

Ministry Council: Periodic External Review Report

Westcott House and the Cambridge Theological Federation

March 2019

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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
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

Revd Dr Angie Lauener, Associate Priest at St John the Evangelist with Holy Trinity, Abbeydale (Diocese of Sheffield)

Revd Barry Miller, formerly Convenor of the Yorkshire Theological Education Partnership

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 WESTCOTT HOUSE 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 Westcott House 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 Westcott. 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 Ridley Hall, undertaken at the same time.

Introduction

Westcott House began its life in 1881 as the Cambridge Clergy Training School whose first president was the then Regius Professor of Divinity, Brooke Foss Westcott. A pioneering and respected New Testament scholar himself, the school was the product of Westcott's own passionate concern to raise the standard of clergy education. This vision has evolved and changed with the times, but, in significant ways the theological and ecclesiastical vision of Bishop Westcott is kept alive. Westcott House's mission is rooted in his belief that a deep engagement with scripture and participation in the sacramental life must lead to a passionate and prophetic interaction with the world. His influence can be seen in Westcott House's attitude to scripture "opposed to all dogmatism and full of all application" and to mission. Westcott's emphasis on the Christian life as biblically-motivated action in the world found its natural expression in a strong emphasis on the incarnation. This theology led to a practical outworking of the Gospel and an aspiration for a transformed world with a particular emphasis on being good news to the poor.

These historical roots are evident in the values espoused by Westcott House today: "We seek to prepare people for public ministry who are Holy and faithful ministers, disciplined in the life of prayer, nourished by Word and Sacrament, and growing in their awareness of themselves in relation to God and others; Wise and instinctive theologians, immersed in the riches of the Christian tradition, committed to intellectual rigour, and alert to the demands of public ministry in an ecumenical and multifaith context; and Compassionate and effective pastors, creatively engaged with God's mission in the world, passionate about the transformation of

society, and committed to the flourishing and renewal of the local church.” Westcott is open to new ways of working that respond both to the reality of those emerging for ministerial formation and the needs of Church and society in the widest sense. At the same time it remains utterly committed to a framework of residential preparation for public ministry whose character is biblical, sacramental and Benedictine in spirit.

Westcott House is governed by a Council, established by a Royal Charter in 1960. The Council has responsibility for the overall governance and leadership of the House, and its members serve as trustees of the House. Membership includes senior leaders of the Church of England and members of Cambridge University, as well as people with experience of business and other disciplines. The Council has been chaired by the Bishop of Ely for a number of years. He is stepping down from this role this year and a successor is currently being sought. The Principal, Revd Canon Chris Chivers, has been in post for almost 4 years. He has extensive experience in parish and cathedral ministry.

Westcott House 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 Awards, degrees were also awarded to students by Anglia Ruskin University. Westcott 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 courses, ordinands undertake a formational programme ‘Life and Service’, plus placements, opportunities to lead worship, engagement in the community life of the college and in mission opportunities.

Westcott House 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 Ridley Hall, 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.

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 ERMIC to be designated as an independent TEI, the University undertook a validation visit to ERMIC on 18th April 2018; ERMIC 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. ERMIC 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 ERMIC 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 Westcott House in November 2018, meeting with the Principal, 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 6th and 7th 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: Principal, Vice-Principal, the Director of Pastoral Studies, the Director of Finance, the Domestic Bursar and the Administration and Communications Manager. 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.

Westcott House 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).

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 with qualifications
D Student outcomes	Confidence
E Partnership with university	Confidence, subject to recommendations
F Taught programmes	Confidence, subject to recommendations
Overall Outcome	Confidence with qualifications

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 Westcott House's strengths and areas for further development as follows:

Strengths

- The appropriate breadth of Westcott House's formational aims with a clear missional element expressed in, for instance, the Manchester project
- Good integration of life and learning through the Life and Service programme
- Westcott House's rule of life and the way it is lived out in the community
- The strength of college worship, supplemented by engagement with the Cambridge Theological Federation
- Strong local partnerships, supporting a good range of placement opportunities
- Westcott's commitment to promoting a healthy work/life balance
- The college's good use of feedback from learners and wider stakeholders to help develop its programmes
- The development of students' spirituality and habits of prayer, and the quality of the spiritual life of the college and the way it equips ordinands for the future

Areas for development

- Looking to diversify the teaching staff beyond ordained ministers
- Provision within the development plans to adapt the site to better suit people with mobility needs or other disabilities
- The need for staff team building and cohesion
- The risk of work overload for the principal
- The risk of small staff numbers creating gaps in some taught disciplines, particularly affecting the in-house Life and Service programme

FULL REPORT

SECTION A: FORMATIONAL AIMS

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

1. Westcott House's vision is clearly set out on their website, in their prospectus and in their Strategic Plan: 'Westcott House prepares and equips men and women for public ministry in order that they may bear witness to God's love revealed in Jesus Christ, inspire the renewal of the Church, and participate confidently and imaginatively in God's mission of justice and reconciliation in the world'. This is in line with their charitable objectives, as set out in their Royal Charter which acts as the defining governance document: 'to provide, carry on and maintain a College or Colleges for the preparation in accordance with the formularies of the Church of England of candidates for Holy Orders in the Church of England or in a Church in communion with the See of Canterbury.'
2. The clear focus of the House is on the preparation of candidates for ordained ministry in the Anglican church and this is evident in the way the House presents itself – it is classically Anglican in its diversity and inclusivity, in its focus on daily prayer, on its strong Eucharistic life, and on its embeddedness in the local. It is clear from the way that staff and students behave that they understand this vision.
3. In their Self-evaluation, the House describes itself as follows: 'Westcott exists in the context of Cambridge University and the surrounding Cambridge community. It aims to produce clergy who are prepared to engage openly and critically with the discoveries and concerns of contemporary society, formed by the shared life of an intentional Christian community and resourced by the riches of Christian scripture and tradition. Westcott is open to new ways of working that respond both to the reality of those emerging for ministerial formation and the needs of Church and society in the widest sense. At the same time it remains utterly committed to a framework of residential preparation for public ministry whose character is biblical, sacramental and Benedictine in spirit.' We found this statement to be fully evidenced in the life of the college.

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

4. The college is fully alive to current thinking in ministerial development in the Church of England. By focusing on its core purpose, it aims to equip its ordinands with the intellectual, emotional and spiritual tools to be able to deal with the rapidly changing nature of mission and ministry in the wider church, today and for the future. We saw much evidence of a critical engagement with the missional issues facing the Church of England and an enthusiasm and energy to reach new generations. Students showed that they understood the challenges of today's church and were confident that they were being well-equipped to handle them.
5. Ordinands at Westcott have an opportunity to work collaboratively with lay people on placement but the absence of a lay training course or a lay member of teaching staff means that there is a strongly clerical focus within the House. This is somewhat ameliorated by the shared teaching on the Common Awards programme with Ridley and the engagement with a wider diversity of teachers in the Divinity Faculty for those doing Tripos and the BTh.

6. The college prides itself on its inclusivity and we saw good evidence that the 5 Guiding Principles and Issues in Human Sexuality are dealt with appropriately. The Principal takes seriously matters relating to the personal life of ordinands in the college and so there is a good balance between acceptance and the holding of appropriate boundaries.
7. Westcott's approach to safeguarding is excellent. We saw good evidence that the Leadership Team are able to handle the complexities of safeguarding in today's church well, taking advice from the local diocesan office where appropriate. A recent incident highlighted how complex the handling of confidential information can be and the Principal and Safeguarding Officer worked as a team with all stakeholders to address the issues raised.

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

8. Westcott House, in common with other TEIs, is acutely aware of the need to manage its public profile effectively. They have a 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 are 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.
9. 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 Westcott.
10. Westcott is keen to encourage candidates from diverse backgrounds to apply. The 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 the development work now underway of the main teaching area and library will assist in making the college more accessible for all. 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.**
11. Westcott House's membership of the Cambridge Theological Federation (CTF) and its location in the context of Cambridge University and the surrounding Cambridge community means that it is well-placed for creating a rich and diverse formational context for its students' learning and development.
 12. Membership of the CTF provides a variety of learning resources and opportunities for ecumenical and interfaith partnerships. An example of this is the intensive day courses on Abrahamic Faiths arranged at the Woolf Institute through CTF. Students who do placements in college chapels have opportunity for conversations with young people of other faiths or none.
 13. Partnerships with other faith communities through the CTF enable ordinands to learn about them. We also understand, although we did not see direct evidence of this, that students gain first-hand experience of other faith places of worship through organized visits to, for example, a mosque or to a service in synagogue.
 14. Westcott has a good relationship with a range of churches and college chapels, which provide good opportunities for attachments and church context placements that reflect a range of traditions. Church placement supervisors spoke of the mutual benefit of having placement students in that ordinands provide modelling of vocations for parishes. Students may negotiate their own placement, in consultation with the Director of Pastoral Studies. All placements are well-researched by the Director of Pastoral Studies.
 15. There is a longstanding and fruitful relationship with a group of churches in Manchester, well organised and supervised by a priest in Manchester, with whom the relationship is well established. All students have the opportunity to have a placement on 'The Manchester Project' during their time at Westcott. Groups of 3 or 4 students live in a shared house in Manchester while on the project. Students currently on the project and those who had already taken part spoke enthusiastically about the richness of experience of living together and learning about each other's placements and the diversity of ministry in the participating churches. Churches are chosen that take mission seriously, and supervision is taken seriously. Students have the opportunity to see clergy working together, and to experience a wide range of ideas for mission that they can take away with them.
 16. Good working relationships with some Cambridge colleges were evident at a placement tutor meeting. Westcott employs some college academic staff as part time tutors. There are also opportunities for workplace chaplaincies in colleges.
 17. Interviews with students and placement tutors provided evidence of fruitful relationships with civic and community organisations which offer social context placements. The handbook describes systems to ensure that students reflect on their experiences and learn from them.

Commendation 1

We commend the college on the Manchester Project in enriching students' formation for mission and ministry.

B2 There are well understood and embedded practices of corporate life, so as to enhance the process of students' formation.

18. Westcott House has clear, well-communicated and lived practices of corporate life in relation to student welfare and conduct. Policies are documented in the student handbook, prospectus and Rule of Life. The embodiment and application of these policies was observed by the review team during their visit (see also D3).
19. Ministerial and teaching staff at Westcott are diverse in age, with an appropriate gender balance. One part time member of staff is also a priest in a local parish. Invited speakers on the Life and Service programme include both lay and ordained. All teaching staff, however, are ordained and white, and there is little ethnic diversity in the community.
20. We were impressed by the excellent policy and procedures for safeguarding, which is overseen by the Safeguarding Officer, and we wish to commend this. The 2018 annual self-evaluation records state that the "Safeguarding Policy is reviewed and renewed annually at the November meeting of the governing council. The Safeguarding Officer liaises with Diocesan officers both for the provision of training for ordinands and staff, and to consult about safeguarding questions raised by members of the college. The college's Domestic Bursar has oversight of DBS records for staff, and the General Administrator has oversight of checking DBS records for incoming ordinands." We observed how the links between the college and Ely diocese had been very helpful in resolving one particularly complex issue which arose in 2018. However there is an underlying ambiguity in the system where a second diocese, the sponsoring diocese, becomes involved in individual issues. This particular case is now being handled by the National Safeguarding team and it is hoped that more general lessons will be learned from it to be shared with all TEIs.

Commendation 2

We commend the college's excellent policy and procedures for the management and oversight of safeguarding.

21. We observed a strong underpinning sense of community life and mutual support - in corporate worship, weekly notices at Thursday evening meals and tutor group meetings. We also observed it in informal settings - in use of the Student Common Room, at meal times and generally in relationships between students. There was a strong sense of mutual support amongst staff, students and partners of ordinands and this was particularly evident in parents helping each other out with childcare. Independent learners and those living off-site were well integrated into the community. This is fostered by regular attendance at corporate worship and mixed tutor groups comprising students on different pathways and at different stages. Consequently, a PhD student, attached to a Cambridge college, felt fully integrated into the college and was also a member of the Student

Common Room Committee. The Rule of Life is another firm basis for integrating students and staff into a shared communal life.

22. At the Student Common Room committee and in interviews with students and alumni, partners and spouses said they were well catered for by Westcott. The handbook details concessions for attendance at corporate worship for ordinands with families. Nevertheless, living in the close atmosphere of a small college with a rigorous schedule during term-time is demanding and challenging for any family and could put strain on relationships. The college showed an attitude of wanting to bring any issues of concern to the surface as they arise and to deal with the Diocese if necessary. One partner said that more could be done to prepare partners and families before they arrive for life at Westcott. We understand that a handbook intended for partners and families in the community already exists, but on the strength of the conversations we had it evidently needs a higher profile.

Commendation 3

We commend the TEI on creating a communal life that integrates all students and fosters strong mutual support for all, including partners and families.

Recommendation I

We recommend that the attention of Westcott's community be drawn to the college's handbook of useful information to prepare partners, spouses and families for life at the TEI, and perhaps further input from students and partners to ensure it is helpful and up to date.

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

23. Living accommodation is on three levels in rooms around a quad with a pleasant garden, which was filled with Spring flowers and blossom at the time of our visit. Family accommodation is in flats also around a lawned quad with a play area for children. However, movement around parts of the college with a pram is difficult because of steps. Rooms are mostly not en-suite. Kitchen, toilet and bath/shower facilities are shared by residents on a corridor. The accommodation is warm, secure and clean but a little worn. Students said that requests for maintenance are responded to quickly. There is a small car park with limited space. Privately rented accommodation off-site was visited and found to be satisfactory by the student we interviewed. Westcott would support students if there were issues with the provision of rented accommodation mid-course.
24. There is suitable accommodation for a student with mobility needs. However, many rooms need to be accessed by steps, including the Cunningham room - a teaching space on the first floor, the reception and other meeting rooms. Currently, Westcott would not be able to accommodate a student in a wheelchair. The college also needs to give attention to 'hidden disabilities', such as hearing impairment. There is no sound system or hearing loop in the Cunningham room.
25. Corporate worship takes place in the chapel and All Saints Church, immediately adjacent to Westcott. All Saints is a Grade I listed church, vested in the Churches Conservation Trust, and used by the college in agreement with them. The chapel is adequate for the offices and Eucharist. However, due to the fixed pews and oblong shape, there is little scope for imaginative and creative

use. Parents and children gather at a small space at the back during corporate worship. All Saints has more space and therefore greater scope for a range of styles of worship, including space for a band. There is also more space for children to move around. There is no sound system or hearing loop in All Saints or the Chapel. We observed a sound system being moved into All Saints for large gatherings at the Federation Eucharist and the Ash Wednesday communion service, thus allowing amplification for the president and preacher.

26. Phase I of a major development project of the buildings around the main quad started in March 2019 and is scheduled for completion in December 2019. This includes refurbishment of G & H blocks with enhanced student accommodation and en suite facilities, disabled access and toilet, and renewed teaching, B&B and conferencing facilities. The project has been funded by a £2.2m donation and will considerably improve the facilities at the college, and in particular, disabled access to the main teaching room.

Recommendation 2

We recommend that a hearing loop and sound system be installed in the Chapel and the Cunningham Room, and that the provision of a more adequate sound system be investigated for All Saints.

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

27. 'Worship is at the heart of the House and our life together' states the handbook, and this was more than borne out by our experience as part of the worshipping community for two days. (See also Section D). The Chapel timetable gives a daily schedule of corporate worship. This is an integral aspect of Westcott's life with a similar pattern to that of a monastic community, with Morning Prayer, Eucharist, Evening Prayer and Compline daily. Attendance is expected at the majority of services but some are optional, such as 7.15 am Meditation and 9.30 pm Compline. There are reasonable concessions for families and clear guidance on priorities in relation to academic and other commitments. BCP Evening Prayer and BCP Eucharist take place weekly.
28. Opportunities to pray and worship in a broad range of styles are made possible through membership of the Cambridge Federation. The Senior Reviewer 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 new for students of other members of the Federation. Membership of the Federation is a significant contribution to the breadth of the worshipping life of students at Westcott.
29. Innovative rites within college rely on the students and what they bring. We observed 'Prayer and Praise' evening worship organised by students. There is provision for Alternative Worship in the Chapel Timetable. There are good opportunities for participating in music: in the band and choir and playing the organ. We observed an impressive range of musical skills in the student body, which contributed to the worship.

30. We observed that service leadership is inclusive in terms of gender. If a woman presides at the Eucharist, traditionalist students are required to attend but do not need to receive communion.

31. There are clear guidelines on preparing and leading worship in the handbook, including a helpful Appendix entitled 'Office World'. We observed competent and consistent leadership by the tutor groups responsible.

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

32. We observed good interaction between staff and students in tutor groups, a staff student committee meeting, in social settings and informally at mealtimes. The learning community is integrated by the pattern of college life and worship and by living together in close proximity in the college.

33. Attendance by staff at corporate worship helps model the staff's spirituality, as does the staff and students' commitment to Westcott's Rule of Life. The handbook includes guidelines for effective use of social media and email.

34. The Principal fosters a culture of calmness and a leadership style that is non-interventionist yet responsive. Teaching staff have a heavy workload during term time. The Principal organises Quiet Days and there is an email curfew which is observed by the community between 8pm and 8am. Staff adherence to this is one way of modelling a good work-life balance. This is further demonstrated by one of the tutors who is also a part time priest and keeps strict boundaries on her time in the college.

35. Students commented on staff's readiness to comment on what they are reading and to recommend books. This shows their ongoing interests and continuing learning. However, we did not see evidence of staff having time during the term to take study days for themselves.

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.

36. The leadership and governance structures of the House are somewhat old-fashioned, shaped as they are by the Royal Charter under which the college is governed. This places a considerable burden on the Principal as chief animator of the strategic vision for the college in the next few years, as well as managing the House in its day-to-day functions. The need to encourage new members onto the College Council has been identified and a number of new appointments made recently, with the aim of increasing the strategic and financial skills available to support the college.
37. The Council has been chaired by the Bishop of Ely for a number of years. He is stepping down from this role this year and a successor is currently being sought. Although Bishop Stephen has been a supportive and wise colleague for the Principal, his significant other roles in the wider Church have meant that he has not perhaps been as available to give the focused support to Westcott that the current climate in theological education demands. A Chair who is able to take a larger role in the life of the college would, in our opinion, be a considerable support for the Principal.
38. A review of the administrative and financial structures in the college has recently been undertaken. This has the aim of increasing effectiveness of the support structures of the college. Staff report that it was undertaken in a way that was fair and that they understood the rationale for the changes.

Recommendation 3

We recommend that the College Council use the appointment of a new Chair of Council, insofar as they are able, to increase the amount of strategic support available to the college.

C2 The TEI has effective leadership.

39. The Principal, Revd Canon Chris Chivers, has been in post for almost 4 years. He has extensive experience in parish and cathedral ministry and this is evident in the practical and prayerful way in which he approaches leadership. He strives to ensure that the ethos of the college is calm with a strong sense of 'the common good' and this is evident in the life of the House. His leadership style is deliberately 'non-interventionist', encouraging others to take responsibility in their areas of accountability. Nevertheless, the level of responsibility which the Principal is required to bear is challenging, not least as he is the main animator of the £2.2m development project now underway, and has the considerable task of steering the college through the current financial pressures common to most of the TEIs.
40. The Leadership Team comprises the Principal, Vice-Principal, the Director of Pastoral Studies, the Director of Finance, the Domestic Bursar and the Principal's PA (who also has responsibility for Communications). Recent changes in staffing may result in a change to this core group but the weekly meetings will remain an important opportunity for managing the college in a coherent way.
41. The core teaching staff at Westcott is small with only three full time staff posts. The remaining tutorial roles in the college are undertaken by part-time tutors who are no less committed to their task but necessarily have other calls on their time. This is a significant challenge for the leadership

of the college; two of the three full time members of staff will be replaced this year which will significantly affect the underlying stability of the leadership team. However, the strong underlying worship and prayer life of the House will be hugely helpful in maintaining continuity and structure, an interesting and useful lesson for the ordinands to learn.

42. Whilst reporting to the College Council is open and honest, we noted that the Council appeared less able to grasp the complexity of the current situation vis-à-vis RME and the financial impacts of the latest funding arrangements than we would have expected. There is a strong 'Cambridge' bias on the Council which, excellent though it is for ensuring the quality of theological education, appeared less helpful in engaging with the realities of mission and ministry in the Church of England. We are hopeful that recent changes in the composition of the Council will address this issue and were heartened by the robustness of challenge from some of the new members at the Council meeting we attended.
43. The Principal in interview remarked 'This is an institution whose purpose is to serve the Church – it has no other priority'. This clarity of purpose is evident in the life of the college, sometimes, in the past, to the detriment of its financial security. We encountered a real willingness to engage with local and other bishops, with Ministry Division and with other members of the CTF so that the college might respond more effectively to the challenges facing the Church and theological education. There is a marked climate of excellence in formation, theological education and in the prayerful worshipping life of the college which is to be commended.

Commendation 4

We commend the commitment to excellence in ministerial formation, theological education and the prayerful worship life of the college.

C3 Trustees are appropriately recruited, supported and developed.

44. The constraints on the composition of the College Council have been mentioned already. We saw evidence that new trustees have been recruited for the particular gifts and skills that they bring and that there was a good induction process for them. New trustees were encouraged to speak at the Council meeting. More work could be done to encourage Trustees to engage more fully in the life of the College, although we accept that we were present at a particular time in the life cycle of the College Council.

Recommendation 4

We recommend that the Principal works collaboratively with the new Chair of Council to develop a plan for more deliberate engagement of Trustees with the life of the College.

C4 The TEI has effective business planning and fundraising.

45. Westcott House has a comprehensive and detailed 5 year business plan which accurately reflects the main strategic emphases of the college. Considerable time and energy is being spent in making the college buildings fit for purpose, for teaching and also for maximizing other revenue opportunities. A £2.2m development project is already underway, funded by a restricted donation, to improve training facilities, disabled access and student accommodation, which will make it possible for the

House to maximize the use of its facilities outside term time for conferences and holiday accommodation. The assumptions in the Plan are realistic but stretching.

46. The Review Team were somewhat surprised to discover from the management accounts that ordinand training, the acknowledged core business of the House, 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.

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

47. Budgets and in year monitoring documents are regularly produced and monitored by the Leadership Team and Board of Trustees. 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.
48. Although Westcott received a £2.2m donation last year, its use is restricted to the development of the physical site now underway. The college has sufficient reserves to bridge the development period after which new income streams will become available but the way that funding of their core business works means that there is a high degree of uncertainty every year. 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 Qualifications 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 excellent range of modules taught through the CTF enables students to grow in their learning and knowledge of Christian tradition, faith and life. They engage with this through written assignments and by theological reflection in tutor groups and in self-reflection. Staff appreciate the variety of levels of incoming students and offer help if needed. We observed articulate, creative, thoughtful, realistic, receptive and open-minded discussions in peer-led tutor groups comprising students on a range of pathways and at different stages.
51. The student body includes diversity of belief and practice. In discussions with students and tutors, we observed generous respect for diverse beliefs and practice and openness in discussion. A comment that “tutor groups are a melting pot of different pathways, and this facilitates theological discussion” also applies to diversity in belief and practice within other groupings in the college. Students work alongside a range of others in various contexts across the University and the CTF, in academic work, on placements and in church attachments and in some cases are paired with Ridley Hall students.
52. Theological reflection and reflective practice are built into the activities that students engage in and students feel they have good training in theological reflection. This includes academic study and tutor group activities, including leading worship. They commented that “the academic and practical feed into each other a lot.” Alumni reinforced this and commented on how they valued this habit of theological reflection, which became deeply engrained while they were students at Westcott. They felt “theologically resourced” and found it a good foundation for engaging in ministry. They found that study of theology and theological reflection helped them answer difficult questions, articulate their faith, communicate effectively in ministry and share in discipleship. They expressed a feeling of confidence in their ministry because of this. We encountered many good examples of students’ ability to reflect theologically during our visit.

Commendation 5

We commend the TEI’s good practice in preparing students to engage effectively in theological reflection and become reflective practitioners.

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

53. Westcott House’s 2018 ASE identified mission as an area which could receive more attention by actively monitoring student Placements and Attachments to ensure students are exposed to good models of missional activity in a variety of contexts. Fulfilment of this intention to improve was borne out by evidence from students, alumni and external stakeholders. We observed an animated discussion amongst current students on a range of pathways as they described their experiences of mission in their church placements with passion, energy and enthusiasm, and the new insights this gave them. This included realisation of the need for discipling people and the influence of the college in giving students a desire to lead catechesis in the communities of faith in which they find themselves. Mission reps on the Common Room Committee also make suggestions for world-facing mission opportunities through local contacts. Students also have a range of opportunities to

experience social justice projects. We were satisfied that students are prepared for a ministry that is world facing and contributes to the common good.

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

54. This is an area of significant strength at Westcott. Students have ample opportunity in college and church attachments and placements to engage in, prepare and lead worship, including public prayer and preaching. The regular pattern of corporate worship provides students with an excellent discipline. The Holiness section of the Rule of Life encourages students to make time for spiritual growth through corporate prayer and individual prayer “in the solitude of our own hearts”. The atmosphere of prayerful attention to God is palpable in the college, inviting visitors, staff and students alike into a deeper spiritual life.
55. Groups led by students under the chaplain’s supervision are encouraged (silent prayer, prayer and praise sessions, lectio divina, rosary circle). All students have a spiritual director and this provides additional opportunities for reflection on how they are growing in their personal prayer life and spirituality.
56. Students have ample opportunity to lead worship and to preach. Voice coaching is offered if needed. Feedback is given in a variety of ways, formally and informally. There are mechanisms for peer feedback and self-reflection. The Westcott Life and Service Homiletics Programme booklet contains thorough and detailed forms and guidelines for feedback and self-reflection on preaching. We heard an exceptional student sermon while we were in college which was suitably commended by the staff and students who were present.

Commendation 6

We commend the College’s atmosphere of prayerful attention to worship, which is palpable and life-giving to the community and to visitors alike.

D4. Students’ personality, character and relationships

57. The demanding schedule of a full-time residential course in a communal setting is good preparation for resilience in the face of pressure. Alumni and receiving dioceses commented on how the college prepares them for the pressures of ministry. The Life and Service programme for first years includes sessions on wellbeing and resilience for pastoral ministry. We were satisfied that students at Westcott are encouraged and equipped to be life-long learners, resilient and stable.
58. We observed that the weekly tutor group meetings provide good opportunities to respect and learn from others. This allows open and honest relationships. Ongoing self-evaluation provides material for twice-termly one-to-one meetings with tutors. This encourages critical and honest personal reflection on strengths, weaknesses, gifts and vulnerability, as evident in student self-assessment documents.
59. Students work together in many different groupings: in academic study, discussions in the Life and Service sessions, preparing worship and serving on the Student Common Room Committee. We observed good working relationships in tutor groups, showing thoughtful consideration of workloads when allocating tasks to lead college worship for a week. The Rule of Life encourages both care of others and care of self and this was obvious in the life of the community.

60. Placement and attachments supervisors affirmed students' ability to understand and work with professional boundaries in ministry and pastoral care.

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

61. The activities of tutor groups demonstrate capacity in leadership and collaborative disposition. Members of each tutor group share tasks, as scheduled during the term, from leading worship to dealing with recycling bins. This inevitably involves sharing leadership and using the gifts each member brings. The Life and Service programme includes relevant sessions on 'Leading and Facilitating Groups', 'Working with Volunteers' and 'Chairing Meetings'. Group working gives first-hand experience of group dynamics and issues of authority, responsibility and power. Guest speakers with a range of expertise and firsthand experience of leadership are invited to bring their insights and these sessions are warmly appreciated.

62. The Life and Service programme is relevant, realistic and practical in formation for ministry. It is dynamic in responding to additional needs.

Commendation 7

We commend the Life and Service programme in forming students for ministry and mission.

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

63. We heard evidence that students are aware of how their calling develops during and after their time at Westcott. Alumni articulated how their calling had grown, changed or been affirmed during their curacy.

64. Receiving dioceses found that curates were willing to serve within the breadth and diversity of the Church of England, and willing to be accountable within its frameworks.

65. Experiences on the Manchester project and other placements and attachments give students good insights into the breadth and scope of public ministry in the Church of England, and membership of the Federation provided a useful framework for developing relationships across the spectrum of theological understanding and spiritual practices.

Criterion D7 not applicable

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

66. Westcott's procedures for end-of-training assessment are robust, thorough and effective. Formational assessment is well structured and documented throughout. This is achieved by regular self-assessment by students from the beginning of their time at Westcott. This is documented and discussed twice termly in one-to-one sessions with tutors. This provides detailed evidence which, combined with placements supervisors' reports and informal feedback from teaching staff enables tutors to produce accurate reports to bishops in the 'bishop's letters'.

67. Awareness of the IMEI reporting criteria is shown in the formational activities in the Life and Service programme. The structure of the self-assessment form leads students to reflect on each of the eight

formational criteria (A to G). In addition to internal input for IMEI reporting, external reporting is provided by placement supervisors.

Commendation 8

We commend the TEI on good documentation and systematic record keeping that enables tutors to produce accurate and well-evidenced end-of-training assessment.

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.

68. Students are encouraged to record objectives regularly and these are used in discussion with tutors. This enables tracking and development of students' learning goals from selection into IMEI training. The Bishop's Letter has a final section with recommendations for learning requirements in IME2. The value of this personal learning plan was affirmed in interviews with alumni and receiving dioceses.

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

69. Each year, former students are invited to a 'deacon's residential' one year after leaving Westcott. This provides support and thoughtful follow-up as they look forward to their priesting. It is also a good source of feedback as it provides the opportunity for first year curates to report on how the training they received prepared them for curacy, and to make useful recommendations. There is scope within the Life and Service programme to build in additional needs if feasible.

70. The student voice is heard formally by the college through regular meetings of Principal with the senior student, who is also a member of the Student Common Room Committee. There is evidence of a good relationship between students and the Principal, who was described as 'amenable to challenge' at a Student Common Room Committee meeting.

Commendation 9

We commend the TEI for effective and responsive processes for 'hearing the student voice' to learn from past and present students' ministerial and formational achievement and to act on areas of particular need.

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.

71. Westcott House has a partnership with two universities: Durham University through Common Awards and with Cambridge University both through the Cambridge Theological Federation and through students being entered for the Tripos.
72. The role of the Federation is vital to the delivery, development and quality assurance of programmes. While many recommendations throughout E and F are addressed to the Federation as TEI rather than to Westcott House specifically, the college will need to work with the Federation to address them.
73. 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

74. 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.
75. 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.
76. 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.
77. 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.

78. 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.
79. 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.
80. 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.
81. 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 5

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

82. 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.
83. 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.
84. 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

85. 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.
86. 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

87. 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

88. 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.
89. 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.
90. 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

91. 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.

92. 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.
93. 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.
94. 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.
95. The **Ministry Division** reviewers add, in respect of programme delivery overall, that the review of the structure of the Federation which was carried out in 2017/18 was thorough, helped particularly through the engagement of an external consultant. To date, Federation staff and colleagues are very positive about the way in which the new structure is functioning. A review is planned at the end of the academic year (again with the help of the external consultant).
96. The roles of the Oversight Groups in the new structure are clear, particularly so in relation to Common Awards. There is clear evidence from documents and in discussion with staff that all quality assurance procedures are undertaken with care.

97. It has been noted that the relationship between the BTh Management Committee and the new Cambridge Oversight Group of the Federation perhaps needs further clarification.
98. The Federation's important role in collating all data associated with Common Awards from member bodies and ensuring that they meet all necessary requirements is undertaken carefully. This includes the operation of the Board of Examiners and the Common Awards Management Committee (designated in the new structure as the Durham Oversight Group). The positive comments from the ULO and External Examiner support this conclusion.
99. Recruitment, admissions and decisions about Pathways and APL claims are the responsibility of each of the Houses. There is evidence from documentation and in discussion with staff that Wescott House undertakes these responsibilities with care. (See also Section F.1)
100. Reference in previous reports following external review have noted that attention be given to the student voice. There is clear evidence that this has been heeded and is functioning well. The Federation staff are aware of the importance of this and have undertaken actions to secure feedback from students and to provide student representation on Federation Committees.
101. At both House and Federation level there are clear processes by which students may raise matters of concern or complaints which are effectively, sensitively and speedily handled.

Commendation 10 (Ministry Division reviewers)

We commend the Federation's commitment to staff development, for example, the development day on interview techniques.

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

102. 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

103. 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.
104. 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

- I05. 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 I4** at Section E3).
- I06. 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 6

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

- I07. 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 7

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.

- I08. '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.

109. 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

110. 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.
111. 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 11

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

112. 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 8

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

113. 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

114. 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

115. 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 9

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

116. 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.
117. 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.
118. 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 10

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.

119. 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 11

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

Graduate Destinations

120. 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.
121. 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.
122. Looking at the awards offered by Westcott as a whole, including the Cambridge University programmes, the **Ministry Division** reviewers add that interviews with Westcott House 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.
123. Westcott House issues a very comprehensive Student Handbook to each student. This provides full information on all aspects of the academic programmes, the formational programme, the pattern of worship and policies and procedures covering all aspects of the student experience. It is a very useful resource and is to be commended for its thoroughness. This handbook is further supported by a Federation Handbook for Students. Furthermore, the Federation VLE (Hedwig) uses Moodle as the platform for all teaching and learning material. Full details of all programmes, policies and procedures can be accessed this way.
124. Each student is assigned to a tutorial group which is composed of students on different academic pathways and different year groups. These groups meet formally on a weekly basis with their tutor and at other times by arrangement. The relationship between students and tutor is very good.
125. There was clear evidence of care for the welfare of students demonstrated by the level of tutorial support.
126. There is a Common Room Committee which is a helpful forum for identifying needs and concerns of the student community. All students have access to all staff and the Principal. The Senior Student

meets with the Principal on a weekly basis to discuss matters of mutual interest or concern and to ensure effective communication between staff and students.

127. Westcott House has made provision for individual student needs including accommodation, both on and off site, for families and those with children. Some students are able to live on campus during the week and return to home and family at weekends.
128. Within the constraints of the buildings, adjustments have been made for students whose disability makes access to some rooms difficult. However, the possibility of meeting the needs of students with hidden disabilities require further consideration. (See also section B3)
129. The provision of study skills support is much appreciated by students. There is a very comprehensive induction at the commencement of the course and tutorial support is available throughout the duration of their studies. Collaboration between staff within Westcott House and across the University ensures that where specialist provision is required, for both academic and welfare matters, students are referred as appropriate.

Commendation 12 (Ministry Division reviewers)

We commend the provision of a clear and comprehensive handbook for students.

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

130. 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

131. 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 12

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.

- I32. 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.
- I33. 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 125).
- I34. The **Ministry Division** reviewers add that membership of the Federation enables all Westcott students to have access to all relevant libraries across Cambridge University. In addition, a wealth of on-line resources are accessible via the Federation. The continuous upgrade and addition of material is undertaken thoroughly. Specialist requests are also positively responded to. Westcott itself has library facilities on site for study and IT provision which are being upgraded and made more accessible.
- I35. The small number of teaching rooms at Westcott House are fit for purpose and have audio-visual equipment and internet access (see also Section B4). Much teaching takes place on other sites across the city. Westcott students share teaching with ordinands and others from Ridley and other Houses. The venues for lecture/seminar sessions is coordinated by the Federation and there is collaboration between members of the Federation.

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

- I36. 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.
- I37. 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.

138. 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.
139. 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

140. 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

141. 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.
142. 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 13

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.

143. 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 14

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

- I44. 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

- I45. 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.
- I46. 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.
- I47. 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.
- I48. With regard to the delivery of all programmes, **Ministry Division** reviewers comment further that although the number of staff at Westcott, is small their expertise and experience covers many sub-disciplines both for academic study and formation. The latter, which is not credit rated, take place in the Life and Service programme. Students spoke enthusiastically about the quality of teaching.
- I49. Membership of the University and the Federation enables students to benefit from the wealth of qualified and research active staff who contribute to teaching. This is recognised and appreciated by students. However, recent changes in staff across the Federation has resulted in lack of expertise in some sub-disciplines which in turn has led to a reduction in modules being offered.
- I50. There is a policy and practice of peer observation of teaching with appropriate documentation to support this. Staff development takes place across the Federation and in-house. Collaboration between staff ensures that where specialist provision is required for both academic and welfare matters students are referred as appropriate.
- I51. Within the Federation and within Westcott recent restructuring of support staff has been beneficial to all parties and to the work they undertake. Members of the individual teams work collaboratively and co-operatively with other teams.

152. Westcott has appropriate policies in place regarding diversity and equality and these are available for staff and students.

Recommendation 15 (Ministry Division reviewers)

We recommend that changes in staff are carefully monitored to ensure that the range of modules offered within programmes comply with programme specifications.

E5 The TEI has appropriate mechanisms to ensure the accuracy of all public information, publicity and promotional activity relating to the partnership.

153. 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.
154. 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.
155. 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.
156. 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.
157. **Ministry Division** reviewers add that at both Federation and college level there are appropriate mechanisms to produce comprehensive and accurate public information including prospectus and on-line material. The work undertaken by the Federation's Head of Information Services is significant in respect of making available all relevant policy documents and other appropriate public documentation.

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.

158. 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.
159. 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 65 ordinands each year, and while it is unlikely that they would be able to accommodate a higher number of students, this number is often optimistic. The need to differentiate 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.
160. 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.
161. 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.
162. The review team concluded that the Common Awards programmes are viable in terms of market and likely numbers of entrants
163. Looking at programmes as a whole, **Ministry Division** reviewers add that at first sight, Westcott's ordinand numbers seem adequate and their programmes viable, though as with all TEIs, future numbers are very difficult to predict.
164. A closer inspection, however, reveals that because of the diversity of programmes being undertaken, numbers in some cohorts (e.g. individual year groups for Common Awards) 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.

- F2 The structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.**
165. 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.
166. 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.
167. 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.
168. 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.
169. 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.
170. 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.
171. 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.

172. Looking at Westcott's programmes as a whole, the **Ministry Division** reviewers add that Westcott House staff have undertaken a thorough analysis and mapping of the academic pathways in relation to the Church's Formation Criteria.
173. All relevant documents indicate that the content and design of academic programmes ought to allow students to meet the programme aims and learning outcomes. There is the potential for students to undertake topics in greater depth while ensuring appropriate breadth to meet the needs of those preparing for a variety of ministries.
174. Care is taken when making decisions about the pathway to be followed by individual students. This takes into account the previous academic level, subject disciplines and life experiences including employment and voluntary work.
175. The programmes clearly demonstrate progression in the demands they make on students during their course including the nature and level of assessment.
176. The Life and Service element of Westcott House's programme ensures that students engage with all those aspects necessary for formation for ministry which fall outside the academic programmes. Time given to Life and Service is a significant part of the students' timetable and appreciated by students.

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.

177. 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

178. 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.
179. 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.

180. 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 16

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

181. 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.
182. 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 17

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

183. 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.

184. 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.
185. Looking at Westcott's programmes as a whole, the **Ministry Division** reviewers add that in the majority of cases, students expressed the view that the quality of teaching is excellent across all pathways. Where students are disappointed in the provision, representation is made to individual tutors and/or the Federation as appropriate.
186. Within the Common Awards programmes there are occasions when modules are taught at more than one level with skilled differentiation for the mixed ability, levels and assessment needs within the group of students.
187. Additional individual support and supervision is provided for students undertaking independent learning projects and dissertations at all levels and throughout the period during which students are undertaking their study. This includes introductory sessions on research methodology, guidance in the use of library and other learning resources and the structure of the final submission.
188. In general, the quality of assessment feedback is good. The Federation uses a spreadsheet detailing submission dates of all assessments which is carefully monitored both for submissions and for responses from tutors. Where delays in assessment are foreseen, students are informed.
189. In the case of failure in assessment, the tutor informs staff at the Federation Office who in turn inform the relevant Director of Studies so as to ensure appropriate local support.

F4 There are appropriate arrangements for placements.

190. 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.
191. 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.

192. 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 18

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

193. Looking at the programmes as a whole, **Ministry Division** reviewers note that there is an excellent range of placements available both parochial and non-parochial. The latter offers a wide variety of settings e.g. colleges, hospitals, prisons, forces chaplaincy etc. In many placements students work in pairs including pairing with a student-colleague from Ridley. This collaborative approach enriches the experience.
194. The Director of Pastoral studies has an excellent system for tracking and monitoring the experiences which individual students have during their course to ensure appropriate breadth and to provide for their needs and skills. Placement supervisors are provided with a full set of documentation setting out policies and procedures. There is induction for new supervisors and an annual meeting such that they feel well supported by Westcott. In the case of problems or difficulties occurring during a placement, the college takes appropriate and timely action.
195. With few exceptions (for personal or other valid reasons) all students participate in the Manchester Project. This offers rich opportunities to experience the variety of ministries in an urban setting. The timing of visits is arranged so as not to conflict with academic commitments in Cambridge. Students live together in a small group (3 or 4) and have different settings. They benefit from sharing each other's experiences and a weekly meeting with the Manchester tutor enables further reflection. This element of their formation is to be commended (see Section B1)

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

196. 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.
197. 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.

198. Students undertaking independent learning projects and dissertations reported that appropriate support and guidance is provided to complete the assignment.
199. 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.
200. The reviewers concluded that the programmes appropriately address the University's Principles for the Development of the Taught Curriculum.
201. On Westcott specifically, **Ministry Division** reviewers add that in spite of the teaching and administrative demands on the staff at Westcott House they are conscious of the need to support their work with current developments and research. Time is limited for formal research. Nonetheless they demonstrate knowledge of new resources to support their own subject expertise and inform their teaching. Part-time staff who have ministerial responsibilities in addition to their House commitments draw from their contextual experiences to inform the curriculum in general as well as the teaching of specific modules, especially in relation to theological reflection.
202. Students recognise and appreciate these aspects of their tutors' teaching.
203. Within the student body there is support for one another and occasional research seminars are offered across the Federation.

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

204. 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.
205. 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.

206. 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.
207. The reviewers concluded that the **Common Awards programmes** are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement.
208. Looking at Westcott 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. As indicated in Section E1, attention has been paid to increasing student representation at all levels including formal committees.
209. Successful action has been taken, and has been particularly effective, in increasing the number and quality of module reviews. Such reviews have proved helpful to individual tutors and the Federation members.
210. Likewise, the involvement of student representation at all levels of their programmes is encouraged.
211. There is evidence that both criticism and positive suggestions have been heeded by staff in the review of academic programmes and the non-assessed curriculum.

Commendation 13 (Ministry Division reviewers)

The review team commend the Federation and Westcott House for the attention given to providing students with opportunities for their representations to be made.

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 with Qualifications in Westcott House in preparing candidates for ordained ministry.

LIST OF COMMENDATIONS

Commendation 1

We commend the college on the Manchester Project in enriching students' formation for mission and ministry.

Commendation 2

We commend the college's excellent policy and procedures for the management and oversight of safeguarding.

Commendation 3

We commend the TEI on creating a communal life that integrates all students and fosters strong mutual support for all, including partners and families.

Commendation 4

We commend the commitment to excellence in ministerial formation, theological education and the prayerful worship life of the college.

Commendation 5

We commend the TEI's good practice in preparing students to engage effectively in theological reflection and become reflective practitioners.

Commendation 6

We commend the College's atmosphere of prayerful attention to worship, which is palpable and life-giving to the community and to visitors alike.

Commendation 7

We commend the Life and Service programme in forming students for ministry and mission.

Commendation 8

We commend the TEI on good documentation and systematic record keeping that enables tutors to produce accurate and well-evidenced end-of-training assessment.

Commendation 9

We commend the TEI for effective and responsive processes for 'hearing the student voice' to learn from past and present students' ministerial and formational achievement and to act on areas of particular need.

Commendation 10 (Ministry Division reviewers)

We commend the Federation's commitment to staff development, for example, the development day on interview techniques.

Commendation 11

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

Commendation 12 (Ministry Division reviewers)

We commend the provision of a clear and comprehensive handbook for students.

Commendation 13 (Ministry Division reviewers)

The review team commend the Federation and Westcott House for the attention given to providing students with opportunities for their representations to be made.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the attention of Westcott's community be drawn to the college's handbook of useful information to prepare partners, spouses and families for life at the TEI, and perhaps further input from students and partners to ensure it is helpful and up to date.

Recommendation 2

We recommend that a hearing loop and sound system be installed in the Chapel and the Cunningham Room, and that the provision of a more adequate sound system be investigated for All Saints.

Recommendation 3

We recommend that the College Council use the appointment of a new Chair of Council, insofar as they are able, to increase the amount of strategic support available to the college.

Recommendation 4

We recommend that the Principal works collaboratively with the new Chair of Council to develop a plan for more deliberate engagement of Trustees with the life of the College.

Recommendation 5

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 6

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

Recommendation 7

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 8

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 9

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

Recommendation 10

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 11

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

Recommendation 12

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 13

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 14

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

Recommendation 15 (Ministry Division reviewers)

We recommend that changes in staff are carefully monitored to ensure that the range of modules offered within programmes comply with programme specifications.

Recommendation 16

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 17

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 18

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