Cleveland, York Diocese

Ven Sue Field, Archdeacon Pastor, Coventry Diocese

Dr Stephen Longden, Reader and Lay Chair of Deanery Synod (Diocese of Derby), formerly Client Manager, Corporate Programmes, Staffordshire University and QAA Subject Auditor

Prof Chris Southgate, Professor of Theodicy, Exeter University

For Durham University

Professor Mike Higton (Professor of Theology & Ministry, Chair)

Revd Barry Miller (External subject specialist)

Ms Alyson Bird (Common Awards Manager)

Mrs Emma Harrington (Common Awards Officer) (Secretary)

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

For ministerial training institutions that offer the church's Durham University-validated Common Awards programmes (as most do), Periodic External Review is a joint process that meets the quality assurance needs both of the sponsoring churches and of Durham University, and enables the church to conduct an external quality check of each TEI against national standards and expectations for ministerial training and formation.

On behalf of the sponsoring churches, review 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 has been prepared for the House of Bishops acting through the Ministry Council.

For Durham University, the PER process is the university's mechanism for gathering and evaluating information from multiple sources to inform decision-making on: (i) renewal of the Common Awards partnerships with approved Theological Education Institutions (TEIs); (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

Review teams are appointed both by Ministry Division from a pool of reviewers nominated by bishops and TEIs and by Durham University's Common Awards office. The latter will take lead responsibility for PER criteria E and F covering teaching and learning infrastructure and delivery. In effect, this part of the review represents academic revalidation by Durham as the church's partner university, but will also include comment on wider formational matters where appropriate. Evidence-gathering is shared, and judgements are owned by the review team as a whole.

Recommendations and Commendations

PER reports include Recommendations which may either be developmental, naming issues that the reviewers consider the TEI needs to address, or they may urge the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers specially wish to highlight. The reviewers' assessment of the TEI is expressed as much through the balance of Recommendations and Commendations in their report as through its criterion-based judgements.

Criterion-based judgements

Reviewers are asked to use the following outcomes with regard to the overall report and individual criteria A-F. Throughout, the outcome judgements will be those of the Ministry Division-appointed reviewers, as university validation does not use a similar framework; but in respect of sections E and F those judgements will be especially informed by the views, recommendations and commendations of the Durham-appointed reviewers in the case of TEI offering Common Awards programmes.

Confidence

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

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

Confidence with qualifications

Overall outcome: likely to include commendations as well as a number of recommendations, including one or more of substance that questions the generally acceptable standards found in the review and which can be rectified or substantially addressed by the institution in the coming 12 months.

Criterion 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 review and the capacity of the institution to rectify or substantially address these in the coming 12 months.

Criterion 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.

In respect of Sections E–F, university validation does not apply a hierarchy of quality judgements. Instead, the practice is to grant continuing approval subject to the fulfilment of conditions expressed in the reviewers' recommendations. Thus, where Common Awards programmes are part of the PER, the reviewers' shared judgements under these two sections will normally be expressed as 'Confidence, subject to the implementation of the recommendations in this section'.

The Common Awards team's findings are part of the joint PER report, but are also be included in a stand-alone report prepared for the university's governance bodies, and which can be made available to the TEI under review if wished.

*For training institutions that do **not** offer the Durham-validated Common Awards programmes, PER is undertaken entirely by Ministry Division-appointed reviewers, applying criteria A-F but with appropriate adaptation in the case of E and F. Some diocesan Reader training schemes, for example, fall into this category.*

The Durham reviewers do not review programmes validated by another partner university – such as, in this case, Cambridge University – but the Ministry Division reviewers will consider the effectiveness of those programmes for the TEI's formational purposes, and comment appropriately at sections E-F and elsewhere in the report. They place some reliance on the partner university's academic quality assurance.

REPORT OF THE PERIODIC EXTERNAL REVIEW OF RIDLEY HALL and the CAMBRIDGE THEOLOGICAL FEDERATION

March 2019

SUMMARY

Explanatory note

It needs to be said at the outset that this report has dual scope and addresses two audiences: hence its title. As always with PER for training institutions that offer Common Awards, the review is a joint exercise between the church and Durham University. Reviewers representing the church have looked at the formation offered by Ridley Hall and their commentary, commendations and recommendations in this area, addressed to the College, are at Sections A-D of this report. Reviewers representing Durham have looked at Common Awards provision across the Cambridge Federation – the TEI, for Durham purposes – and their commentary, commendations and recommendations are included at Sections E and F of this report, which address the Cambridge Federation. Supplementing these, in the same sections, is additional material from the church reviewers that may relate to Cambridge University provision or to academic provision across the board and is, again, in many cases addressed to the Federation but sometimes also to Ridley. In practice, Federation and College will need to work together to take the recommendations forward.

A similarly dual-focus report exists for the review of Westcott House, undertaken at the same time.

Introduction

Ridley Hall was founded in 1881 and named in memory of Nicholas Ridley, theologian and martyr of the sixteenth century. The college's first principal was the theologian Handley Moule, later Bishop of Durham. It was originally founded with a Trust Deed in 1877, amended by deed of variation in 1997. Its charitable objectives are *'to provide theological instruction consistent with the principles of the Church of England to candidates for ordination and, subject thereto, to provide theological education with a preference for individuals who are undertaking a course of study in theology or who have been ordained'*. In carrying out its objects, the Hall *'may provide accommodation for students'*. The Principles on which the Hall was founded are those expressed and expounded in the Thirty-nine Articles of the Church of England, with special stress laid upon the following: The Atonement, Justification by faith, The Sacraments, The Ministry and The Holy Scriptures. There is a distinctive evangelical theology implied in the founding principles which continues to be evident today, albeit with a decidedly open and hospitable character.

Although not formally a constituent college of the University of Cambridge, Ridley Hall maintains close ties with the university. Ridley Hall is involved in three University partnerships: with Durham University through Common Awards, with Cambridge University through the Cambridge Theological Federation, and with Cambridge University through students being entered for the Tripos. Until the introduction of the Common Award, degrees were also awarded to students by Anglia Ruskin University. Ridley offers a wide range of academic courses including, *inter alia*, a Postgraduate Certificate or BA in Theology, Mission and Ministry (Common Awards), a Bachelor of Theology and the BA in Theological and Religious Studies (known as the BA Tripos) both validated by Cambridge. In addition students with a previous qualification in Theology may access a variety of postgraduate qualifications. Alongside these academic

course, ordinands undertake a formational programme including a relatively new taught programme called 'Emmaus', plus placements, opportunities to lead worship and engagement in the community life of the college and in mission opportunities.

Ridley Hall forms part of the Cambridge Theological Federation, an ecumenical partnership of eleven institutions, with over 300 students from 25 different countries, founded in 1972. It includes as members Westcott House, Wesley House (Methodist), the Institute for Orthodox Christian Studies, Westminster College (URC), Westfield House (Evangelical Lutheran), and the Margaret Beaufort Institute of Theology (Roman Catholic). The CTF provides administrative and academic registrar support to the constituent members and facilitates the effective use of resources across the Federation. There is regular Federation worship hosted by members in their own tradition.

Ridley seek to enable their students to grow in Christ-like character and in confidence for mission through worship and prayer, eating together and socialising, in an atmosphere of friendship, grace, honesty and humour. They believe in modelling and encouraging a growing relationship with God founded on a disciplined life of prayer, worship, engagement with scripture and loving service. As in the previous inspection in 2011, we found a community of generosity based on the understanding of the Church as One, Holy, Catholic and Apostolic. There is a distinctively Anglican character in a style of evangelicalism that does not exclude other ways of being Anglican nor groups of learners beyond Anglican ordinands.

Recent changes

The leadership and governance structures of Ridley Hall have undergone significant change in the last 2 years, as have the governance structures of the wider Cambridge Theological Federation. Much of the change at Ridley is to be attributed to the appointment of a new Chair of Trustees and Principal. Mark Spelman (Chair of Trustees) is a member of the Council of the Royal Institute for International Affairs (Chatham House), a former Global Head of Strategy at Accenture, and their Global Managing Director for Thought Leadership and Executive Director for the Accenture Institute for High Performance. His current roles include working for the World Economic Forum to lead their initiative on the future of the digital economy and society. He is actively engaged in the life of Ridley, chairing the Executive Committee and the Finance Committee as well as the Board of Trustees, and providing one-one support on a regular basis to the Principal. Michael Volland was appointed as Principal in January 2017 from within the staff at Ridley where he was Tutor in Pioneering and Context-Based Training. Prior to that he was Director of Mission at Cranmer and Missioner to the East Durham Mission Project. His appointment as Principal was widely acclaimed by the student body in particular; every student we spoke to was hugely positive about Michael's leadership of the community at Ridley.

Since the last Inspection, Ridley has adopted the Common Awards framework alongside its provision of Cambridge University awards. It has also developed Ridley Lay Ministry, a new venture grown out of its association with the Centre for Youth Ministry. RLM aims 'to resource the church through provision of excellent Lay Ministry training that is complementary with ordained ministry' and to promote lay development and discipleship through theological education. RLM uses the existing resources of Ridley Hall (buildings, personnel, etc) to deliver Common Awards training for lay ministry development.

Validation by Durham University (Common Awards programmes)

Durham University's initial validation of the Cambridge Theological Federation ('the Federation') and its programmes was carried out early in 2014. Following a comprehensive review and approval process, the

University approved the proposed partnership and programmes. On 11th March 2014, the University entered into a validation contract with the Cambridge Theological Federation.

While the initial validation process confirmed the appropriateness of the proposed new partnership and programmes, the University's annual monitoring and periodic review processes have continued to assess the effectiveness of the operation of the TEI Management Committee and other key mechanisms for assuring and enhancing academic quality and standards.

The Federation has had one major **partnership change** since the initial validation: namely, the decision of the Eastern Region Ministry Course (ERMC) to cease to be a Full Member of the Federation and become a designated TEI in its own right under the Common Awards framework. The separation of ERMC from the Federation was described to the University as a mutual decision and mutually beneficial, enabling a clearer focus on the respective obligations of each body. Following the appropriate approval processes through the Church of England to permit ERMC to be designated as an independent TEI, the University undertook a validation visit to ERMC on 18th April 2018; ERMC was subsequently approved the University's Quality and Standards and Education Committee to deliver Common Awards programmes from September 2018.

At the time of this change, the University sought confirmation from the Federation that this would not have any significant negative effect on the operation of the partnership with the University, or the delivery of its programmes. ERMC is now an 'Associate Member', rather than a 'Full Member', of the Federation for all other purposes apart from its academic validation arrangements with the University and continues to access Federation services in return for a fee. Confirmation was provided that this did not significantly impact the Federations' finances, that quality assurance processes would continue to operate in line with the expectations of the Standard Validation Contract; that staff delivering the Common Awards programmes remained suitability qualified and that the existing infrastructure to support students (including access to resources, and pastoral support) would not be affected by this partnership change.

It was concluded that the separation of ERMC from the Federation would have not have a significant effect on the Federation. Notwithstanding this, the review team took the opportunity to explore this further as part of the PER.

The review team has examined the following Common Awards programmes delivered by the Cambridge Theological Federation:

- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446);
- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447);
- BA (Hons) in Theology, Ministry and Mission (V604);
- Graduate Diploma (GradDip) in Theology, Ministry and Mission (V60422);
- Postgraduate Certificate (PgCert) in Theology, Ministry and Mission (V60414);
- Postgraduate Diploma (PgDip) in Theology, Ministry and Mission (V60412);
- Master of Arts in Theology, Ministry and Mission (V60407).

Periodic External Review process and evidence

The Senior Reviewer made a preliminary visit to Ridley Hall in November 2018, meeting with the Principal, Chair of Trustees, members of the Leadership Team, staff and students to outline the purpose and scope of the Review and to respond to questions. The Review itself took place on 4th and 5th March 2019 (Ministry Division team) and on 20th March (Durham University team). The Reviewers are most grateful for the warm

and thoughtful hospitality extended to them by all that we met – everyone went out of their way to be helpful and supportive of our task.

The Reviewers interviewed a range of individuals within the institution, including each member of the Leadership Team: the Principal, the Academic Dean, the Dean of Lay Ministry, the Dean of Ministerial Formation and the Head of Facilities and Estates. We also interviewed the teaching staff, both full-time and part-time, and met with the administrative and support staff. We talked with representative students from various pathways. The team attended daily worship and sat in on lectures and seminars, and joined students and staff for meals. A wide range of stakeholders was consulted and written or oral communications were received from (among others) a number of Bishops, DDOs of sponsoring dioceses, training incumbents and former students.

Ridley Hall made a substantial and comprehensive body of documentation available to the Reviewers in advance, including: a. a self-evaluation document; b. programme regulations; c. module overview tables; d. curriculum mapping documents; e. external examiner reports; f. annual self-evaluation reports; g. statistical data; h. previous validation and inspection reports; i. committee minutes.

The review team also had access to the Common Awards framework and documentation, including: a. the core regulations for the Common Awards programmes; b. programme specifications; c. module outlines; d. assessment criteria and assessment guidance; e. contact hours parameters; f. the Common Awards TEI Handbook; g. the Guide for PER Reviewers Appointed by Durham University (incorporating the PER Criteria that were developed in conjunction with the Church of England).

During the academic year 2018-19 Ridley Hall is providing theological education and ministerial formation for 64 ordinands, 47 Ridley Lay Ministry students and 18 part-time independent students. There were 24 female ordinands and 45 female Lay / independent students. 27 ordinands are single, 36 are married and one is in a civil partnership. The age profile of the college is ‘young’ with over half of all ordinands, 33, being under 30.

Summary of outcomes

The Report is written in relation to the PER Criteria outlined in the November 2018 edition of the *Quality Assurance and Enhancement in Ministerial Formation Handbook*.

CRITERIA	OUTCOME
A Formational aims	Confidence
B Formational context	Confidence with qualifications
C Leadership and management	Confidence
D Student outcomes	Confidence
E Partnership with university	Confidence, subject to recommendations

F Taught programmes	Confidence, subject to recommendations
Overall Outcome	Confidence

In addition, the Durham reviewers’ findings in respect of the Common Awards programmes delivered by the Cambridge Federation are:

- a) The review team was satisfied with the quality and standards of the programmes delivered. The team recommends that the programmes should be revalidated for a period of six years.
- b) The review team was satisfied that Cambridge Theological Federation continues to be a suitable collaborative partner for the University.
- c) The review team identified a number of recommendations for the TEI to address in relation to the partnership and programmes. The TEI’s action in response to the recommendations will be considered for approval by the University. All recommendations must be signed off in advance of the partnership renewal process that will take place towards the end of the initial validation term.

General Observations

We highlight Ridley Hall’s strengths and areas for further development as follows:

Strengths

- The clarity of Ridley Hall’s formational aims and the way those are owned within the community and shared with wider stakeholders.
- Ridley Lay Ministry for its innovative sharing of resources with ordination training and cross fertilization of ideas, learning and experiences between the streams and student cohorts.
- The Ridley Hall community as a safe space for learners to explore and grow in faith and where they can learn to disagree well. Its hospitality to diverse traditions.
- Ridley’s good and stretching programme of placements and attachments, well supported by local partnerships.
- Strong missional focus in its teaching and through its Emmaus programme.
- The breadth of experience of prayer, worship and theology afforded by membership of the Cambridge Theological Federation.
- Ridley’s highly collaborative leadership, the engagement of its trustees and the leadership of the Principal.
- Good reporting procedures on students’ formation and open communication with dioceses.

Areas for development

- Clarifying expectations for the whole community around attendance at evening prayer and midweek communion.

- The need to develop Ridley's business plan to be a more holistic statement of future plans and direction, including with reference to wider church strategy and funding challenges.
- The need for attention to the effectiveness of the pioneer ministry track.
- The need for a contingency plan for accessible study space in case the new Ridley Library cannot be in place for 2020/21 as planned.
- A need for the TEI – not exclusively Ridley Hall – to review the context-based PC3 programme to ensure clarity on the relationship between its contextual and academic (Common Awards) elements.

FULL REPORT

SECTION A: FORMATIONAL AIMS

A1 The TEI's formational aims are clearly stated, understood and owned within the TEI.

1. Ridley Hall has a clearly enunciated statement of its purpose on its website: *'God calls us together at Ridley Hall to grow in wisdom in order to proclaim Jesus Christ. The college exists to enable lay and ordained leaders from a wide range of Christian traditions to contribute wisely to the renewal of the Church and to the well-being of society. We long to see people reconciled to God and inspired by their faith. We want to see neglected neighbourhoods redeemed and communities restored. And we seek all of this so that Jesus' transforming gospel of justice, freedom, and new life can reach every corner of the earth.'* This statement is often truncated to the more memorable *'Growing in wisdom to proclaim Jesus Christ'*, a statement which appears in many places in and around the college. It is entirely consistent with its charitable objectives.
2. The college has recently identified a vision for the next stage in its development: *'God is calling us to become a beacon of Christian learning and formation; to invest in our beautiful site and buildings in order to provide a warm, safe and comfortable home for our growing community of lay and ordained students; and to ensure that Ridley Hall is able to weather the changes of the future.'* This vision is clearly communicated to, and understood by, all associated with the college, including support staff and the Trustees. There is a palpable energy behind this vision which is driving and shaping the recent changes to the re-organisation of the leadership team and governance structures, investment in new staff, development plans for the buildings and the exciting developments around Ridley Lay Ministry.

Commendation I

We commend the clarity of the purpose and vision of the Hall and the energy, focus and teamwork which is shaping and driving the development plans to deliver it.

A2 The TEI's formational aims are appropriate to the ministerial training requirements of its sponsoring church denominations.

3. The purpose and aims of the college are derived from the foundational documents of the Church of England. Although looking to diversify its offer to include independent students from different denominations via Ridley Lay Ministry (RLM), the main focus even here is on equipping and enabling the renewal of Anglican churches. For example, RLM has recently started a new venture, RLM London, working with the 'minster church' of St Andrews Enfield, in response to London Diocese's Capital Vision, to develop youth ministry training. The RLM initiative is already having a significant impact on the life of the wider college as it encourages new models of training, especially the use of block weeks which can be made available to those in IME2 and beyond, and through broadening of styles of teaching to include both didactic teaching and experiential learning. It was evident to the Review team that this is an area of great potential as the landscape of ministerial training changes.
4. Ridley has been adaptive to signals from the wider church to prepare people for leadership in a broad range of contexts. The leadership team exemplifies the current emphasis on mission, flexibility, collaboration and adaptability; lay and ordained leaders in the college work together to create a positive, motivational ethos conducive to learning and Christian formation.

Commendation 2

We commend the development of Ridley Lay Ministry, and its increasing integration into the whole life of the college is an area of great fruitfulness and potential.

A3 The TEI's aims, activity and achievement are understood and supported by wider church audiences.

5. Ridley Hall, in common with other TEIs, is acutely aware of the need to manage its public profile effectively. They have a very good website which is actively maintained so that the information on it is up to date and accurate. The aims and vision of the college are clearly set out, as is the overview of the various training options and formational goals. The tone and style are coherent with the ethos of the college as the Reviewers have experienced it. Trustees, former students and other friends of the college are actively encouraged to help share the vision and benefits of choosing the college for ordination and lay training.
6. The Review team sought feedback from a number of stakeholders as preparation for the Review; bishops, DDOs, former and current students, receiving incumbents and attachment/placement supervisors have been very positive about their experience of Ridley Hall. What criticism we received was, in the majority of cases, related to the situation here pre-dating the current leadership team. We consider that the new Emmaus course (dealing with formational aspects of ministry) and the advent of the new Head of Facilities and Estates will address the shortcomings identified.
7. Ridley are keen to encourage candidates from diverse backgrounds to apply. Their literature encourages such applications with the appropriate use of imagery and language. The constraints of the physical environment mean that some potential candidates may be disinclined to apply but where candidates with physical and other disabilities can be accommodated, Ridley does all that it can to assist. The age profile, as with most TEIs in the current financial environment, tends toward the younger age ranges but there are a few older ordinands and their experience is positive.

The review team has Confidence with regard to Criterion A: Formational Aims.

SECTION B: FORMATIONAL CONTEXT

- B1 The TEI draws on partnership with theological educators in the region and local faith and community organisations to enhance training and formational opportunities for students.**
8. In addition to the academic program, ordinands participate in a comprehensive, and recently overhauled formation programme. This includes weekly attachments, summer placements, social context placements, a range of mission opportunities, and a taught programme for all ordinands, known as the Emmaus Programme, which is linked to the learning outcomes and covers practical aspects of training. In order to deliver this, several members of the tutorial staff team comprise a Formation Hub that oversees this programme for ordinands. The Reviewers received very positive feedback from those supervising weekly attachments and summer placements. Students felt that their attachments and placements were chosen to stretch them but that this was done through mutual agreement.
 9. Of some concern, however, is the lack of staff monitoring of the summer placement. A student may cry for help and be heard, but if he or she lacks the confidence or insight to report a concern, the placement (which may be anywhere in the world) could be wasted, or even prove a destructive experience. Although many tutorial staff may be away in the summer, it should be possible to ensure a basic level of e-mail monitoring of the satisfactoriness of placements at their mid-point. Here the 'traffic light' system in use in the RLM may be of help. The students on placement and the supervising incumbent each receive a questionnaire where they are asked to score various areas as Green – OK; Amber – some problems; and Red – urgent problems. These are used by the staff to monitor progress and to determine whether intervention is required.
 10. Through the Federation modules and through association with the other member institutions in the Federation, students are given learning and placement opportunities with a wide range of institutions and organisations. The Social Context Placements (SCPs) include a number of local hospitals, hospices, shelters, care homes, prisons and chaplaincy opportunities with schools and the armed forces. Ridley students also engage with local churches through their church placements and attachments.
 11. All ordinands are attached to a parish (or a Cambridge College Chapel) during their training at Ridley Hall. This is an opportunity for them to broaden their experience of church and to begin to get a taste of ordained ministry in a particular context. One student said that they had chosen Ridley because of the diversity of church traditions.
 12. Opportunities to learn from other faith communities come through the member institutions in the Federation itself, such as the Woolf Institute, as well as through other facilitated learning experiences in the curriculum, particularly through the Emmaus Programme: Engaging other faiths.

Recommendation I

We recommend that the College implements the 'Traffic Light' system already in use by Ridley Lay Ministry to support monitoring and oversight of ordinands' attachments and placements.

- B2 There are well understood and embedded practices of corporate life, so as to enhance the process of students' formation.**
13. There is a structure of community commitments that forms the basis of a disciplined community life, including practical service, worship and study, which is shared by staff and ordinands, and through which they are bound together and committed to each other. These obligations have been carefully thought out by the Principal, staff and ordinands and are set out in the Community Rule; they are regularly reviewed and clearly communicated, and everyone is expected to honour them.
 14. It is the community life in college that plays the key role in formation at Ridley. We experienced a strong community of care and service to one another and a deliberate plan in the timetabling of significant elements to nurture that residential community. This is a community showing ingenuity in making the most of the time they have together through the 'staircase' system which allows for cell communities of deliberate diversity, including independent students and visitors, to pray together twice a week and to develop a neighbourly identity across difference. The inspectors were able to participate in the staircase prayers during the inspection and received positive feedback from conversations with students as to how this nurtured community. They also received positive feedback regarding the facilities provided to meet over coffee/tea in the morning, lunch and afternoon. The married students, in particular, said how this helped them to feel part of the community.
 15. The deacon system continues to enable the community to function through taking on tasks of hospitality, setting up and clearing up for college events, chapel duty, site security, and the other tasks associated with community living, which creates an environment of care and generosity where gifts are shared and servant ministry formed.
 16. The current Prospectus states that Ridley prepare a diverse group of students to participate in the renewal of the Church and the world through their faith in Jesus Christ. They are lay and ordained, male and female, single and married, from a wide age range and from a variety of social, cultural, ethnic and national backgrounds. At any time the community includes ordinands, pioneer ministers, youth workers, postgraduate clergy, lay ministers and sabbatical guests. Students commented how Ridley has worked very hard to integrate these various groups, particularly full time residential and RLM students attending block study.
 17. The Handbook for Pastoral Tutors, the College Handbook, and the Community Rule of Ridley Hall show that it places a very high value on community and corporate life. The College handbook begins by saying, 'Our aim at Ridley Hall is to be a place where members develop theological wisdom, deepen in gifting for ministry and grow in holiness of life'. The Community Rule states that members of the community will have 'Respect and uphold the authority of Scripture and the discipline of the Church of England with regard to human sexuality and marriage'. Where there are people who do not fit into the 'typical' the staff seek to facilitate healthy conversations: required to listen but not necessarily agree. Part of the student body this year is a couple in a Civil Partnership and one who is openly gay. The CP student's partner attends worship at Ridley and is a member of SPICE.
 18. The College Handbook highlights the community's commitment to value everyone's ministry, and whilst acknowledging that there are those who for theological reasons cannot accept the ordination

of women, clearly states that in Ridley Hall and the Federation women regularly teach, minister and preside at the Eucharist and that it is expected that all members receive their ministry with courtesy and respect. One student commented that Ridley was much broader than they expected: claims evangelical identity but not in a way which excludes others.

19. The Cambridge Theological Federation's policy on 'Support for students with disabilities' states that the Federation and its member institutions welcome students and staff with disabilities, and take very seriously their particular needs, whilst recognising the constraints imposed by their buildings. The support of tutees with special needs (SpLD) includes dyslexia, dyspraxia, and dyscalculia. The policy includes guidance for staff in assisting students with specific learning difficulties. A student who has been diagnosed as dyspraxic, dyslexic and dyscalculic expressed their appreciation for the support they have received and the flexibility of the programme.
20. The Disability and Equality Statement clearly states that Ridley Hall seeks to ensure that the needs of disabled persons are taken into account in all aspects of life of its community. Its intention is to promote equality for disabled people and challenge all forms of discrimination against them. As Christians and part of a wider community of Federation, they believe that no one should be excluded or disadvantaged because of a disability and they continue to work towards a fully inclusive environment. Reasonable adaptation to premises - accessible ramps, accessible WC, SpLD room, accessible library to both Ridley students and the wider Federation - are a focus in the current development plan.
21. The CTF Anti-harassment and bullying policy document clearly states the policy on harassment and bullying, including racial harassment, sexual harassment, and intimidating, hostile and offensive acts against a person because of their perceived age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
22. While students with families tend not to live in Ridley, there are many occasions when partners and children are welcomed and included in the community's shared life. Each week during term, the spouses group meets on Monday evenings and the whole community gather for College Communion and Ridley Kids groups on Thursday evenings. Many spouses meet again on Friday morning, when a crèche is provided, and all are welcomed to stay for the Friday Mission Lunch. The Chaplains regularly meets with spouses and families as they settle into life in Cambridge. Spouses are encouraged to form 'prayer triplets' and to share issues in the group. They said that being part of the Ridley community was very important.
23. There is a clear statement of policy regarding the safeguarding of children, young people and vulnerable adults. This policy statement follows requirements from Government Guidance: Working together to Safeguard Children, Statement of Government Policy on Adult Safeguarding, and Keeping Children Safe in Education. One student commented that they felt that Safeguarding was integral to who they were as Christians.

Commendation 3

We commend the commitment shown by all staff to the support of students and their families.

B3 The provision of public social and private living accommodation is satisfactory [see also E3 for teaching accommodation].

24. The main buildings of Ridley Hall are listed grade II. Of these, the first to be built was the Principal's Lodge and Entrance Block together with separately listed gate onto Ridley Hall Road (1879-81), followed by the north block and Chapel (1881-92) and then the west block (1912). Dashwood House (c. 1962) in the north-west corner of the site, and the Precincts (c. 1984) in the south-west corner are unlisted. However, the Ridley Formation Overview notes that 'Although we are deeply committed to our site and location in Cambridge, we also recognise that maintaining and improving a set of Victorian buildings is a significant challenge.'
25. As noted in the previous report, the Chapel is a fine space for worship, well furnished and flexible, but is a bit cramped even at Morning Prayer. The three teaching rooms are just acceptable, but not ideal for modern flexible adult learning. The residential facilities are generally very well maintained and decorated. However, only 14 of the on-site bedrooms have en-suite facilities. The Dining Hall serves the community well but feels cramped and it is becoming too small to cope with growing numbers of students, staff and families.
26. Disabled Access is an ongoing issue with further plans for improvement in place. At present, given the nature of the building, access is mostly available only at ground floor level and that is via temporary ramps that are installed at key points whenever they may be needed. It continues to be evident that Ridley suffers from teaching space that only just meets current needs and the residential accommodation is only sufficient.
27. At the time of the previous review there was a bold and imaginative Development Plan in place that addressed all these inadequacies. This plan proved to be over ambitious and sufficient funds were not raised to carry them through. Following the appointment of the new Head of Facilities and Estates, Anna Russell, these ambitious plans have been revised. Recent work has seen the installation of new heating in two of the residential blocks and new external lighting on all the buildings. A new head chef and catering team has been appointed, making possible an all-year-round catering facility which opens up new educational and financial opportunities for using Ridley for conferences and events.
28. Plans to provide an accessible library that will be conducive for study are well advanced, with Trustees recently having given full approval to the plans and the related financial commitment. The proposed new library building will be located on the Principal's Lawn and will replace the present inaccessible library on the second floor of A staircase. The new library will have increased numbers of desks for students who wish to study there. With the relocation of the library comes an opportunity to redevelop A Staircase into accommodation suitable for both single students and married couples. Part of the plan is to be able to let this accommodation as a source of income when it is not required by residential students.
29. Funding for the major part this project has been secured. It is part of a larger proposed development project that will take place over the next five years and which is aimed at ensuring the longer-term sustainability of the College. Encouraging as this is, we still need to register some concern about the current accommodation, and about the need for contingency provision for

accessible study space should the library and develop plans not come to fruition as quickly as hoped. Hence our qualification in this section, and our further comment and **Recommendation I6** at section E3.

B4 The TEI's corporate worship and liturgy are balanced in range and tradition, including authorised and innovative rites.

30. Prayer informs every aspect of college life, including lectures, tutorials, meetings and meal times. There are many opportunities for members of the community to take part in gathered times of prayer. All ordinands are encouraged to form prayer triplets with their peers.
31. The Student Handbook (Ridley Intranet) states that 'In Ridley we have a regular pattern of Morning and Evening Prayer as a preparation for what is required after ordination, and also as a valuable resource for enriching personal prayer life.' The majority of services use Common Worship. There is a Book of Common Prayer Holy Communion each Wednesday morning in term time. In addition, the BCP is used regularly in Chapel for prescribed periods during the year so that students gain experience in leading BCP worship. The reviewers witnessed the opportunities for Morning and Evening prayer. Morning Prayer was very well attended but the number of attendees at Evening Prayer and the Evening Eucharist was very low. (See also Section D3.)
32. Opportunities to pray and worship in a broad range of styles are made possible through membership of the Cambridge Federation. Reviewers experienced worship led by the Institute for Orthodox Christian Studies which challenged student thinking on liturgy and symbolism whilst offering a spiritual experience which was palpably enriching. We also experienced the more formal, sacramental worship hosted by Westcott House on Ash Wednesday which was also new for some students. Membership of the Federation is a significant contribution to the breadth of the worshipping life of students at Ridley.

B5 Staff model an appropriate pattern of spirituality, continued learning and reflection on practice.

33. The Principal and staff clearly model a collaborative leadership style which sought to serve the students and one another. A key aim is to keep the community functioning well and for issues to be resolved and dealt with fairly. Students feel that the staff, including the Principal are approachable, and that communication is always two-way. They particularly valued the feedback they received for any issues raised. Students expressed a very real appreciation of the Principal's leadership of Ridley and his embodiment of the values and his very approachable style (see also Section C3). One student commented that he leads in a very loving and wise way. They also expressed appreciation of his sessions on leadership on the Emmaus Programme.
34. Staff model appropriate patterns of life through their regular and disciplined patterns of prayer, worship, work, study and rest. They seek to be present, visible, open and transparent. One student commented that the staff team are a great example and that they held their positions with grace. Most tutorial staff are active members of a local church, and those who are ordained regularly preside and preach. Contributing to the wider work of the Church of England, staff regularly accept invitations to speak around the United Kingdom and further afield in churches and dioceses. Tutorial staff are also members of various committees and organisations. Staff also represent a range of

interests that are not only church based, for example in sport and music. Staff are encouraged to spend appropriate vacation time away from work with family and in recreation. There is much here to commend, but we would also point to our comments at section D3 and to **Recommendation 4** concerning the more intentional observance of evening prayer and the role for staff in modelling that.

Commendation 4

We commend the commitment of staff to the modelling of appropriate behaviours in their patterns of prayer, worship, work, study and rest – while noting also our Recommendation 12 that the Ridley community should engage more intentionally with Evening Prayer.

The review team has Confidence with Qualifications with regard to Criterion B: Formational Context.

SECTION C: LEADERSHIP AND MANAGEMENT

C1 The TEI has clear and effective governance structures.

35. The changes in the leadership and governance structure outlined in the introduction have been transformative. The leadership structure has changed to create a new leadership team of 5: the Principal, the Academic Dean, the Dean of Lay Ministry, the Dean of Ministerial Formation and the Head of Facilities and Estates. The financial reporting structure has changed to delegate management of costs to each budget head and monthly management accounts are monitored by the team. The Board of Trustees has been strengthened by proactively seeking new Trustees with the right skills and ethos to help the college with its development plans; trustees are committed and actively involved in the life of the college. New and realistic plans for an accessible library and study support area have been progressed. Relationships with the Cambridge Theological Foundation have been dramatically improved and this is now functioning well having come close to falling apart in 2015/16.
36. There is a very good relationship between the leadership team and the Board of Trustees. All of the academic members of the leadership team attend Board meetings but are not themselves Trustees. The Head of Facilities is invited to the parts of the Board meetings which concern her area of influence. The decision not to make any member of the Leadership Team a Trustee was a deliberate choice and appears to work well. At the Trustee meeting that we attended, the Principal spoke to his own report and then focused on being the recipient of the advice of the Trustees. Power and influence were very deliberately shared. The Senior Student sits on the Board and there is good evidence of the way both the Trustees and the Leadership Team listen to student concerns and act on them.
37. The scale and rate of change has been hugely impressive, but this has had some cost. Some members of staff have struggled to adapt to the pace of change. This is acknowledged by the Principal who has received considerable support from the Chair of Trustees in handling some complex staff issues.

Commendation 5

We commend Ridley's transformation in leadership and governance in the last 2 years which has created a solid foundation for wise future development and innovative growth.

C2 The TEI has effective leadership.

38. The Leadership Team works together with the Principal to deliver a very clear vision. Every member of the Team is aware of their role, their responsibilities, and how they fit together as a team. The ordained and lay members of the Team work extremely effectively together as equal partners in the mission of the college. Students observe that the leadership team's collaborative working helps them to shape their own leadership style. There is a huge amount of energy in the team – and there has had to be to deliver the necessary changes over the last 2 years – but the Trustees have rightly suggested that the leadership team is careful not to over-stretch its resources.

39. There is very strong evidence of a widely owned vision for excellence and a positive motivational climate in the college. Investment has been made in the development of the new roles of Academic Dean, Dean for Lay Ministry and Dean of Ministerial Formation to ensure that there is capacity to develop teaching and learning in the college in response to ongoing feedback. The Principal exemplifies the culture of positive encouragement. Students spoke warmly and enthusiastically of the positive and honest leadership modelled by the staff and Principal. We experienced the open and honest response of the Principal to feedback as we shared our emerging conclusions during the Review, receiving our questions and observations with a genuine desire to listen and to learn.

Commendation 6

We affirm the very positive and honest leadership and collaboration modelled by the Principal and his team. We commend their ability to listen and to learn from feedback.

C3 Trustees are appropriately recruited, supported and developed.

40. The Trustee body, like the leadership team, has been reinvigorated in the last 2 years. New Trustees have joined a core of experienced friends of the college, bringing particular gifts and skills including legal, financial and management expertise. The Governance Manual issued to all Trustees is exemplary – clear, instructive, and comprehensive. The responsibilities of individual Trustees and the role and responsibility of the four sub-committees are made very explicit. There is a clear role description for Board members including the qualities expected of a Trustee, the range of experience each Trustee might bring and the knowledge and skills which would be of value to the institution. New Trustees are looked for beyond the extended community of Ridley, including making use of registers of executives willing to offer their services as charity trustees.
41. As well as being given a copy of the Governance Manual, there is a clear and comprehensive induction process for new Trustees which includes a visit to the Hall and meetings with the Principal, Head of Facilities, staff and students.
42. At the Trustee meeting we attended, there was wide support around the table for the forthcoming fundraising event at the Hall, including a majority promising both attendance and active support. There was also robust challenge of development plans and strong evidence that the Chair welcomes debate whilst also managing the meeting to time and supporting Ridley staff members who were receiving appropriate challenge.
43. During the meeting, the Principal expressed the view that Ridley would benefit from having more engagement with dioceses in the Northern Province. It was observed that there are few, if any, Trustees from the north and this is being considered for future appointments.

Commendation 7

We commend the composition, development and leadership of the Board of Trustees, which are exemplary and could act as a model for effective governance in many spheres of church life.

C4 The TEI has effective business planning and fundraising.

44. A business plan was created in 2018 to support Ridley's application for funding for the new library development. It proved to be a successful bid. The plan is comprehensive and well written with good supporting evidence but, necessarily given its purpose, has a particular skew to the building development. It is clear from discussing the vision with the Leadership Team and Trustees that this is only part of a wider plan and we would encourage Ridley to develop this document to be a more holistic statement of their plans and direction, not least setting down more clearly their response to RME and other developments in the wider church.
45. Notwithstanding this absence, there are good plans in place for the development of RLM and for fundraising, both of which were presented and discussed at the Trustees meeting. Both received strong support and were warmly received. Active support was offered by one Trustee, who has particular expertise in this area, to assist the Dean of Lay Ministry in developing a project plan to develop the vision to the next stage and this help was warmly welcomed.
46. The appointment of a Head of Facilities and Estates from the hospitality sector has proved very successful in delivering the planned refurbishment of the current buildings and improvements to catering. She is also overseeing the planning and project management of the new library building, with appropriate expert support, and looking ahead to the major redevelopment of the old library space in A block. The work here will provide high quality accommodation which can be used to generate additional income from conferences and Bed and Breakfast outside term time, in addition to providing more on-site accommodation for married Ridley students. Projections show a potential six-figure increase in income from these development opportunities, supporting the work of the College.
47. The Review Team were somewhat surprised to discover from the management accounts that ordinand training, the acknowledged core business of the Hall, is delivered at a loss to the college of around £3,000 per ordinand. It appears that something similar may be true in many if not all theological colleges. We are deeply concerned if widespread underfunding of training commissioned by the wider Church is creating significant issues in TEIs, diverting creativity and innovation which should be directed toward ministerial training to fundraising and the development of ancillary businesses. That some of these developments have the happy effect of improving the learning experience of ordinands ought not to divert attention from the underlying need for a just and sustainable funding basis. We therefore welcome the fact that the national Church recognises the challenges for TEIs and for other stakeholders in the church's ministerial training around funding, and has set up a review of RME funding structures which is due to report in 2020.

Commendation 8

We commend Ridley for the considerable energy and creativity it is applying to the development of its site, RLM and ancillary business opportunities.

Recommendation 2

We recommend that the college develops a 5 year business plan which incorporates all elements of its current plans, plus additional thinking about its response to potential changes in RME, in a coherent whole.

C5 The TEI has sound financial and risk management and reporting.

48. Budgets and in year monitoring documents are regularly produced and monitored by the Leadership Team, Executive Committee and Board of Trustees. Budget heads have the responsibility of actively managing their own budgets which this year has resulted in a positive variance to budget of around £70k. A key issue for the college, as for all TEIs, is that the budget is highly dependent on student numbers which can vary significantly year-to-year in the competitive market for ordinands. Later BAPs mean that the college does not know how many students it will have in any particular year until the beginning of September, the start of the financial year. This makes accurate budgeting of income impossible and any consequent necessary adjustments to the cost base equally so. Ridley is blessed with having around £2m of free reserves following a major, unrestricted donation in 2018. Although £1.5m of this money is currently earmarked for the redevelopment of A block, it does mean that, until spent, Ridley is more able to cushion the effect of varying ordinand numbers for the next few years. It is hoped that Ministry Division will address this significant issue with the current 'internal market' approach to ordinand training in its review of RME.
49. Annual accounts are produced in a timely fashion. A Risk Register is maintained and monitored by the Leadership Team and Trustees regularly.

The review team has Confidence with regard to Criterion C: Leadership and Management.

SECTION D: STUDENT OUTCOMES

D1 Students are growing in their knowledge of Christian tradition, faith and life.

50. The scene-setting document for Ridley Hall states that ‘a solid biblical and theological foundation is at the heart of our vision for the formation of our students for ministry’, and the website and other documents make it clear that the College believes that ‘God is calling us to become a beacon of Christian learning and formation.’ The scene-setting document highlights that ‘a priority for teaching and tutorial staff is to find approaches to learning that can foster habits of motivated, sustained, self-directed study.’ The document points out that ‘in addition to formal teaching in lectures and seminars, teaching staff offer regular ‘Bible readings’ for the ordinand community. These are sessions in which a particular book of the Bible is given specific focus in a dedicated teaching slot, often following Morning Prayer.’
51. It was evident that community life is essential in the formation of Ridley students. One IME2 Officer spoke of Ridley as ‘a community prepared to ask questions and have conversations about things going on in church.’ One student on the Tripos course described how the academic teaching has helped his faith but through living in community, that faith has been stretched and challenged. Another student on the Common Awards programme, spoke of the high quality of the Doctrine lectures and seminars and described them as ‘a safe space’ in which she is able to challenge. A student who had previously studied theology, spoke of her faith having grown through being at Ridley and of how she has appreciated the bringing together of the academic and the spiritual and of how theology is rooted in practice. A DDO commented on the ‘high standard of theological underpinning and pastoral/ministerial capabilities’ at Ridley and the ‘healthy mix of insights.’
52. Ridley Hall describes itself as ‘a diverse community made up of ordinands, lay ministry students, students on our Flexible Study Programmes, guests on our Refreshment programme and staff.’ Membership of the Cambridge Theological Foundation is also a significant factor in the engagement of students with traditions that are unfamiliar, but what was clear from our interviews with students, is that Ridley Hall itself has quite a mix of different church traditions and there were students who described how they chose to come to Ridley because it was much broader in its church tradition than they expected.
53. One student in their self-assessment form described how a very significant thing ‘has been being exposed to a wide range of theological views within the Cambridge Theological Foundation’. This has enabled students to ‘disagree well through the diversity of the Cambridge Theological Foundation’. Another student felt that there had been lots of modules in the BTh course linking life and faith. This student also now has a better appreciation of the breadth of the Church of England. An IME2 officer described how ‘Ridley students can be reasonably diverse and learn something about how to deal with disagreement. Ridley students are confident in their own tradition but generous and relaxed with those of a different tradition.’ A Sponsoring Bishop described Ridley as having ‘a clear evangelical identity yet being genuinely open, humble and creative. It is embracing of the Church of England but knows what they can bring to the table’. One particular strength we observed was the sensitivity that had been shown by the Principal and others around issues of human sexuality, and the careful and pastoral way in which a student in a civil partnership has been welcomed into the community through a process of discussion and listening.

54. Through conversations with staff in the Formation Hub and with attachment supervisors, it was evident that Ridley takes seriously its responsibility to form clergy for ministry in the Church of England with all its diversity. It was described to us how attachments are used to give students a different experience of context from those they had been familiar with and it was clear from our conversations with students that these attachments also serve to expand their experience of the diversity of faith and practice within the Church of England.
55. One issue of concern was the extent to which the Five Guiding Principles were used as a means of addressing diversity within Ridley Hall. It seems that these principles are not discussed widely although two of the disciplines of the Community Rule do address diversity within the community – 4. Engage graciously with people with whom we disagree. 5. Respect and uphold the authority of Scripture and the discipline of the Church of England with regard to human sexuality and marriage.
56. The scene-setting document states that ‘fostering our students’ ability to integrate theology and practice is a key focus for Ridley. All Common Awards modules have this as the explicit goal. More intentional focus on this aspect of learning is required of ordinands taking the Cambridge BTh, but we understand this and recognize that tutorial supervisions for those attending the Divinity Faculty Lecture courses seek to include this dimension. We ensure that those ordinands who are reading for the Tripos have this as a priority in their third year, and as a cohort they meet from time to time to explore connections. The challenge of integrating theology, ministry and personal spiritual growth is a key aspect of tutorial meetings and informal conversations around college.’ In its SWOT document, Ridley notes that a strength is the ‘integrated delivery of educational and formational development through Emmaus and fostering skills in reflective practice.’
57. Feedback from curates who had been at Ridley suggested that there was some work to be done in this respect. One noted that there ‘could have been more explicit links through training to application in real curacy and ministry’ and another commented that they would have appreciated ‘better links between lectures and practical placements.’ Another, though, believed that Ridley had equipped her well in the ability to reflect theologically and the theological underpinning of ministry. From our interviews and reading, it does seem that the Emmaus course has addressed the shortcomings perceived by some previous students. The document on the delivery of the Formation Criteria states that ‘the Emmaus programme builds on taught programmes with practical input and reflection on experience’. There are also modules on Practical Theology and Reflective Practice and we observed this happening in various seminars. One student on the Tripos said that he felt his tutor and his Emmaus group helped him link the academic with the more practical theology and enabled theological reflection. The Formation Hub acknowledged though, that although there is a first year module on theological reflection in Common Awards, there is very little in the Tripos and they are trying to address that by including something on theological reflection in the induction block.

Commendation 9

We commend Ridley Hall on its hospitality to different traditions and for creating a community which allows for a safe exploration of and growth in faith, and in which students learn to disagree well.

Recommendation 3

We recommend that more attention is given to using the Five Guiding Principles as a vehicle for discussion around the different theological views on women's ministry in the Church of England.

D2 Students have a desire and ability to share in mission, evangelism and discipleship.

58. The scene-setting document states that one of the priorities at the heart of Ridley's vision for the formation of their students in ministry is 'encouraging a vision for Christian ministry that will lead our students to contribute to shaping a growing and expectant church, which is oriented to mission in the widest sense.' The founders of Ridley Hall had a vision 'that the good news of Jesus Christ be proclaimed throughout the world for the transformation of individual communities and cultures.' The website states that this desire remains at the heart of the vision for Ridley Hall today.
59. In their first year, students undertake a Social Context placement which is usually in a secular institution such as a prison, foodbank or hospice and the Prospectus states that students will be asked to consider hard missional questions in those contexts such as 'where is God?' and 'what does it mean to proclaim Christ.' It goes on to say, 'we will help you to be attentive to these questions and to begin to cultivate an entrepreneurial fearlessness that is prepared to hear disturbing answers and an entrepreneurial imagination that allows the Spirit to take you beyond yourself to surprising new places.'
60. Feedback from current curates was generally good. One described being 'amazingly equipped for mission and evangelism' and another found the attachments helpful but would have valued more practical ideas and focus in discipling others. A current student in a self-assessment, spoke of quite a broad range of missional experience at their attachment church and of being able to help others in their discipleship within the community at Ridley. Two other current students described how they have been out in a group to engage with people on the streets of Cambridge to ask questions about faith and to offer to pray for people.
61. Current students attested to the high standard of teaching in mission and apologetics, something with which we would concur from our observation. The Gospel and Western Culture course has provoked a deeper reflection on mission, and the Emmaus sessions on mission and evangelism have been helpful in reflecting on discipleship and mission. The experience that students have in attachment or placement churches also broadens their understanding and experience of mission through involvement in delivering alpha, Lent courses, Messy Church and other outreach activities including special services and Forest Church.

Commendation 10

We commend the missional focus both in college, particularly in the teaching and through Emmaus, and through well-chosen attachments and placements which give a broad range of missional experience.

D3 Students are growing in personal spirituality and engagement with public worship.

62. Ridley's scene-setting document states that 'together we seek to enable our students to grow in Christ-like character and in confidence for mission through worship and prayer. We believe in modelling and encouraging a growing relationship with God founded on a disciplined life of prayer,

worship, engagement with scripture and loving service. The weekly regular pattern of Morning Prayer is foundational to developing habits of scripture reading and prayer that will sustain students in a demanding ministry. Prayer informs every aspect of college life, including lectures, tutorials, meetings and meal times. There are many opportunities for members of the community to take part in gathered times of prayer.'

63. Students at Ridley are required to attend Morning Prayer each day, Monday to Friday. On Monday, they meet in staircase groups and on Thursday they meet in their Emmaus groups. Morning Prayer takes place in the Chapel on the remaining three days of the week. On a Tuesday evening every other week, there is Federation Worship and on Tuesdays of the other weeks there is a college communion. On Thursday evening there is a communion service for the whole community including families and it is expected that all students attend this. On the other evenings of the week, there is Evening Prayer and, on some evenings, Compline.
64. Our feedback from current curates who had trained at Ridley suggests that the pattern of Morning Prayer has been significant in their formation and provides a foundation for ministry. One self assessment form described how the regular offices provided grounding in corporate prayer and it was clear from the students we interviewed that corporate prayer in college had been helpful not only in developing a regular pattern of prayer and Bible reading but had also enabled growth in faith.
65. The last PER recommended that a regular pattern of Evening Prayer be more firmly established in the weekly worship pattern, and the follow-up report in 2013 noted that 'there had been creative efforts to address the Evening Prayer situation'. We believe that this issue still needs to be addressed as there were only two or three students and two members of the staff at the services we attended – one service of Evening Prayer and one Tuesday evening communion. We raised this at our meeting with the Chaplains where it was suggested that there is a problem with timing. Nevertheless, it is a requirement that clergy say Evening Prayer and although we recognize the complexity of students having different programmes and the mix of non-residential and residential students, we would recommend that further attention is given to some form of evening worship, given that there were many more students present for the evening meal immediately afterwards.
66. All students participate in the planning and delivery of public worship within the context of Ridley Hall, and it is in this setting that the College provides detailed supervision, training and feedback. In the case of Morning Prayer, the service planning is the responsibility of the staircase stewards. On Thursday evenings, the key players are the staff member presiding, the preacher, the student deacon and the music lead. Students said that feedback was always affirming but also contained areas for improvement.
67. It was evident that students get quite a few opportunities to lead worship and preach. Much of this happens in their attachment churches where they are supervised by experienced clergy and receive feedback. The teaching that students receive on the Emmaus course was also mentioned as being extremely helpful and one student commented that 'Emmaus has helped an appreciation of liturgical tradition.'
68. In addition to the corporate pattern of prayer, all first year students have an individual session with one of the Chaplains and are encouraged to find a Spiritual Director. This process is assisted by the Chaplain. Students are also taken on a prayer weekend in their first year and Chaplains run quiet mornings and retreats. One student commented that 'college has helped me to put prayer at the

centre of my life' and another commented on how the Chaplains have really helped to stimulate that person's spiritual life. Self-assessments also attested to the value that Ridley places on enabling students to encounter different forms of prayer and worship. We were left though, with some questions about the place of a more profound sacramental spirituality in the life of the college and of individual students, and felt that we did not see much evidence of that.

Commendation 11

We affirm the way in which Morning Prayer forms a foundation for the College's life of prayer and the various ways in which this happens.

Commendation 12

We commend the attention given to exploring different spiritual traditions and the expectation that all students will find a Spiritual Director.

Recommendation 4

We recommend that the College gives further weight to the importance of Evening Prayer and, furthermore, that this needs to be led by the example of staff.

D4 Students' personality, character and relationships

69. As mentioned above, Ridley's scene-setting document describes its vision to enable students to grow in Christ-like character. Much of this is achieved through living in community and, although there are a number of non-residential students, they do participate in many aspects of community life.
70. The self-assessment forms that are completed by students prior to reports being prepared for Bishops contain some searching questions on personal formation. The three forms that we saw contained very honest responses and a good deal of deep and authentic self-reflection. In addition, we experienced the College as a place where honesty and vulnerability are encouraged and led by the example of the staff. Students described Ridley as a community of 'care and grace' and a place where it felt safe to work on personal issues. One self-assessment form stated, 'formation is constantly addressed as we live, walk, talk, student, eat together.'
71. It was evident that the Emmaus course and the way that is taught in small groups, is extremely significant, and the staff member in those groups is the personal tutor for each member of that group. When asked about how college had equipped and formed her for ministry, one student commented that this 'was the most challenging thing of training. The character side is hard. It happens through self-awareness in community and through the relationship with the pastoral tutor.' The Emmaus groups and staircase groups are evidently places where people respect and learn from one another, and these and individual relationships with staff and attachment supervisors as well as with other students, are places where people face up to their strengths and weaknesses, gifts and vulnerabilities. In addition to the confidential support offered by the Chaplains, there is also the opportunity for counselling should that be needed, and former students commented on the excellent pastoral care available both for them and their families.
72. We experienced Ridley as a place of laughter and of fun, and it was clear that there is an active social programme that enables students to build times of rest and relaxation.

D5 Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community

73. In a meeting with the Leadership Team, we learned that the team believes the example of staff to be crucial both in leadership and in collaboration. Students in the Ridley community have lots of opportunities to lead and to serve others through the various Deacons roles, and the Emmaus course features six sessions in the first and final years on leadership, using a variety of people from outside the college. The Leadership Team spoke of how, in their teaching around leadership, they wanted 'to offer building blocks around character and working with conflict.' They also noted that they were keen to build on the leadership experience that students had brought with them.
74. The feedback we received from former curates in this area was rather mixed but all three self-assessment forms from current students were positive about the learning in leadership they received from the example of staff but also in their attachments and placements.
75. In our interviews with students, we were told several times how much the leadership of the Principal was appreciated together with the focus on character in his teaching on leadership, using the writings of Henri Nouwen. The way in which the staff model collaboration was also noted and appreciated. One student commented, 'a lot of Ridley is about working in teams. Teams are everywhere and the staff team is a great example'. Students also affirmed the view of the staff that the teaching on Emmaus prepares students well for ministerial leadership, and that attachment and placement churches are important places in which to learn leadership and collaborative skills.
76. In a meeting of staircase stewards, we heard of the ways in which the staircase system offers the opportunity to lead in a collaborative way and to delegate to others, as well as being an important means of offering pastoral care within the community.

D6 Students show a calling to ministry within the traditions of the sponsoring church denomination

77. Ridley's scene setting document notes the partnership that the college enjoys with a large number of local churches and University colleges in order to provide contexts for weekly attachments and summer placements. The feedback from former students and stakeholders was that students from Ridley were not always entirely prepared for the reality of ministry, that some had unrealistic expectations, and a DDO questioned the ability of some students to 'read' their contexts.
78. We sensed that this may have changed with the Emmaus programme now in place where there is a programme of visiting speakers, and where there is a whole series of sessions on 'Anglican story' as well as those on vocation and ministry.
79. The self-assessment forms that we saw and the interviews we had with students, evidenced the way in which the vocations of students are shaped through contexts such as prison chaplaincy, schools, hospice and different parochial situations. Reflection upon these experiences happens in small seminar groups as well as through Emmaus, which one student described in an interview as 'vocationally formational.'

D7 There is evidence that pioneer ministry students have enthusiasm for and skills in ministry and mission in unfamiliar contexts, and are flexible, resourceful and innovative in their approach to mission and ministry.

80. The Ridley scene-setting document notes that ‘the existence of a thriving Pioneer track with a dedicated member of staff enables us to provide in-depth training on this (newer forms of church), complemented by the opportunities to explore Fresh Expressions in the Cambridge area’. The feedback we received from an IME2 Officer and a current curate was that the pioneer strand is a real strength. One former student described changing from a traditional route to a pioneer route as ‘going from watching paint dry to at least thinking about which tools to prepare to paint.’ The IME2 Officer commented that her Diocese ‘would like to see the enlivening mission elements of pioneer training experienced at Ridley in all types of ordination training as a priority rather than a specific specialism.’
81. At Ridley, all the college preparation for pioneer ministry happens within the Emmaus programme and these sessions are open to non-pioneer three year students in their middle year. In addition, students have attachments and placements in churches with significant pioneering ministry.
82. There are currently only five students on the pioneering track and only one of those was available to speak with us during the review. This student’s attachment was in a missional community where the student was mainly involved with what others were doing. We therefore did not find the evidence required for this section and we were left with questions about whether this was thriving in the way the scene-setting document suggests.

Recommendation 5

We recommend that the Pioneer track be reviewed in the light of national church priorities.

D8 The TEI has clear and robust procedures for end-of-training assessment of students’ knowledge, skills and dispositions, and reporting on students’ achievements.

83. In a meeting with the Leadership Team, we discussed the relationship of Ridley to the sending Dioceses of their students, and the means of reporting to those Dioceses. Personal tutors meet with students routinely twice a term but additional meetings can happen when requested by a student. In the spring, students complete a self-assessment form in their penultimate and final years which is discussed in their tutorials, and these form the bases of reports to Bishops. If there are difficulties, these are raised with students at an early stage and if those issues are more significant, they are brought to the attention of the DDO as soon as possible, and the student would be aware of that.
84. The self-assessment forms that we saw were very detailed and honest, and the feedback we received from DDOs and IME2 officers was positive about the reports from Ridley. They commented that reports were honest about candidates’ strengths and weaknesses, and they wanted to encourage this as it helps with ongoing formation. Another DDO was impressed with Ridley when a student withdrew as there was good communication with the Diocese, and another wrote that ‘tutors are alert to when training raises important developmental areas for ordinands and are unafraid to report this in end of year reports. This helps with ongoing formational work in curacy.’ In our conversations with attachment supervisors, some of whom had curates from Ridley, the evidence above was corroborated.

Commendation 13

We commend Ridley’s honest and clear reporting to Dioceses on students’ formation.

D9 The student has, during and at the end of training, a personal development plan or other clear basis from which to learn and grow further in ministry and discipleship.

85. In our meeting with the Formation Hub, we learned that BAP reports are studied prior to new students arriving, in relation to the choice of attachments, and these are chosen to give the students new experiences. Tutors pick up any other issues arising from the BAP reports and, during tutorials, go through the Formation Criteria on several occasions. We were told 'formation is a priority here.' At the end of each year, students fill out a self-assessment form in which they are encouraged to identify areas for development. These signpost work for the following year or, in the case of final year students, for curacy.

86. This was endorsed in our conversations with students who all affirmed that their BAP training points were being addressed and were picked up again in the self-assessment process. They also confirmed that they had a programme for learning throughout their time at Ridley.

D10 The TEI learns from the pattern of its students' ministerial and formational achievement and acts on areas of particular need.

87. We were able to see from the Student Feedback document that there is a clear process of feedback for both academic and non-academic issues. This is set out in words and in a chart. The Ridley SWOT document also notes that a strength is their attention to student issues and an appropriate response. This is embedded within revised structures of governance.

88. From our meeting with the Student Executive, students affirmed the clear ways in which they are able to offer feedback about a variety of issues within the community. In another meeting of students, we heard that feedback is taken seriously in relation to academic programmes and that, within the college, individuals are attended to and training is tailored to suit. We also heard that the feedback forms that students receive are now more simple and that 'staff are hungry for academic feedback.' Individual students told us that staff are receptive to questions about why things are done and that the Principal and staff have created a non-anxious culture that enables feedback.

The review team has Confidence with regard to Criterion D: Student Outcomes.

SECTION E: PARTNERSHIP WITH UNIVERSITY

E1 Quality control and assurance procedures governing the partnership are robust.

89. Ridley Hall is involved in three partnerships: with Durham University through Common Awards, with Cambridge University through the Cambridge Theological Federation, and with Cambridge University through students being entered for the Tripos.
90. While many recommendations throughout E and F are addressed to the Federation as TEI rather than to Ridley Hall specifically, the college will need to work with the Federation to address them.
91. In respect of the **Common Awards programmes**, the overall quality control and assurance procedures governing the partnership were confirmed through the initial validation process.

Management and oversight

92. The Federation has a successful track record of managing academic quality and standards. The TEI is subject to regular external quality reviews from the Quality Assurance Agency for Higher Education (QAA). Recent QAA annual monitoring reports confirm that the TEI has appropriate policies and procedures for managing its provision in line with the UK Quality Code for Higher Education. The Federation underwent its QAA Higher Education Review (Alternative Providers) in May 2017; the review report was provided by the TEI as part of the supporting documentation for this PER process and confirms that the TEI meets UK expectations for the quality of its higher education provision.
93. At the time of the PER visit, the Federation had recently undertaken a review of the institution's governance structure in order to ensure the TEI continues to be able to respond to the needs of the internal and external environment. A detailed Governance Manual is available to Federation staff and directors which outlines governance roles and responsibilities at each level. The Quality Assurance and Enhancement Handbook provides staff members with detailed information and guidance on all quality assurance processes carried out by the Federation.
94. Management of the Federation is overseen by the Board of Directors/Trustees, which has governance responsibility and sets the strategic direction for the TEI. The Board is responsible to the Office for Students for the quality of the Federation's programme offering and student experience. Membership of the Board of Trustees is constituted by an independent Chair, an independent Treasurer, three Principals from member institutions, and other members who hold the necessary skills and experience to sit on the Board. At present, the Board is comprised of nine directors and attendees and retains full overarching governance responsibility for the Federation. Students are represented to the Board by the Chair of the Student Forum.
95. The Common Awards Management Committee (known by the TEI as the Durham Academic Oversight Group) is responsible for the oversight of the programmes offered under the contract with the University, and reports to the Common Awards Management Board. The Durham Academic Oversight Group is comprised of representatives from the Federation Houses offering Common Awards programmes, as well as student representatives and senior members of the Federation administrative team. The minutes are clearly written and evidence robust processes for quality management and reflective practice. Decisions made at the Durham Academic Oversight Group which affect the whole TEI provision (for example, staffing decisions which could affect the

TEI's other programme provision validated by the University of Cambridge and Anglia Ruskin University) are reported back to the Board of Directors/Trustees for approval.

96. The review team noted that the TEI's Academic Oversight Group operates in alignment with the Terms of Reference, as specified within the validation contract. The review team noted that the Principal of ERMC was the Chair of the TEI's Academic Oversight Group. In discussions with staff of the TEI, and the Chair of the Academic Oversight Group, it was explained that the TEI felt that having an independent chair enhanced its approach to quality assurance processes. It was felt that the TEI benefited strongly from having someone independent to the TEI but whom had a clear understanding of the regulations, policies and processes of the Common Awards Framework, accompanied by an in-depth appreciation of the context within which the Federation operated.
97. The review team noted that this approach was unusual; the Membership of the TEI Management Committee specified that the Chair be a senior member of staff with responsibility for the management of the programmes. The review team considered the extent to which the Principal of ERMC could be considered 'independent', given the previous, and current, relationship between the two institutions, and whether the approach presented any risks to the TEI's responsibility for oversight of its academic programmes. The review team was particularly concerned in instances where chairs' action was taken on behalf of the Management Committee. The TEI reported that such instances were minimal; agreed in advance by the Academic Oversight Group and routinely reported to the Oversight Group – in such circumstances, the TEI believed that it exercised appropriate oversight of the Chair's delegated authority. The review team recognised that such reporting arrangements were reassuring but nonetheless felt that the atypical arrangement should be discussed further within the University. The TEI was receptive to the suggestion that the Principal of ERMC could attend the Academic Oversight Group in an advisory capacity, but would welcome clarity from the University on whether the current arrangement was permitted. The review team recommends that the University review the appointment of the Chair of the Academic Oversight Group.
98. In addition to the Academic Oversight Group, the TEI operates a student-staff consultative committee - the Student Forum - providing students with the opportunity to raise any issues or concerns relating to their programme of study. Following a period of poor engagement, the Student Forum members are now reported to be highly committed and engaged. Federation staff provide appropriate support to ensure suitable opportunities are offered for the student voice to be represented within the TEI's governance structure. Students are represented at the Academic Oversight Group and the minutes of the committee demonstrate student engagement with the matters discussed at the meetings. A standing item on the agenda allows students the opportunity to discuss matters related to their academic programmes.
99. While the review team was encouraged to hear of the involvement of the Federation Houses in the Academic Oversight Group, both through their representation at the meeting and the request for their feedback on agenda items, it was noted that further clarity was required on how the Group maintains oversight of processes and activities in the Federation Houses which could affect the Common Awards partnership. The review team was concerned that the lack of structured routine reporting from the Houses had the potential to result in a lack of oversight over the matters which the Management Committee has overall responsibility for. The review team was pleased to note while the relationship between the Federation and the Houses, and between the Houses themselves, is described as very positive and creates a sense of academic community, it was recognised that this

relies on the maintenance of good relationships between staff members for issues to be communicated; oversight of matters for which the Oversight Group has responsibility could potentially be jeopardised if these relationships break down. In light of this, the TEI is encouraged to ensure that the Oversight Group routinely considers appropriate matters from within and across all delivery centres, and documents this consideration clearly within the minutes.

Recommendation 6

The review team recommends that the TEI ensures that the Federation's Common Awards Management Committee remains a single point of oversight for the whole TEI, and that all delivery centres formally report appropriate matters to the committee.

Engagement with the University

100. The review team noted that the TEI's engagement with the University had been positive. Engagement with the University Liaison Officer (ULO) had been effective with the ULO attending at least one Management Committee meeting a year, and a Board of Examiners once every two years, in line with expectations. The ULO had also provided dedicated support to the TEI when requested.
101. The Federation had been in regular formal and informal contact with the Common Awards administrative team. The TEI's administrative team reported that engagement with the Common Awards Team had been positive, and that they had been grateful for the support received from the team, alongside the helpfulness of the online resources available. The TEI had been encouraged to learn that the University was exploring the possibility of introducing joint doctoral research provision with Common Awards TEIs.
102. In discussions regarding possible enhancements to the partnership with the University, the Federation reported that they would welcome the opportunity to receive further support from the University to inform research activities. The Common Awards Academic Team discussed the existing opportunities available to TEIs, namely the Common Awards Staff Conference, Seedcorn Grants, and the activities around the current research theme. The Team also agreed that they would be willing to visit the TEI to support research activity.

Applications and admissions

103. The TEI's admissions policy and entry requirements apply to all programmes delivered by the constituent Houses. Admissions and APL decisions related to Common Awards programmes are managed through the Federation Houses, in accordance with the admissions criteria set out in the shared policy. The responsibility for the consideration of admissions to the Common Awards programmes is shared across the TEI, and all staff are trained to ensure competence in the admissions process. Students are recommended for admission to Common Awards programmes by the Admissions Tutors in the Federation Houses, and decisions are reviewed by the central administrative office in order to ensure the applicant meets the admissions criteria set out in the shared policy. Admissions processes and guidance on admissions and APL processes are monitored by the TEI's Academic Oversight Group.
104. The review team reviewed a sample of APL requests considered by the TEI. The Undergraduate or Postgraduate Programme Manager at the TEI considers all APL requests in line with the University's policy and processes, and submits requests to the Academic Oversight Group for approval. Any

non-standard requests are sent to the University for consideration. The sample of APL requests considered by the review team demonstrated that the process for considering and approving APL requests was operating effectively, and in line with the University's policy and processes.

Concessions

105. The review team reviewed a sample of concessions requests considered by the Federation and confirmed that the process for considering and approving concession requests was operating effectively, and in line with the University's policy and processes.

Assessment

106. The Federation has effective internal processes and practices for managing assessment. Plagiarism detection software (Turnitin) is used for assignment submissions; students submit their assessed work via the software which is available through the Moodle virtual learning environment. All marking and moderation is carried out anonymously by the Federation's core academic staff members, who receive annual training alongside guidance on how to mark students' work through Moodle. The Quality Assurance and Enhancement Handbook points to guidance on the conduct of assessment and moderation. The TEI reported that they had required the use of one external marker during the last academic year as a result of a gap in the academic staff team; the individual had received all relevant training on marking and moderation.
107. Students are appropriately informed about processes relating to assessment, including information and support materials relating to academic misconduct, and further information and supporting resources are available in the Student Handbook and through Moodle. The Student Handbook also points to the relevant policies and regulations relating to assessment irregularities on the Durham University website.
108. A single TEI-level Board of Examiners confirms module marks and considers progression decisions for all students on Common Awards programmes. A good working relationship has been developed with the University to ensure that the required data and meeting documents are generally provided on time for the TEI's completing students to be considered by the overarching Common Awards Board of Examiners. Moodle has been developed in collaboration with Ministry Division to enable the TEI to provide the data in the required format directly from this system. The use of Moodle has also enabled the TEI to prepare meeting papers and student profiles for the TEI-level Board of Examiners meeting. Notwithstanding this, the review team had noted that there had been a high number of chair's action requests following the most recent Board of Examiners meeting. The TEI confirmed that this had been the result of a past personnel issue but that this had now been resolved. The review team also noted that the TEI had not undertaken a scaling of marks in some language modules, an issue which had been identified at both the overarching Board of Examiners and in the most recent continuing students marks submission; the TEI acknowledged the need to address this issue, and would liaise with the Chair of Management Board on this matter.

Student Engagement

109. The TEI uses a range of effective mechanisms to gather student feedback in order to assure and enhance the quality of provision. Upon the completion of every taught module, students are asked to complete an anonymous module evaluation form. The TEI's Common Awards students also

participated in the annual Common Awards Student Survey in 2017. The decision was made by the TEI not to participate in the 2018 survey; staff changes and an imminent QAA visit had meant that staff had very little capacity to undertake work above the usual workload.

110. The Common Awards Student Survey (2017) highlighted that students are generally satisfied with the opportunities to provide feedback on their programme, with 82% agreeing that these opportunities were appropriate, a statistic which was higher than that for the Common Awards as a whole (79.02%). 71.43% of students felt that students' views were valued by tutors. The students with whom the visit team met spoke positively about the seriousness with which their views were considered by staff at the TEI, supporting the 2017 survey results. The review team heard examples of how provision had been improved as a result of student feedback; for instance, students had provided feedback on the quality of teaching for one module; the feedback was reportedly taken seriously by the TEI and the issue had been addressed. Students were satisfied that they had sufficient formal and informal opportunities to ensure their voice was heard, collectively and individually. The views of the students with whom the review team met provided confidence to the team that the TEI had taken steps to address any issues identified by student feedback, and had put in place effective mechanisms for ensuring that students have sufficient opportunities to provide feedback. Student feedback is directly responded to and any changes made as a result of the Academic Oversight Group is communicated back to students through the student representatives and the Student Forum. Moodle is also used to disseminate feedback to students following the consideration of issues by the Academic Oversight Group.
111. In addition to student surveys, the TEI also ensures student representation within the TEI's governance structures. Student representatives attend the Federation's Academic Oversight Group, and are invited to attend the Board of Directors/Trustees. Information around student representation is available to students in the Student Handbook. Staff were able to identify specific actions taken in response to student feedback. The students with whom the review team met confirmed that they had been very satisfied that the TEI had responded to student feedback. They also confirmed that they felt engaged with the development of programmes, and that they were kept informed of action taken in response to student feedback. The review team commends the TEI for the varied opportunities for students to engage with the TEI at different levels in the institution, and the seriousness with which the TEI responds to feedback.
112. The review team concludes that quality control and assurance procedures governing the Common Awards partnership are in place, subject to satisfactory completion of the recommendations above.
113. The **Ministry Division** reviewers add, in respect of the Cambridge University programmes, that the quality control and assurance procedures of Cambridge University Faculty of Divinity, and the Cambridge Theological Federation, were confirmed as robust through extensive documentation, external reports, and discussions with staff.
114. The opportunities open to eligible ordinands through the Cambridge partnerships are impressive, and much appreciated by the student body. While Tripos students do not get the most integrated of ministerial formation, the evidence is that they gain far more than they lose, not least through undergoing rigorous intellectual training alongside gifted students of other faiths and none, and being inspired by the teaching of internationally excellent researchers. It is also worth noting that six Cambridge colleges subsidise admission to the Tripos for eligible ordinands.

- I15. Moreover, the synergistic relationship between the CTF and the Faculty of Divinity, made possible by the shared responsibility for the Bachelor of Theology (Ministry) and Diploma in Theology for Ministry degrees, is striking and reflects much good will on both sides.
- I16. The possible issues related to quality assurance arise at the interface of the Houses of the Federation with the CTF. The programmes delivered by the CTF are staffed by academics employed and line-managed in the Houses. While there is a verbal understanding as to how problems with instructors' delivery of modules will be handled (by reference to the relevant line-manager in the relevant House), and there is a helpful sentence in the Membership Agreement, this procedure could be more clearly articulated.
- I17. Two further notes may be helpful on these partnerships. First, the relationship between the BTh Management Committee and the new Cambridge Oversight Group of the CTF could be clarified. The function of the latter was not clear to members of the Faculty of Divinity interviewed.
- I18. Second, recent unhelpful timetabling of the Cambridge MPhil provision in Theology is a reminder of the imbalance of influence between the CTF (and its partner Houses), and the University of Cambridge, and hence the delicacy of this relationship. The opportunity for ordinands to undertake what one Ridley staff member called 'gritty engagement in depth' with theological issues and biblical languages on the Tripos, and the synergistic relationship between CTF and the Faculty of Divinity made possible by the BTh, are very generative and a real gift to the Church. But this relationship is sustained by precedent and particular personnel, and remains potentially fragile.

Recommendation 7 (Ministry Division reviewers)

We recommend that the Board of the CTF articulate more explicitly the quality assurance procedures to be used in the case of instructors on CTF modules who prove unresponsive to reasonable feedback on their performance.

E2 Overall provision for academic and pastoral support and guidance is adequate.

- I19. In respect of the **Common Awards programmes**, Durham reviewers comment that the adequacy of overall provision for academic and pastoral support and guidance was confirmed through the initial validation process.

Induction

- I20. Students and staff primarily identify with their individual Federation House, as opposed to the Federation as a whole, and a strong sense of community is developed within the Houses. The Federation is seen as the overarching institution governing the work of the Houses. Staff acknowledged that the Federation played an integral part in enabling the Houses to better integrate with each other. They felt that the relationship between the Federation and the individual Houses generally worked well. The students with whom the review team met spoke positively about how well integrated in the Federation they feel as a Common Awards student, despite there being a number of students at the TEI studying programmes validated by other institutions.
- I21. Each Federation House hosts an induction day which introduces new students to their programme of study, potential pathways, and library resources. This provides students with an opportunity to meet their peers, tutors and key Federation staff. Students also meet with the Director of Studies within their Federation House, who is responsible for supporting students with their academic

programme, and ensuring that students have the support in place to help them with their studies. The students with whom the review team met spoke mostly positively about the induction activities arranged by the TEI, particularly the one-to-one support offered by staff members.

Programme information

122. Moodle contains information on programme documentation, relevant policies and procedures, and teaching materials. Students with whom the review team met spoke positively about the importance of Moodle as a central space to access key information and learning materials. In order to manage expectations students are informed in advance that a minimum number of registrations are required for each module to run. Individual House student handbooks and online resources all link through to the main Federation site when providing programme information in order to avoid any duplication of information. Students receive a Student Handbook providing programme details, expectations and signposts to additional information available on Moodle. The information printed in the Handbook is reviewed each year. Online information and guidance is updated by the TEI's administrative team. Programme staff commented that any changes to information available online are communicated well (and in sufficient time) by the Federation administrative staff. Whilst Handbooks are updated regularly to reflect current module options, it was reported by students that previous versions are not always removed from the Moodle site; this resulted in a lack of confidence in the accuracy and currency of the Student Handbooks on Moodle. Students reported that some information on Moodle therefore sometimes out of date or no longer relevant. This contributes to recommendation that the TEI undertakes a systematic review of the programme and module information on Moodle to ensure the accuracy, currency and ease of navigation for students (see **Recommendation 15** at Section E3).
123. In the review teams' observations of the module information provided to students, it was noted that the module information did not always specify the module learning outcomes. The TEI understood this to be an oversight,

Recommendation 8

The review team also recommends that the TEI ensures that module information provided to students routinely contains module learning outcomes.

124. Students reported that access to Moodle was provided at the start of the programme but that it would be more beneficial to gain access when considering their module choices. Current students are able to view module guides from early summer for the next academic year, but this was not true for students new to the Federation.

Recommendation 9

The review team recommends that the TEI explores ways in which module information can be provided to students in advance of module enrolment, in order to facilitate discussions with academic staff on module diets and programme pathways.

125. 'Live' reading lists are provided to students at the beginning of each year detailing the recommended reading for the module. Students are able to click on each resource title to view where the resource can be found in the library. The core reading lists are managed by the TEI's Head of Information

Services, who also ensures that the resources listed are available to students. Students greatly value the provision of the 'live' reading lists. The review team commends the TEI for the provision of 'live' reading lists and the positive impact they have had on students' learning.

126. Information on expected contact hours is provided to students at the start of their programme, however students reported that this is not always an accurate reflection of the hours required for the programme.

Tutorial and Study Skills Support

127. Study skills sessions are available to students as part of induction, which cover good academic practice and the support available to students. Resources are also available via the TEI's Moodle site, and students are encouraged to consult with the Learning Support Tutor in their House for further advice. Ongoing study skills support is available to students throughout the academic year; weekly sessions on academic practice are offered during Michaelmas Term; and one-to-one sessions are offered to students on topics such as preparing for exams and other forms of assessment, Disability Support Allowance (DSA) form support, and reflective practice. Additional guidance around plagiarism had recently been made available to students, which has resulted in fewer cases of academic misconduct this academic year. Students reported that the guidance had been highlighted at the start of their course, and is available in the Student Handbook and on Moodle.
128. Students with specific learning difficulties are supported by a dedicated member of staff at the Federation. Students are also provided with support to apply for Disability Support Allowance (DSA). One student reported that their application for DSA support had been incorrectly completed and this had had an impact on the timeliness with which they would receive their financial support. Notwithstanding this, the student had reported that the Learning Support Tutor had provided a great deal of support and advice.

Commendation I4

The review team commends the TEI for the considered approach to study skills and support.

129. Notwithstanding the above, students with whom the review team met reported that academic staff are not always considerate of those students who may suffer with dyslexia; electronic presentations are not always created on coloured backgrounds. The students expressed the view that academic staff should be provided with information on the additional needs of any students on the module by the Federation, with permission from the student, in order to ensure any adjustments can be made.

Recommendation I0

The review team recommends that the TEI considers the opportunities to further support students with additional needs (such as providing information on coloured backgrounds).

130. Students undertaking independent learning projects and dissertations felt supported by their supervisors to complete the assignment. The students reported that the TEI is committed to finding the most appropriate supervisor for the project based on the topic. Sessions are held for students during the summer covering independent research, ideas, available library and electronic resources, and research ethics. An ILP and Dissertation Handbook is available to students and contains further information on submitting a proposal, supervision, and research ethics. Additional resources,

including examples of research ethics proposals, are available on Moodle. Staff members read and provide feedback on all proposals.

Pastoral Support

131. All students are supported by their Director of Studies, who is also usually the Learning Support Tutor for the Federation House. The students with whom the review team met commented on the strong learning community and organic system of support amongst the student population, particularly within the Federation Houses. The Directors of Studies help students with any Serious Adverse Circumstances (SACs); however, staff reported that circumstances are usually mitigated in-year by providing extensions, which seems to work well.

Complaints and Appeals

132. The TEI maintains a student complaints policy; this is available to students and staff via Moodle. The TEI encourages complaints to be dealt with informally in the first instance and at TEI-level. Notwithstanding this, the policy outlines the formal mechanisms for raising a complaint, the timescales for its consideration, and the stages involved. Cambridge Theological Federation's complaints process has three stages. The first is informal resolution at TEI-level, the second stage seeks formal resolution at TEI-level, and the third and final stage is referral to the University. Students with whom the review team met were clear about the process for submitting a complaint, and commented that it was a good process with a good level of support. One student spoke of their experience with submitting a complaint and said that it was handled brilliantly by the Federation, with good communication. The review team noted that while the current complaints policy contains all required information about the process for submitting a complaint, the policy is lengthy and information is duplicated at times throughout the document.

Recommendation 11

The review team recommends that the TEI clarifies and simplifies the complaints procedure

133. Feedback on assessed work All student work for assessment is submitted online via the Federation's Moodle site, and staff receive annual training and guidance on how to mark work online. Feedback is also completed on the Moodle virtual learning environment to ensure a consistent approach to providing assessment feedback and improve the accuracy of marks entry. Those who have failed to pass a module or assignment are contacted by their Director of Studies before the marks are released, in order to provide academic and pastoral support.
134. Students with whom the review team met felt that the provision of feedback was on the whole helpful. The review team heard of instances where the mark awarded did not always seem to correspond with the comments provided. Only the first marker's comments are available for students to view which students reported often resulted in students having to be proactive in seeking clarification/further feedback from lecturers. This view was supported by the results of the Common Awards Student Survey in 2017, with only 38% of students agreeing that they had received helpful feedback on their work. The TEI felt that steps had been taken to improve the quality of feedback, particularly with reference to how to improve in future assessments.
135. Guidance and marking expectations are provided to moderators. Whilst it was confirmed that the moderation process was undertaken consistently, there was a varied approach to moderators

providing comments on the quality of the feedback provided to students. The TEI recognised that this topic should form part of the staff development activity during the next academic year.

Recommendation 12

The review team recommends that the TEI ensures that moderation processes require moderators to provide feedback on the quality of assessment feedback provided to students.

136. Students regularly received their feedback within the expected timeframe of three weeks, however they commented that feedback is not always provided in sufficient time to make improvements in future assessments. In instances where feedback had not been returned on time, students had been informed of the reason for this and provided with a new return date. The Federation's administrative office records the deadlines for the submission of feedback and contacts markers with reminders of any upcoming deadlines. The TEI reported plans to introduce sliders in place of text boxes for marking, which should reduce marking time for staff without compromising on the quality of feedback provided to students.

Recommendation 13

The review team recommends that the TEI monitors, via the Oversight Group (Management Committee), assessment feedback return times.

Graduate Destinations

137. Graduate employability and destinations are considered at TEI-level as the Federation is required to return this data to HESA. The TEI reported that where this information was not known, students would be contacted in an effort to collate this information.
138. The review team concludes that the provision for academic and pastoral support and guidance within Common Awards is adequate, subject to satisfactory completion of the recommendations above.
139. Looking at the awards offered by Ridley as a whole, including the Cambridge University programmes, the **Ministry Division** reviewers add that interviews with Ridley staff and students provided strong evidence of the careful attention given to academic and pastoral support and guidance, as well as of the mutual support provided by the students themselves.
140. However, the documentation available to students could be more extensive in relation to the range of awards offered (for example, Westcott's handbook provides a useful model in re the Cambridge awards), and more accessible in general. The 'mini-handbook' in paper form is helpful on practical community matters; it could perhaps be complemented by another handbook introducing the academic provision.
141. Attention was clearly given by Ridley to students' specific needs, and both Ridley and CTF showed careful provision for students with disabilities. Robust procedures for complaints and appeals exist with the systems of Cambridge University in relation to students registered for Cambridge awards.

Recommendation 14 (Ministry Division)

We recommend that Ridley provides clear, non-technical explanations of the range and nature of the awards available to prospective ordinands, and that the academic information most

commonly needed by students be consolidated in a more accessible form, and available not only on the intranet but alongside the prospectus.

E3 The overall learning support and infrastructure in relation to the ability to meet requirements for awards are adequate.

I42. In respect of resources supporting the **Common Awards programmes**, Durham University reviewers comment that the adequacy of provision had been confirmed through the initial validation process.

Library and Electronic Resources

I43. They note that the TEI makes good use of the Moodle virtual learning environment, which is a particularly important resource for students. Moodle houses programme documentation (such as handbooks), relevant policies, study skills resources, and software for online submission of assessed work (Turnitin). The TEI emphasised the importance of the availability of resources for Common Awards students, due to the larger class sizes in comparison with the TEI's other programmes. Subject Groups review the availability of resources. The TEI is currently assessing cost-effective ways to improve the availability of ebooks for students. Students with whom the visit team met spoke favourably about the importance of Moodle as a repository for key information and learning materials. Notwithstanding this, a number of the students also felt that navigating the system to find the required information was often challenging, as Moodle is not always user-friendly or logical, particularly when accessing external resources such as the Common Awards Hub. One student expressed the opinion that the portal was particularly unintuitive for those with specific learning difficulties, and that it had often been difficult to find information or resources. Students expressed the view that they would value a training session on how to use Moodle and how to submit assessments through the system. They would also value the provision of links to resources or documents on the system from academic staff, as often students are advised that a resource is available on Moodle and are required to spend time trying to locate this.

Recommendation I5

The review team recommends that the TEI undertakes a systematic review of the programme and module information on Moodle to ensure the accuracy, currency and ease of navigation for students.

I44. Students at the Federation have access to library resources at each of the Federation Houses. Students with whom the review team met spoke extremely positively about the provision at TEI's libraries. Westcott House Library is currently under construction; however other libraries and study spaces can be accessed by the students. The 2017 Common Awards Student Survey supported these views, highlighting an above average student satisfaction rate with the access to books and resources in the libraries, and online journals. The TEI proposes to redevelop and expand Ridley Hall Library by increasing library and desk space.

I45. The Federation appointed a Head of Information Services responsible for managing and developing the TEI's information support services to meet the needs set out in the Strategic Plan. Both staff and students spoke positively about the improvements made as a result of this appointment, such as the provision of 'live' reading lists, and the value they have added to students' studies and the work of the academic staff (c.f. para I25).

146. The **Ministry Division** reviewers add that in their view the library resources available to Ridley students are outstanding. While Ridley's own library is unremarkable, and could do with a determined 'cull', it forms part of a Federation provision of 140,000 volumes and excellent e-resources. Moreover, students have easy access to an internationally important copyright library, where they have borrowing rights, as they do at the library of the Faculty of Divinity.
147. The inaccessibility of the Ridley library remains a matter of concern, not only in terms of equality of access but in terms of the statement it makes to students about the importance of wheelchair-accessibility. (See also Sections B3 and C4). However, we are conscious that these issues were planned to be addressed at the time of the last Inspection in 2011 and are concerned to ensure that there are contingency plans in place in the event that current plans are not progressed.

Recommendation 16 (Ministry Division)

We recommend that contingency plans are put in place, such that if the new library cannot be in place for the 2020-21 academic year, wheelchair-accessible study space can be made available.

E4 The overall staffing (academic and support) in relation to the ability to meet requirements for awards is adequate.

148. In respect of **Common Awards** delivery, the adequacy of the overall staffing was confirmed through the initial validation process. The TEI ensures that core and associate teaching staff are appropriately qualified to teach on the Common Awards programmes.
149. A 'Staff CV Summary' (T9) document was provided with the PER documentation, and reviewed in light of the academic programmes delivered by the TEI. The review team concluded that members of academic staff were suitably qualified and experienced to deliver the approved programmes. Academic staff are employed, and managed, by the Federation Houses, rather than the Federation. As such the Principals (who are also members of the Academic Oversight Group) initially consider all academic appointments, and their suitability for teaching on Common Awards programmes. It was confirmed that whilst the Federation therefore had no direct control over the recruitment and management of staff in the Houses, the Academic Oversight Group maintained oversight of the T9 document and as such ensured that sufficient academic staff were employed across the Houses, across a wide range of specialisms, and that any gaps in teaching would be identified and filled.
150. Common Awards teaching is largely delivered by Ridley Hall, Westcott House and Westminster College. Staff development days involve academic staff from all Houses, information is provided on Moodle, and the regulations, policies and procedures around Common Awards programmes is available as part of staff induction to ensure staff have the appropriate knowledge to deliver on Common Awards programmes.
151. Whilst the PER documentation makes reference to small staffing sizes in some Houses, the TEI confirmed that this does not affect the quality of the delivery of the Common Awards programmes or the student experience; this oversight it maintained at the Academic Oversight Group and appears to be working well.

Teaching quality

152. The TEI monitors and enhances teaching quality in a number of ways including marking and moderation processes; the effective use of the External Examiner reports and ULO reports; through the Annual Self-Evaluation process; and seeking regular student feedback. Peer observation is arranged to assess teaching quality and share best practice. Students spoke positively about the way in which teaching staff request, respond to, and act on student feedback promptly and regularly throughout the year.

Staff development

153. The TEI is responsive to staff development requests, not only at Federation-level but also across Houses. An academic staff development group considers staff development requests and discusses ideas and potential themes for the year. Staff development days, often arranged by subject groups, are held once per term based on staff requests and are well-attended; recent topics included marking and supporting students with specific learning difficulties. Those members of staff who are unable to attend a particular session are able to access resources on Moodle.
154. The TEI also has a system for peer observation of teaching for the purpose of staff development, organised within each House, subject and award; staff members are encouraged to take part in peer observation and feedback from members of staff on the process has been positive. Feedback is gathered from the process and key themes are identified to inform staff development opportunities. Despite this, TEI staff commented that this process was not implemented consistently across all Houses.

Recommendation 17

The review team recommends that the TEI implements the peer review policy across all staff, and use the outcomes, where possible, to support staff development.

155. A formal induction process is implemented at the TEI to ensure that staff are familiar with the operation of the TEI, and its policies, processes and procedures. An appraisal of staff performance is also conducted within the individual Houses, which appraises quality of teaching and relevant student feedback and peer observation. Tutor Handbooks are available for academic members of staff and include key information for teaching staff at the TEI; the documents are being reviewed to ensure consistency between Houses, reduce text and include signposts to online information. The next step in the review is to reduce the handbooks and provide one central resource in their place.

Recommendation 18

The review team recommends that the TEI ensures a consistent approach to staff induction across the TEI.

156. Staff are also supported to enhance their professional development via training and research opportunities. Academic staff at the TEI have taken advantage of University staff development opportunities including the Durham University Teaching and Learning Award (DULTA), and attendance at Common Awards Conferences and TEI Fora.

Professional Support Staff

157. The Federation currently has a team of three professional support staff dedicated to the management of the relationship between the TEI and the University, Ministry Division and the delivery centres.
158. Administrative/professional support staff are supported by an appraisal system. They attend regular staff meetings where they are encouraged to raise issues, develop an understanding of roles within the office, receive updates and review key documentation. Cross-training is provided by existing members of staff to admin staff from within the Houses and Federation. Induction programmes are put in place for new members of professional support staff and additional training is provided by existing members of staff.
159. The review team concluded that the staffing within the TEI is appropriate to enable the requirements for Common Awards to be met. subject to satisfactory completion of the recommendations above.
160. With regard to the delivery of all programmes, **Ministry Division** reviewers comment further that Ridley's academic staff level is satisfactory, and has recently been strengthened in the areas of practical theology and mission. Highly qualified associate staff add to its strength, and frequent use is also made of guest lecturers. However, the concern noted in the 2011 Inspection as to the gender balance on the staff does persist to some extent; attention to the gender balance of the full-time ordained staff would further strengthen the staff team and its modelling of ministry to students.
161. There is a sensible level of provision for study leave. Staff development opportunities are provided thoughtfully and creatively through the Federation. The academic staff are well supported by administrative staff who appear both dedicated and well managed. In their turn the administrators have access to training and development opportunities through the University of Cambridge.
162. Administrative systems at both Ridley and CTF will be enormously enhanced by the successful implementation of the new database commissioned in collaboration with Ministry Division and other TEIs. However, CTF and House staff will need to be very alert to the technical and training challenges posed by introduction of such a major new system. We would urge that the Federation, and individual Houses, ensure that they have good contingency procedures in place in the event of technical failures during the implementation of the new database.
- E5 The TEI has appropriate mechanisms to ensure the accuracy of all public information, publicity and promotional activity relating to the partnership.**
163. Durham reviewers comment that the appropriateness of the mechanisms to ensure the accuracy of public information, publicity and promotional activity relating to the Common Awards partnership was confirmed through the initial validation process.
164. The Federation maintains an externally facing website that contains information for prospective students. The TEI's Moodle site can be accessed via a separate URL. The approved module and programme handbooks are made available to students via Moodle from the start of their programme.

165. The Federation was aware of the need to liaise with colleagues in the Common Awards Team at Durham University to ensure that any publicity materials and promotional activity related to the partnership or its programmes were shared in advance of making use of such materials.
166. The reviewers conclude that the TEI has appropriate mechanisms in place to ensure the accuracy of all public information, publicity information and promotional activity relating to the partnership.
167. **Ministry Division** reviewers add that the Communications Officer took an initiative to promote the Hall's outward face, well supported by the Principal. There are clear lines of responsibility for the website, social media presence and prospectus, and the latter is signed off by the Principal in person.

Subject to the implementation of the recommendations in this section, the review team has Confidence with regard to Criterion E: Partnership with University

SECTION F: TAUGHT PROGRAMMES

F1 The programme is viable in terms of market and likely numbers of entrants.

168. In terms of **Common Awards** programmes, the reviewers note that the TEI has experienced growth since the initial validation took place, which has brought associated structural and staffing changes, and the introduction of new programmes. Student numbers have increased from 136 students in 2014/15 to 228 students in 2015/16, 290 students for 2016/17, and 291 in 2017/18. Numbers have recently decreased as a result of the departure of ERMC to form their own Common Awards TEI, which is to be expected. As of 1st December 2019, there are currently 151 students studying at the Federation.
169. Lay ministry is reported to be a key area of development for the TEI; the increase in flexibility offered has the potential to lead to increased student numbers for the TEI. The Federation reported that they currently forecast steady growth in terms of student numbers. Ridley Hall representatives commented that they hope to recruit 25 ordinands each year, with an optimal total number of ordinands across three year groups being between 60-70. The need to differentiate the programme offering was therefore highlighted by the TEI, such as flexible study and offering block teaching weeks. The Federation is required to be more creative and academic staff provide teaching in the holidays, and offer residential weekends.
170. In September 2018 ERMC left the Federation and became its own TEI within the Common Awards partnership. The Federation reported that this arrangement had been mutually beneficial for both TEIs, however resources, knowledge and activities are shared between ERMC and the Federation where appropriate.
171. The TEI's SWOT analysis highlights that the declining numbers of ordinands could affect the viability of individual modules. The TEI will closely monitor this by assessing how many students are needed and monitoring student numbers eligible to register for modules. The Federation commented that they may need to commit to modules if student numbers run low, as otherwise students will have no module choices. The declining numbers of ordinands is a consideration for the TEI, however they are optimistic that student numbers at the Federation will not be significantly affected.
172. The review team concluded that the Common Awards programmes are viable in terms of market and likely numbers of entrants
173. Looking at programmes as a whole, **Ministry Division** reviewers add that at first sight, Ridley's ordinand numbers seem strong and their programmes viable, though as with all TEIs, future numbers are very difficult to predict.
174. A closer inspection, however, reveals that because of the diversity of programmes being undertaken, numbers in some cohorts (e.g. 3rd Year Common Awards, and the Pioneer track) are strikingly low. This is not necessarily a problem in terms of financial sustainability, especially given that Common Awards is taught across the Federation. It may be more of a problem in terms of students' mutual support and opportunity to learn from each other.
175. Opportunities may present themselves for ordinands and laypeople to study together on some Common Awards modules, thereby both increasing cohort size and regard for each other's

vocations. This may be a respect in which the Ridley Resourcing Lay Ministry programme (RLM) is a particular gift to the life of Ridley, and the Federation more widely.

F2 The structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

176. Durham University reviewers comment that the aims and learning outcomes for the **Common Awards** programmes are defined in the relevant programme specifications. Each programme contains a 'syllabus' to define the programme structure, including credit requirements at each level of study and for each sub-discipline. The framework ensures that the structure and design of the curriculum are appropriate to the aims and learning outcomes. Through the initial validation process, the University reviewed the TEI's proposed programme regulations, module overview table, and curriculum mapping document. These documents confirmed that the structure and design of the curriculum was aligned with the programme specifications, and that the curriculum design was appropriate to the target student body.
177. The TEI has engaged with the curriculum development process to review and update its curricula in response to institutional review and student feedback. The TEI sought and received approval for each of the programme amendments, which included: the addition of new programmes for new and existing delivery centres; the inclusion of approved Common Awards modules, and changes to existing modules. Despite the incremental changes brought about through the curriculum development process, the TEI's programmes remain similar to those that were originally approved.
178. Curriculum design and development is directed by the Academic Oversight Group. Directors of Studies and Principals are asked to form groups to review areas of the curriculum; the outcomes of discussions are then sent to Federation Houses for feedback, before the final proposal is sent to the Oversight Group for approval. Directors of Studies request feedback from students on the design, development and review of the programmes, however student feedback is primarily sought through the Academic Oversight Group. Minor changes to the curriculum are discussed as part of a subject group and proposed to the Academic Oversight Group for approval.
179. The review team heard of times when modules have been unable to run due to a shortage of academic staff with the appropriate specialism. In circumstances such as this the Federation ensures that the programme regulations continue to be adhered to as Directors of Studies and Principals will provide cover for any gaps in the curriculum until new staff can be appointed. Student expectations are managed from the start of the programme and students are advised that modules may be replaced with comparable modules or in some circumstances may not run where there is an insufficient number of students registered for the module.
180. The TEI listened to and responded to the Church regarding the link with the Institute for Children, Youth and Mission, and this has now become Ridley Lay Ministry. The TEI has broadened its outlook in order to recruit more students to the course, and achieve a more integrated community of those studying for ordination and those not studying for ordination.
181. Students are required to take not-for-credit modules at times to fulfil ordination requirements, which may involve an assessment to test the required knowledge.
182. The review team concluded that the structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

183. Looking at Ridley’s programmes as a whole, the **Ministry Division** reviewers add that the Cambridge Tripos and BTh are carefully designed to meet specific aims and learning outcomes, as articulated in the 2019 Learning and Teaching Review. The challenge for Ridley in respect of Cambridge-registered students is: first, to fill the gaps in provision arising from the difference between these aims and learning outcomes, and the Church’s Formation Criteria; and second, to ensure integration of the students’ learning across all the areas required for ministry.
184. The Emmaus programme has been designed specifically to track the Formation Criteria, and shows evidence of careful design and helpful delivery, responsive to students’ needs and feedback. There is a sense moreover in which the whole of life in the Ridley community, with its interpersonal challenges and support, together with the care and affirmation of tutorial staff, provides an environment for the integration of learning and the development of the growth in wisdom that is the opening aspiration of their vision statement.
185. Careful attention is given by Ridley staff to the ‘gaps’ in theological and pastoral formation that may arise from candidates being registered on Cambridge awards, particularly the Tripos. However, the provision for Year 3 candidates generally, and in particular Cambridge students post-first award, and those doing research degrees, seems less well articulated. The 2018 ASE notes that the needs of research students remain a matter for further consideration.

Recommendation 19 (Ministry Division)

We recommend that Ridley complete and reflect upon the mapping exercise relating academic provision to Formation Criteria in respect of BTh and Tripos students, with particular attention to the provision for Year 3 students (e.g. those doing the Cambridge MPhil). Also that further attention is given to the needs of research students for pastoral and practical formation.

F3 The programme employs teaching, learning and assessment methods that will enable the learning outcomes to be achieved by typical students and that achievement to be measured.

186. The reviewers noted that the initial validation team had confirmed that the methods of teaching, learning and assessment within **Common Awards** programmes would enable the learning outcomes to be achieved and that achievement to be measured.

Teaching and Learning and Assessment

187. The students with whom the review team met commented mostly positively on the quality of the teaching, with one student describing the majority of teaching as “excellent”. However, some students reported that the quality of teaching can be variable. One particular module taught in the current academic year had resulted in some particularly negative feedback; the initial member of academic staff appointed to the module had left the TEI without there being sufficient time to find a suitable replacement. The member of staff appointed to cover the module had subsequently received some particularly negative feedback from students. Notwithstanding this, the students spoke favourably about how the feedback was handled by the Federation, commenting that this the concern had been handled fairly in relation to both the students and the member of staff. Students are encouraged to raise feedback on teaching quality such as this at the Academic Oversight Group. The members of the academic team at the Federation were said to be open to feedback; while

changes are not put in place for all feedback, issues are always responded to quickly, which the students found very reassuring. The support received from the Director of Studies was said to be appreciated by students.

188. Students spoke highly of the support they received in the classroom, and the diversity of teaching styles. Students appreciated the upload of teaching documentation and learning resources to Moodle, although commented that practice varied between tutors as to whether or not such materials were uploaded in sufficient time to be most useful. Students confirmed that they were aware of the assessment criteria, and knew where the criteria were published, however that the guidance was not always clear.
189. The Federation's programmes are assessed by a range of methods and in accordance with the module descriptions and guidance material of the Common Awards framework. Students felt that, on the whole, the volume of assessments was appropriate and supported them in their learning. The results of the 2017 Common Awards Student Survey showed that 78% of students felt that the assessments undertaken have helped them to learn and develop, however only 46% of students felt that the guidance available when completing assessments has been helpful. In discussions, some students reported that while the teaching staff at the TEI provide support with assignments, it was not always explicit from the outset what is expected of students at each level of study. Students commented that they found the assessment grids to be very confusing and expressed the view that supporting examples would be useful. Students commented that the interpretation of the criteria varied by tutor, which had created some confusion over what was expected. One tutor had held an extra session on the assessment and what was expected, and added further information on Moodle; students found this to be helpful.

Recommendation 20

The review team recommends that the TEI keeps under review the information provided to students and tutors on the expectations of each assessment task.

190. The External Examiner has consistently confirmed that the range of assessment is appropriate to the curriculum and the intended learning outcomes. Module teams agree the appropriateness of assessments for the module level and ensure they enable the students to meet the programme learning outcomes.
191. In discussions with students and staff at the TEI it was noted that the Federation appeared to deliver a higher than expected amount of content to students studying at different levels. The review team did not find this concerning in and of itself; this could be entirely appropriate and students had not raised any concerns with misunderstanding what was required of them in order to achieve the appropriate learning outcomes for their module of study. However, given the seemingly high instances of this:

Recommendation 21

The review team recommends that the TEI undertakes a review of all instances where content is delivered across academic levels to ensure its appropriateness, and seek approval from the University.

Learning Hours

192. Students with whom the review team met reported that information on learning hours is provided to students at the beginning of each module. However, while students generally felt that the information was clear, it was not always an accurate reflection of the hours dedicated to the module. Those students with other commitments, such as work and family, felt that more flexibility in the learning hours was required, particularly for those following context pathways, in order to allow for a better work-life balance. Some flexibility has been offered previously, for example block teaching, to clear some time during the term.
193. The review team concluded that the methods of teaching, learning and assessment within Common Awards remained appropriate to support students' learning, development, and achievement of learning outcomes, subject to satisfactory completion of the above recommendations.
194. Looking at Ridley's programmes as a whole, the **Ministry Division** reviewers add that the teaching, learning and assessment methods of the Cambridge degrees have recently been subject to a major (and satisfactory) learning and teaching review.
195. The Emmaus programme, as noted above, shows evidence of careful design and delivery. Nevertheless, it remains the most experimental part of Ridley's teaching and learning provision, and its inceptor has now left the staff. It should be subject to thorough review after three iterations. We therefore make the following recommendation:

Recommendation 22 (Ministry Division)

We recommend that the Emmaus programme is reviewed after three years of implementation, the review to involve an external reviewer, and that feedback is sought from curates who have been through the programme, and their training incumbents.

F4 There are appropriate arrangements for placements.

196. Durham reviewers comment that arrangements for placements in relation to **Common Awards programmes** were noted at found appropriate at initial validation. Each student is assigned a Supervisor in their local church placement context (often the incumbent or equivalent), who oversees their training, and works with the Federation to ensure that students are well supported. Written guidance is also provided to placement supervisors.
197. The results of the Common Awards Student Survey (2017) showed that 61.11% of students were satisfied that placements undertaken as part of their award had helped them to learn and develop, which was slightly lower than the overall satisfaction rate across participating TEIs. Notwithstanding this, the students with whom the team met confirmed that they felt adequately supported during the placement. A working agreement between the student and the supervisor is agreed before the placement, and students also have access to a Placement Handbook. Each academic year a member of each Federation House is assigned responsibility for the management of placements and for supporting students whilst they are on placement; this is often the Director of Pastoral Studies. Placements are sought on an individual level in conversation with the student; the placement institution is then provided with a pack of information, including the working agreement, and any information around how the placement will be assessed, if applicable. Students with whom the review team met were broadly positive about their placement experiences and were confident that

they understood what was expected of them. Students are encouraged to reflect on their experience throughout the term, bringing scenarios to the taught elements of their programme.

198. The TEI offers a context-based pathway, known as the PC3 pathway, which can be taken by Common Awards undergraduate (predominantly CertHE) and MA students. Students meet one day a week for reflection, and spend two days in context. There is also a taught element to the pathway; students at each level of study will be taught separately from the next academic year. The students with whom the review team met felt that more clarity was required on the structure of the context pathways and how students following these pathways can be supported to be more creative. The TEI is currently exploring how they can better combine the academic and the context-based study; placements form part of all students' programme of study, however context is more prevalent in some students' pathways. Students will be encouraged, where appropriate, to undertake more placement learning.

Recommendation 23

The review team recommends that the TEI reviews the PC3 programme and provides greater clarity on its relationship to Common Awards programmes.

199. Looking at the programmes as a whole, **Ministry Division** reviewers note that the aims and objectives of the 'attachments' and summer placements are well articulated in Ridley's documentation, available on the Intranet. Interviews with staff and attachment supervisors revealed the care with which attachments and placements are selected. The supervising minister's role is clear, and expectations are articulated in a Working Agreement. The supervisor writes a report at the end of the attachment or placement. Because of the particular Common Awards module selected, there is no formal written report from the student after a summer placement, only an oral presentation and a theological reflection. That is a perhaps regrettable result of the design of the Common Awards provision.
200. Of more concern is the lack of staff monitoring of the summer placement noted in Section B1. Here we believe the 'traffic light' system in use in the RLM may be of help, hence our **Recommendation I** in that section.

F5 The programme appropriately addresses the University's Principles for the Development of the Taught Curriculum.

201. Durham reviewers comment that the initial **Common Awards programmes** validation process confirmed that the process appropriately addressed the University's Principles for the Development of the Taught Provision.
202. The students whom the review team met confirmed that they perceived and experienced a marked progression throughout their programmes, with higher levels of work demanding a greater depth of engagement, providing more academic challenge, and requiring more independent learning. Notwithstanding this, the students reported that the transition between levels was unclear, and when one academic staff member was asked about the transition they were unable to provide an explanation. One student reported that those students without extensive theological background knowledge had often found it difficult to study at level 7, as it had often been assumed by staff members that students had studied theology at undergraduate level.

203. Students undertaking independent learning projects and dissertations reported that appropriate support and guidance is provided to complete the assignment.
204. Time constraint have meant that staff at the TEI had been unable to dedicate as much time as they would like to research-led teaching. The TEI reported that they felt there was more opportunity for research-led teaching at Level 5 and above, but nonetheless where possible staff members linked their experience in practice with the academic programme. Academic staff are encouraged to take part in research activities, and a new research seminar in one of the Federation Houses also allows staff to further pursue research interests.
205. The reviewers concluded that the programmes appropriately address the University's Principles for the Development of the Taught Curriculum.
206. On Ridley specifically, **Ministry Division** reviewers add that several Ridley staff articulated the way their research informed their teaching. It is clear, and characteristic of the sector, that opportunities for full-time staff to sustain major research projects are limited. However, one staff member is able to retain a significant commitment in the USA, and a new staff member had received both permission and encouragement to develop his skills through a part-time PhD.
207. The impact of internationally excellent research on the Cambridge University provision was very much appreciated by students. At the same time, Ridley staff recognise that occasionally careful tutorial support may be necessary to enable students to appropriate and deploy insights from Divinity Faculty teaching.

F6 The programme is subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.

208. Members of staff in the TEI are involved in the TEI's processes for curriculum monitoring, review and enhancement. Student feedback on teaching is requested. The TEI has submitted a number of curriculum development proposals since the initial validation, including the introduction of new programmes and modules, and other more minor changes to programmes and modules, such as a change to an assessment option for a module.
209. Teaching staff actively request student feedback via module evaluation questionnaires (MEQs). The TEI had found that asking more focused questions about the learning experience has improved response rates. Feedback from MEQs is reviewed in detail by relevant members of the core academic team, and key issues are considered by the Academic Oversight Group for Common Awards, where student representatives are present. The Group approves any changes to be made as a result of student feedback; these changes are communicated effectively to the student body, either via the student representatives or through the Moodle virtual learning environment.
210. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. The TEI expressed the opinion that while the ASE process had been helpful in providing a structured approach to reflecting on what had changed over the course of the academic year, further work could be completed to compare data with previous years to provide more useful feedback to TEI staff members.
211. The reviewers concluded that the **Common Awards programmes** are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.

212. Looking at Ridley programmes as a whole, **Ministry Division** reviewers add that the Cambridge awards have recently been subject to extensive review, with student engagement. CTF includes student representation on their Board, and seeks to strengthen the student voice further.
213. The extensive consultation of Ridley students on all areas of their formation, including the use of the Quality Advisor, academic feedback through the relevant 'deacon', and annual meetings of the relevant cohorts, was exemplary.

Subject to the implementation of the recommendations in this section, the review team has Confidence with regard to Criterion F: Taught Programmes.

CONCLUSION

Overall outcome:

The review team has Confidence in Ridley Hall in preparing candidates for ordained ministry.

LIST OF COMMENDATIONS

Commendation 1

We commend the clarity of the purpose and vision of the Hall and the energy, focus and teamwork which is shaping and driving the development plans to deliver it.

Commendation 2

We commend the development of Ridley Lay Ministry, and its increasing integration into the whole life of the college is an area of great fruitfulness and potential.

Commendation 3

We commend the commitment shown by all staff to the support of students and their families

Commendation 4

We commend the commitment of staff to the modelling of appropriate behaviours in their patterns of prayer, worship, work, study and rest – while noting also our Recommendation 12 that the Ridley community should engage more intentionally with Evening Prayer.

Commendation 5

We commend Ridley's transformation in leadership and governance in the last 2 years which has created a solid foundation for wise future development and innovative growth.

Commendation 6

We affirm the very positive and honest leadership and collaboration modelled by the Principal and his team. We commend their ability to listen and to learn from feedback.

Commendation 7

We commend the composition, development and leadership of the Board of Trustees, which are exemplary and could act as a model for effective governance in many spheres of church life.

Commendation 8

We commend Ridley for the considerable energy and creativity it is applying to the development of its site, RLM and ancillary business opportunities.

Commendation 9

We commend Ridley Hall on its hospitality to different traditions and for creating a community which allows for a safe exploration of and growth in faith, and in which students learn to disagree well.

Commendation 10

We commend the missional focus both in college, particularly in the teaching and through Emmaus, and through well-chosen attachments and placements which give a broad range of missional experience.

Commendation 11

We commend the way in which Morning Prayer forms a foundation for the College's life of prayer and the various ways in which this happens.

Commendation 12

We commend the attention given to exploring different spiritual traditions and the expectation that all students will find a Spiritual Director.

Commendation I3

We commend Ridley's honest and clear reporting to Dioceses on students' formation.

Commendation I4

The review team commends the TEI for the considered approach to study skills and support.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the College implements the 'Traffic Light' system already in use by Ridley Lay Ministry to support monitoring and oversight of ordinands' attachments and placements.

Recommendation 2

We recommend that the college develops a 5 year business plan which incorporates all elements of its current plans, plus additional thinking about its response to potential changes in RME, in a coherent whole.

Recommendation 3

We recommend that more attention is given to using the Five Guiding Principles as a vehicle for discussion around the different theological views on women's ministry in the Church of England.

Recommendation 4

We recommend that the College gives further weight to the importance of Evening Prayer and, furthermore, that this needs to be led by the example of staff.

Recommendation 5

We recommend that the Pioneer track be reviewed in the light of national church priorities

Recommendation 6

The review team recommends that the TEI ensures that the Federation's Common Awards Management Committee remains a single point of oversight for the whole TEI, and that all delivery centres formally report appropriate matters to the committee.

Recommendation 7 (Ministry Division reviewers)

We recommend that the Board of the CTF articulate more explicitly the quality assurance procedures to be used in the case of instructors on CTF modules who prove unresponsive to reasonable feedback on their performance.

Recommendation 8

The review team also recommends that the TEI ensures that module information provided to students routinely contains module learning outcomes.

Recommendation 9

The review team recommends that the TEI explores ways in which module information can be provided to students in advance of module enrolment, in order to facilitate discussions with academic staff on module diets and programme pathways.

Recommendation 10

The review team recommends that the TEI considers the opportunities to further support students with additional needs (such as providing information on coloured backgrounds).

Recommendation 11

The review team recommends that the TEI clarifies and simplifies the complaints procedure.

Recommendation 12

The review team recommends that the TEI ensures that moderation processes require moderators to provide feedback on the quality of assessment feedback provided to students.

Recommendation 13

The review team recommends that the TEI monitors, via the Oversight Group (Management Committee), assessment feedback return times.

Recommendation 14 (Ministry Division reviewers)

We recommend that Ridley provides clear, non-technical explanations of the range and nature of the awards available to prospective ordinands, and that the academic information most commonly needed by students be consolidated in a more accessible form, and available not only on the intranet but alongside the prospectus.

Recommendation 15

The review team recommends that the TEI undertakes a systematic review of the programme and module information on Moodle to ensure the accuracy, currency and ease of navigation for students.

Recommendation 16 (Ministry Division reviewers)

We recommend that contingency plans are put in place, such that if the new library cannot be in place for the 2020-21 academic year, wheelchair-accessible study space can be made available.

Recommendation 17

The review team recommends that the TEI implements the peer review policy across all staff, and use the outcomes, where possible, to support staff development.

Recommendation 18

The review team recommends that the TEI ensures a consistent approach to staff induction across the TEI.

Recommendation 19 (Ministry Division reviewers)

We recommend that Ridley complete and reflect upon the mapping exercise relating academic provision to Formation Criteria in respect of BTh and Tripos students, with particular attention to the provision for Year 3 students (e.g. those doing the Cambridge MPhil). Also that further attention is given to the needs of research students for pastoral and practical formation.

Recommendation 20

The review team recommends that the TEI keeps under review the information provided to students and tutors on the expectations of each assessment task.

Recommendation 21

The review team recommends that the TEI undertakes a review of all instances where content is delivered across academic levels to ensure its appropriateness, and seek approval from the University

Recommendation 22 (Ministry Division reviewers)

We recommend that the Emmaus programme is reviewed after three years of implementation, the review to involve an external reviewer, and that feedback is sought from curates who have been through the programme, and their training incumbents.

Recommendation 23

The review team recommends that the TEI reviews the PC3 programme and provides greater clarity on its relationship to Common Awards programmes