



THE CHURCH  
OF ENGLAND

# **Ministry Council**

## **Inspection Report**

Wycliffe Hall Oxford

November 2008

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## **GLOSSARY**

BTh	Bachelor in Theology
CTh	Certificate in Theology
CTG	Certificate in Theology for Graduates
DDO	Diocesan Directors of Ordinands
ELQ	Equal or Lower Qualification
HEI	Higher Education Institution
IME	Initial Ministerial Education
MTh	Master of Theology
OCCA	Oxford Centre for Christian Apologetics
ODM	Oxford Diploma in Ministry
ODMTG	Oxford Diploma in Ministry for Theology Graduates
OPTET	Oxford Partnership for Theological Education and Training
PPH	Permanent Private Hall
RTP	Regional Training Partnership
SCIO	Scholarship and Christianity in Oxford
SMT	Senior Management Team

## **LIST OF INSPECTORS**

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## **THE INSPECTIONS FRAMEWORK**

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

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

In coming to their judgments, inspectors are asked to use the following three outcomes: **confidence**, **confidence with qualifications**, and **no confidence**. These are applied both for the overall outcome and at the level of individual criteria:

### **Confidence**

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

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

### **Confidence with qualifications**

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

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

### **No confidence**

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

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



# THE REPORT OF THE INSPECTION OF WYCLIFFE HALL OXFORD

November 2008

## SUMMARY

### Introduction

Wycliffe Hall was founded in 1877 with the aim of providing ministerial training in the Evangelical tradition of the Church of England. After many years of working with the University of Oxford, it became a Permanent Private Hall (PPH) of the University in 1996.

At the time of the inspection, 16-21 November 2008, there were 66 ordinands in training, including 9 women, and 44 other resident students.

### Summary of outcomes

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

CRITERIA	OUTCOME
A. Aims, objectives and evaluation of the institution	Confidence
B. Relationships with other Institutions	Confidence with qualifications
C. Governance, Management, Constitution and Organisation	Confidence with qualifications
D. Accommodation	Confidence
E. Community and Corporate Life	Confidence
F. Common Worship	Confidence with qualifications
G. Ministerial, Personal and Spiritual Formation	Confidence
H. Teaching and Learning: Content, Method and Resources	Confidence
J. Practical and Pastoral Theology	No confidence
K. Training in Public Worship	Confidence with qualifications
L. Teaching Staff	Confidence
M. Administrative Staff	Confidence
N. Students	Confidence
Overall Outcome	Confidence with qualifications

### General observations

The period since the last inspection has been one of considerable change at the Hall. After the last Inspection in 2004 and in response to the recommendations in the Report, the Wycliffe Council appointed a new Principal and supported him as he established new management structures. Following the recent rapid turnover of academic and administrative staff, new appointments have been made. Incoming staff members have brought

with their experience, skills and academic abilities. The coming years will require a period of consolidation to build on the changes which have been introduced.

### **Response to the last inspection**

The last Inspection Team (2004) drew particular attention to the need for changes in Governance, Management, Staff Recruitment and Selection Procedures. Other recommendations in the report of 2004 led to better provision for staff housing, new speech training and two joint teaching appointments with Regent's Park (Baptist) College. Two recommendations of the last Report have not been fully carried through:- wider consultation within OPTET in making appointments and more extensive use of Common Worship and the Book of Common Prayer in Chapel.

### **The strengths of the Hall lie in**

- the common purpose that unites staff and students in forming ordinands, women as much as men, for leadership in the Church of England;
- the clarity of the Hall's aims and purposes in relation to preaching, teaching, pastoral care and evangelism;
- a rich mosaic of Evangelical traditions that come together in a community that affirms distinctive strengths and shows respect for difference. The inspectors are confident that Wycliffe Hall supports and encourages all expressions of evangelical Anglican conviction;
- the potential of the new staff team to make a significant contribution to the life and work of the Hall, the University and the wider church;
- the acceptance, integration and support by all the staff for women in training for church leadership in the vocation in which they feel confident;
- the strengthened administrative support provided within the Hall, the effective appraisal system for all staff, and the comprehensive range of up-to-date policies now in place to meet statutory, legal and University requirements;
- the high standards achieved by Wycliffe Hall students in University examinations.

### **Areas for attention**

- in the area of 'Practical and Pastoral Theology', as a priority, there is a need to review and revise the structural planning, theoretical training and practice-based learning of students at Wycliffe Hall – to include formal introduction to theological reflection, and tutorial direction and support for students in challenging experiences and placements;
- within the last year the Wycliffe Hall Council has approved new governance measures. New Council members have been appointed. A Governance Manual was issued (June 2008). However, an external review will help to embed good practice and identify further improvements;
- the character of the management of the Hall should be kept under review in order to model collaborative and facilitative approaches to leadership in mission and ministry;
- the Hall should strengthen its institutional and academic commitment to the standards, values and practices of Oxford University and its Faculty of Theology;

- Wycliffe Hall is a member of the Oxford Partnership for Theological Education and Training (OPTET) and a participant in the Regional Training Partnership (RTP). In the light of the commitment of these associations to consultation, collaboration and co-operation, the inspectors encourage the Hall to work in a fully collaborative manner with OPTET and the RTP;
- in line with the recommendation in the 2004 inspection report, the received Anglican tradition of daily corporate prayer should be modeled more fully in the worship of the Hall. Students should be introduced to the theology, liturgy and practice of worship earlier in the curriculum;
- following recent difficulties related to the implementation of new management structures, the Hall should continue to seek opportunities for reconciliation;
- the Hall's efforts to increase the numbers of women in training should continue.



# FULL REPORT

## INTRODUCTION

- 1      Founded in 1877, Wycliffe Hall today has 66 ordinands in training for Anglican ministry, 9 of whom are women. There are 44 other resident students.
- 2      Wycliffe Hall's body of staff and students is united in the common purpose of forming ordinands, women as much as men, for leadership in the Church of England. Today, the Hall displays a rich mosaic of Evangelical traditions that come together in a community that shows respect for difference, and in which women are fully accepted and integrated.
- 3      It is the considered and prayerful judgment of the Inspection Team that Wycliffe Hall is, with qualifications, fit for the purpose of preparing men and women for ordained ministry in the Church of England.
- 4      Since the last Inspection in 2004, Wycliffe Hall has had four testing years. Having appointed a new Principal, the Council supported him as he both established new managerial structures and implemented new Strategic and Staffing Plans. Several staff members first questioned and then opposed the changes, the process by which they were brought about, and the way in which they were introduced. Some resigned. One was dismissed from office, and two were made redundant. Replacement staff appointments have been made. New members of staff are now settling into post.
- 5      The method of the Inspection was first to seek evidence. The Team then entered into dialogue by Email, with the Hall's Staff. The evidence we have considered includes the following:
  - The College Submission in response to the questionnaire in the Handbook for the Inspection of Theological Colleges, Courses and Schemes, updated 2008 (Inspections Handbook 2008);
  - Wycliffe Hall Council's Minutes of Meetings from September 2007.
  - The Listening Report (May 2007) – produced by two 'Listeners' appointed by the Council from among its members;
  - A Students' SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis (June 2008);
  - The Review of the Permanent Private Halls associated with the University of Oxford, July 2007 (PPH Review 2007);
  - 17 responses from episcopal stakeholders (sponsors of Wycliffe Hall ordinands) to our request for an expression of their views and concerns.
  - An informal expression of view from institutions and individuals in the Oxford Partnership for Theological Education and Training (OPTET), July 2008;

- Several unsolicited submissions from past and present members of the Wycliffe Hall community.
- 6 As a Team we decided to read the unsolicited submissions, the status of which was challenged by present Wycliffe Council and staff members. However, we did not consider them as a Team in drawing up our Report, which is based on primary evidence that we believe provided a sound and sufficient basis upon which to pursue our enquiries and to come to our own judgment.
- 7 Apart from the written evidence we have had meetings with the following:
- The Chair, Principal, Council and one of the Holding Trustees of Wycliffe Hall;
  - The Senior Management Team (SMT), and other Academic, Administrative and Support Staff;
  - Each member of the Academic Staff individually;
  - The Domestic Staff;
  - Associate Tutors;
  - Officers of the Student Common Room, women students and other student cohorts;
  - The ‘Contact’ group for students’ spouses;
  - Diocesan Directors of Ordinands and Placement Supervisors visiting the Hall for Open Days.
- 8 The Oxford University Supervisory Committee of the Permanent Private Halls (PPHs) asked to meet us. With inspectors from St Stephen’s House and Regent’s Park College, we also met the Chair of the Oxford University Faculty of Theology.
- 9 In the course of the Inspection Week (16<sup>th</sup> to 21<sup>st</sup> November 2008) we heard two students preaching in placement churches, worshipped in chapel, attended the Board of Studies, lectures, seminars, preaching classes, fellowship groups, committee meetings, and a Students’ Common Room meeting.
- 10 We are grateful for the welcome we received when we visited the Hall. The Submission sent to us was comprehensive and assembled for convenient reference and handling according to the published Criteria (Inspections Handbook 2008). The Wycliffe staff has responded carefully to our various requests for further information, clarifications and meetings. They attended thoughtfully to the practical arrangements for the inspection week.
- 11 Throughout the Inspection we have worked to the Criteria, and within the parameters outlined in the Inspections Handbook 2008. We have also borne in mind the ‘Learning Outcomes’ listed in *Shaping the Future: New Patterns of training for Lay and Ordained* (Ministry Division of the Archbishops’ Council 2006), pp. 68-72.

- 12 The Report that follows is written, and the paragraphs follow, in relation to the Criteria for Inspections (Inspections Handbook 2008, pages 50-55). The Criteria are printed in *italic* type. The Inspectors' comments are printed in normal type. The Recommendations are in **bold** type. In places we also **urge** or *suggest* that action be taken.

## **A AIMS, OBJECTIVES AND ACHIEVEMENTS OF THE INSTITUTION**

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

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

- 13 In answering the Validation Questions prior to this Inspection (2008), Wycliffe Hall refers to the terms of its Trust Deed (1877) in which the object of the Hall is to 'supplement' the provision of theological education within Oxford University and to prepare ordinands for the ministry of 'the Protestant Reformed Church of England.' Emphasis is placed on a ministry of leadership in evangelism, preaching and teaching. In answering the same questions for the last Inspection (2004), Wycliffe Hall expressed the conviction that the ordained person is 'a publicly recognized representative of Christ and his church.' This time, the emphasis has shifted from formation for ordained public ministry to preparation for performative Christian leadership of the church in mission. This vision and purpose is clearly stated in the Hall's documentation and students bear witness to the fact that it is clearly communicated to them throughout the curriculum.

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

- 14 In drawing up its Strategic and Staffing Plans, Wycliffe Hall has taken cognizance of the training policies of the Church of England. With regard to women candidates the Hall states, 'We are committed unequivocally to the training of women and men together for ordination and leadership in the Church of England.' The proportion of women within the student body, their integration into the life of the Hall and the acceptance of their call to leadership have all been the subjects of evidence received by the inspectors. The Hall is meeting the church's requirements. We comment below (para 67) on the positive experience reported by women students.

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

- 15 The last Inspection Team (2004) drew particular attention to the need for changes in Governance, Management, Staff Recruitment and Selection Procedures. The change in structures that followed the arrival of a new Principal, and their implementation, resulted in opposition to his policies. Resistance which had been evident at the time of his appointment became stronger among the staff and led to conflict and impaired relationships. In turn, this was followed by the resignation, dismissal or redundancy of some longstanding academic and administrative staff members. Litigation followed and a process of mediation has recently been concluded.
- 16 Other recommendations in the Inspection Report (2004) led, for instance, to better provision for staff housing and two joint teaching appointments with Regent's Park (Baptist) College. As will become apparent in this Report, the present team of inspectors endorses the changes that have now become established but, because of the pain and disruption caused by their implementation, we believe they need to be reviewed. For example, we make recommendations about aspects of both the Governance and Management of Wycliffe Hall (see Recommendations 3-7). Other concerns raised in the last Report, and not yet fully carried through, have continued to feature in our dialogue with the present staff. These include collaboration within OPTET (see Recommendation 2), and issues around Anglican worship and identity (see e.g. Recommendations 9-10).

<p><b>The inspection team has confidence with regard to Criterion A, Aims, Objectives and Achievements of the Institution.</b></p>
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## **B RELATIONSHIPS WITH OTHER INSTITUTIONS**

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

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

- 17 Wycliffe Hall has been a PPH of Oxford University since 1996. PPH status entitles certain non-collegiate institutions to be designated as 'societies of the University' granting certain privileges, such as the right to matriculate students, which carry obvious advantages in terms of student recruitment. Under this arrangement, PPH Principals can also nominate staff to the Faculty of Theology, and they are entitled to participate in the meetings of Heads of House and the Conference of Colleges.

- 18 In 2007, the University carried out a review of PPHs, and the resulting ‘Lucas Report’ recommended new licensing agreements for each individual PPH, with some common features plus variable clauses to accommodate differences between institutions. The PPH Supervisory Committee was established to negotiate these new arrangements and oversee developments. Currently, the details of the licences are still under negotiation, but the terms of the proposed new licensing system are likely to require PPHs to comply with University Statutes and Regulations in relation to terms and conditions for employees, student appeals and disciplinary procedures, admissions and student numbers, staff/student representation and administrative structures.
- 19 When the Inspection Team met the PPH Supervisory Committee, a number of concerns were expressed to us concerning both the future of PPHs in general and the Hall’s relationship to the University in particular. In general terms, for example, the exclusive nature of PPH status precludes the development of validation arrangements with other Higher Education Institutions (HEIs), such as Oxford Brookes University. Similarly, the government’s decision to withdraw funding for Equal and Lower Qualifications (ELQ) may adversely affect funding for Wycliffe Hall’s ordinands undertaking Oxford degrees, with resulting implications for long-term financial viability. The recent closure of Greyfriars has exposed the financial vulnerability of PPHs and the potential liability such an event presents to the University in the need for it to make alternative provision for matriculated students.
- B.ii The institution should show signs of drawing as much benefit as may be possible from the demands and resources of universities in teaching quality assessment, staff development and the promotion of research.*
- 20 The Inspection Team was also made aware of more specific issues relating to Wycliffe Hall’s standing within the University. For example, concerns were raised that recent adverse publicity represented a risk to the reputation of the University. We also heard of some anxiety expressed by University staff that Wycliffe Hall students may avoid attending lectures by members of the Faculty of Theology who are not regarded as generally sympathetic to the theological outlook of the Hall. We have seen no evidence of this.
- 21 A further concern expressed by the PPH Supervisory Committee is the potential threat of the Visiting Students’ Programme, both in terms of financial viability and in terms of academic standards. We were told that PPHs account for nearly a quarter of all visiting students within the University, of whom around two-thirds are recruited through Wycliffe Hall, through its connections with two Visiting Student Programmes: Scholarship and Christianity in Oxford (SCIO) and Oxford Centre for Christian Apologetics (OCCA). (OCCA students are full students of Wycliffe.) Although we found no apparent risk to Wycliffe Hall, either financial or academic, from its Visiting Students programme - in fact it provides a much-valued opportunity to interact with wider communities of international students -

significant reservations were expressed to us of the wisdom of an over-reliance on this strategy, particularly since patterns of Visiting Student recruitment on the part of Colleges and PPHs is likely to be a matter for greater central scrutiny by the University of Oxford in the near future.

- 22 In other respects, however, relations with the University are good. Wycliffe students perform consistently well in University examinations, although there are some anxieties within the University concerning the academic standards of some qualifications offered in the PPHs. It is our understanding that the proposed curriculum reforms will address this, by ensuring that PPHs only teach towards qualifications validated by the University; but the indications are that the Supervisory Committee will need continued reassurance that standards of teaching within the PPHs are appropriately high.
- 23 It is clear to us that despite recent difficulties significant goodwill exists, on the part of senior figures within the Faculty of Theology, towards Wycliffe Hall. We heard expressions of concern at the effect on the Faculty of the departure of several senior members of the Hall's staff, and a wish to see them replaced by successors of comparable academic standing. We therefore **urge** Wycliffe Hall to make the restoration of trust and good relations between itself and the Faculty a major priority. In particular, we **urge** Wycliffe Hall to honour its commitment to building up the research profile of research-active staff to enable them to take an active role within the Faculty.
- 24 We were concerned, however, at the suggestion in University circles that Wycliffe Hall had not followed what the Faculty regard as appropriate protocols in relation to their involvement in staff appointments. Wycliffe Hall states that it has done so since February 2007. In the present climate, we believe that Wycliffe Hall needs to do all it can to foster a positive spirit of collaboration with the Faculty of Theology by following procedures of full and appropriate consultation. To avoid any possible future misunderstanding, we therefore recommend that:

### **Recommendation 1**

**In the interests of consolidating a spirit of collaboration and confidence between itself and the University when making academic staff appointments, Wycliffe Hall should always invite the Chair of the Faculty of Theology to appoint a nominee to be involved in the processes of selection and appointment.**

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

- 25 The Hall has established links with the recently formed Oxford Centre for Muslim-Christian Studies which emphasizes common religious interests and the exploration of contemporary faith issues. However, the Moderator's Report (May

2008) on the Oxford Diploma in Ministry (ODM) noted that issues covered by students did not include interfaith or ecumenical subjects. We encourage the Hall to build on its interfaith connections (see Recommendations 14 & 19).

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

- 26 Wycliffe Hall is a member of the Oxford Partnership for Theological Education and Training (OPTET) which aims to promote: 1. Efficient sharing of resources, 2. Consultation, collaboration and co-operation in the delivery of academic and other programmes, 3. Shared acts of worship, and 4. Formal and informal meetings of staff and students (OPTET Draft Constitution, revised 2006, confirmed 2008).
- 27 Staff from OPTET partner institutions meet regularly, sometimes in subject-specialist groupings. OPTET is seen by the Faculty of Theology as a crucial instrument for achieving greater integration between PPHs and Faculty, with significant potential for more collaborative delivery of the curriculum, shared teaching and greater student mix. A weekly morning of lectures given by a combination of OPTET and Faculty of Theology staff brings students across a range of programmes and institutions together in common teaching, and plans to revise the BTh, CTh and Oxford Diploma in Ministry envisage further collaboration in curriculum design and delivery.
- 28 The last Inspection Team (2004) recommended that the Hall should ‘investigate opportunities for joint teaching and learning’, and consider ‘making a joint appointment with another OPTET College.’ During the last academic year the Ethics lectures at Wycliffe Hall were delivered by a tutor of St. Stephen’s House. Two joint appointments, in Missiology and Pioneer Ordained Ministry, were made with Regent’s Park College. Nevertheless, evidence we have received indicates that Wycliffe Hall has not consulted OPTET partners before making appointments. The Inspection Team considers that there has been insufficient discussion about joint appointments within OPTET institutions, and insufficient mutual involvement in each others’ appointments.
- 29 Wycliffe Hall is also keen to explore more flexible routes to ordination, such as mixed-mode training. Whilst we endorse its desire to respond to the needs of its constituents by creating more flexible and accessible modes of training – which might have the added advantage of making Wycliffe more attractive to women ordinands – we encourage Wycliffe to consult with other OPTET partners, and especially the Oxford Ministry Scheme, before taking any further initiatives. We therefore recommend that:

## Recommendation 2

**In making decisions that could affect other partners, such as staff appointments and in considering new opportunities for ordination training pathways, Wycliffe Hall should consult, collaborate and co-operate with its partners in OPTET.**

- 30 Wycliffe Hall plays a part in the South Central Regional Training Partnership (RTP), in particular through its membership of the sub-group which will deal with post-ordination Initial Ministerial Education (IME 4-7).

<p><b>The inspection team has confidence with qualifications with regard to Criterion B, Relationships with other Institutions.</b></p>
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## C GOVERNANCE, MANAGEMENT, CONSTITUTION AND ORGANISATION

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

- 31 The Trust Deed, drawn up in 1877, vests the government and management of Wycliffe Hall in the Council, and places the Hall ‘under the general control of the Principal.’ In the Inspection Team’s view, the Commentary on the governance structure in the new Governance Manual (June 2008) draws a distinction between *governance* and *management* which is not congruent with the overall responsibility laid upon the Council in the Trust Deed. The Ministry Division has given guidance on governance, leadership and management (see *Governance for Trustees/Governors of Theological Education and Training Institutions*, London, Ministry Division, Church House 2006, and *Governance Structures in the Regional Partnerships*, London, Church House 2006, pp. 3-5). We recommend that:

### Recommendation 3

**The Council should clarify its responsibility and method of monitoring the implementation of its strategic plan and the management of the Hall.**

- 32 The last Inspection Team (2004) found a lack of staff confidence in the Council. It recommended ‘a clear statement of the duties and responsibilities of Trustees and Council members’, and a review of its procedures and membership. That review has now taken place. The Inspection Team recognizes the commitment of the governing body to make changes in governance work. However, the Team also believes that an early external review will help to embed good practice and identify further improvements. Under the terms of the Trust Deed (1877) the Council is a self-perpetuating body. We **urge** the external review to consider this.

- At the same time, the Team recognizes the value of the current Deed in establishing the Evangelical basis and character of the Hall, and its ongoing core business of preparing men and women for ordained ministry within the Church of England.
- 33 A few episcopal stakeholders (sponsoring Wycliffe Hall ordinands) have expressed a view that the four Holding Trustees appear to be an oligarchy within the overall governance. We found no hard evidence to support this view but, in the light of their personal legal responsibilities and potential financial liability in relation to the Hall, such a misinterpretation is understandable. In any event, a clear re-stating of the particular role and responsibilities of the Holding Trustees will serve to emphasize the decision-making and monitoring responsibilities of all Council members both individually and corporately. We also **urge** the Council to appoint a Vice-Chair.
- 34 The Board of Administration is the Council's key sub-committee in relation to its financial, budgetary and developmental planning. The inspectors believe its terms of reference need to be reviewed and its membership strengthened (see below under 'Financial Management').
- 35 The Inspection Team has noted the recommendation of the PPH Review 2007 (PPH Review, Recommendation 5), 'The governance arrangements of the Permanent Private Halls should contain adequate representation of the stipendiary staff in the decision-making processes of their Hall.' Although not unanimous in the vote, the Council decided that all seven members of the Wycliffe Hall SMT should attend Council meetings. This has led at times to a large proportion of attendees at Council meetings being post-holders. During the last twelve months there has been no elected staff representative. We therefore recommend that:

#### **Recommendation 4**

**Within one year the Council should instigate the high level external review of governance envisaged in the Governance Manual (June 2008) which should be facilitated by someone with relevant experience in Higher Education and Ministerial Training. Among other things it should:**

- **Clarify the precise role and responsibilities of the Holding Trustees.**
- **Review the terms of reference and membership of the Board of Administration in the light of its key financial, budgetary and developmental role.**
- **Investigate and report on the appropriate level of staff representation at Council meetings.**

- 36 Following deliberations by the Nominations Sub-committee, new members have been appointed to the Council. However, although the Hall has sought the advice of senior members of the University in making some appointments to posts in Wycliffe Hall, there is as yet no Council member who is a senior member of the University of Oxford. The PPH Review 2007, in its recommendations, makes

clear that the University should expect the Halls to conform to the values and standards of the University of Oxford. We therefore recommend that:

### **Recommendation 5**

#### **A senior member of Oxford University should be nominated for membership of the Council of Wycliffe Hall.**

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

#### Management

- 37 Following his arrival in 2005, the new Principal introduced changes to the management structures. He established a new managerial organization with designated team leaders in the SMT to serve as line managers and channels of communication with the rest of the staff.
- 38 From the outset disagreement and controversy was generated among the staff in a debate about the nature of the change, as some saw it, from a collegial to a corporate institution. Some doubted whether secular and business models were appropriate for a collegiate institution within the University of Oxford on the one hand, and for a Christian community on the other. Such a debate naturally stirred interest beyond Wycliffe Hall in both the University and the other Halls associated with OPTET.
- 39 As noted above, the Trust Deed (1877) states, ‘The Hall shall be under the general control of a Principal....’ The last Inspection Report (2004), before the appointment of the new Principal, recommended that, ‘the next appointee should be someone with managerial and team building skills....’ The follow-up Report (2006) noted the positive move forward by the new Principal in establishing new management structures. All the evidence we have received endorses the wisdom of initiating the new structures. After four years, all the respondents to our enquiries believe that the new management structures are beginning to work well. However they need to be reviewed not least because, in the aftermath of the changes, long-standing staff members, together with those who have left Oxford, are still hurting and the reputation of Wycliffe Hall is still showing the bruises.
- 40 The PPH Review 2007 expressed concerns about some aspects of the governance and management of PPHs. A few episcopal stakeholders have noted reports of an autocratic style of leadership within Wycliffe Hall. They have asked whether the modelling of leadership in the Hall is appropriate for ordained ministry in the contemporary Church of God. The Inspection Team has received evidence that the leadership of the Principal and senior staff is respected. We recognise that the implementation of the new structures outlined in the Strategic Plan called at first for a directive form of management, which earned the respect of many who

continue to serve on the staff team. However, we have also received evidence of an over-directive element within the practice of management at present which does not have the wholehearted trust or confidence of all the staff. As inspectors we experienced it at some staff meetings, in arranging meetings with bodies external to the Hall, and in some responses to information we shared and enquiries we made. Some of the issues focus on the character of the delegation of authority, responsibility and accountability in models of Christian leadership and management. In Wycliffe Hall we believe that such delegation requires further examination and articulation given the emphasis placed on preparing ordinands for a ministry of leadership. Alerted to the problems of the last four years in Wycliffe Hall, we have asked along with many who have provided us with evidence: What kind of ‘general control’ (as envisaged in the Trust Deed), is being exercised today in Wycliffe Hall? What is the quality and extent of the delegation? In short, what is being practised and modelled in the Hall?

- 41 The deeper questions therefore are about the character of the new management structures and relationships on the one hand, and their success in terms of ‘team-building’ for leadership in the Church of God on the other. This has been the subject of the Inspection Team’s careful investigation. Our conclusion is that more remains to be done, not least in terms of theological reflection. What kind of ecclesiology are the structures supporting? What kind of leadership is appropriate for organisations serving the Church of God? What relationships are appropriate for the building up of the Body of Christ and for the advance of the kingdom of God? We therefore recommend that:

#### **Recommendation 6**

**The Senior Management Team should initiate and follow up a staff-wide process of consultation on the nature of ‘leadership’ and ‘delegation’ appropriate for a theological college that trains men and women for church leadership with**

- **the help of a suitably qualified practical theologian as consultant,**
- **reference to its practical outworking in both the current and future management of Wycliffe Hall.**

- 42 The Inspection Team has seen references in the PPH Review 2007 to the ‘internal tensions’ observed by the Review Team and ‘specific allegations’ reported in the press. There continues to be painful fallout from the events of the last two years of which we have found evidence in some deeply wounded spirits in the Wycliffe Hall community, as well as further afield. Legal processes have only recently been concluded. To improve relations and to help re-establish the good reputation of Wycliffe Hall we therefore recommend:

## **Recommendation 7**

**To continue the healing of the wounds and bruised reputation of Wycliffe Hall, left in the wake of the restructuring and its implementation, the Senior Management Team should pursue opportunities for reconciliation.**

- 43 In spite of the legacy from the past, the continuing staff team works with professional integrity. New members have been appointed and contribute with skill and dedication. Visitors to the Hall, episcopal stakeholders and the Inspection Team can and do consistently report an institution in good health and united in the common purpose outlined in the Trust Deed.

### Financial Management

- 44 The Hall faces particular challenges in respect of capital investment. In the past there have been successive plans for the development of the plant and buildings. These are now being addressed within Wycliffe Hall's strategic plan. The Board of Administration which meets termly is the key Financial and Budgetary Committee that oversees the day-to-day financial management of the Hall, and its development.
- 45 The Board of Administration advises the Council on its decisions. However, there are a number of questions about its membership and role. Within the Council, under the Trust Deed (1877) and as noted above, the Holding Trustees have a particular responsibility for the buildings and financial oversight of the Hall. In fact it is a legal requirement that all Council members have a role and responsibility in relation to the Hall's finances. There is now, for instance, a clear need for the Hall to maintain adequate and easily available reserves. At its last meeting the Council took steps involving representative Council members to address the challenge. In addition to defining the precise role of the Holding Trustees, we therefore also recommend the Council to review the terms of reference and membership of the Board of Administration (see Recommendation 3 above).
- 46 During the course of the Inspection, members of the Council were presented with a revised Budget for 2008/9 showing reduced income and increased expenditure that had the effect of replacing a small surplus with a large deficit. The Council was asked to address this situation by reducing the Hall's indebtedness. There is also a need to increase net current assets. This can be done because the Hall's total assets considerably exceed its present liabilities. Nevertheless, the PPH Supervisory Committee has identified the University's potential vulnerability, so far as its reputation is concerned, where there is financial fragility such as they have experienced elsewhere. See also the *PPH Review 2007*, page 25.

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

47 The student President and President-elect meet with either or both the Principal and Vice-Principal on a weekly basis in term time. There is formal student representation on the Hall Council, the Board of Administration, the Board of Studies and other Hall committees. The Student Body reports that ‘the Hall Council is accessible to students, particularly through the elected representatives, but also directly as appropriate.’

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

48 There is full academic support within the Hall for the tutorial staff. This has been strengthened in recent years by additional administrative and IT support staff. Although there is a danger of the Hall having overstretched expectations of them, the general view of the present administrative staff is positive.

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

49 The inspectors received, with the subjects’ permission, and in addition to a copy of the Principal’s latest Annual Review by the Chair of the Council, samples of Staff Review Reports, Staff Self-Review Reports and 6 Monthly Review Reports. The tabulated list of Staff Reviews (2008) indicates the name of the Reviewer for each staff member and the expected deadline for completion of the Appraisal.

50 The Inspection Team between them interviewed all the academic staff and the majority of administrative and support staff. Without exception all have had annual reviews every year and they commonly use the job description as a starting point. Some job descriptions had changed as a result of appraisals and consequently every one felt that the job that they actually did fairly reflected their job description. The new team system gives increased access to information, and the periodic *Management News* keeps staff abreast of the latest information from the team leaders. ‘The sense of corporate direction and support has never been stronger’, was a view expressed and shared by many but not all members of staff.

*C.v The training institution should meet the current legal requirements, for example, with regard to Fire prevention, Health and Safety and Child Protection.*

51 The Hall’s Submission includes a comprehensive range of up-to-date policies that have been adopted and are now in place to meet statutory requirements. These include the University of Oxford’s ‘Code of Practice on Harassment including Bullying’ produced with students in mind. The Hall’s Harassment Adviser has briefed the Hall’s staff on the Church of England’s Report, *Dignity at Work* (2008). Since her appointment in 2007 a record of incidents has been kept and categorised properly. The Wycliffe Hall community is mindful about using appropriate speech and behaviour.

- 52 Wycliffe Hall's 'Disability Equality Scheme' (amended May 2007) is fully understood and embedded in the practice of building refurbishment and all recent building work evidences its implementation. The Maintenance Assistant has the Hall's compliance with current Fire Regulations within his responsibilities. All Health and Safety notices were displayed in prominent places along with the names of First Aid trained staff. First Aid training has been 'topped up' by these staff within the last year. The 'Gender Equality Act' (2007 – 2010) incorporates the Equality Act 2006. We **urge** the Hall to upgrade the 'College Race Equality Policy' (2002) to take note of the same Act.

**The inspection team has confidence with qualifications with regard to  
Criterion C, Governance, Management, Constitution and Organisation.**

## **D ACCOMMODATION**

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

- 53 The 19<sup>th</sup> century grade II listed Victorian buildings which make up most of Wycliffe Hall give all who study and work there a sense of history, privilege and challenge. Over the years imaginative solutions have led to the provision of quiet rooms, seminar rooms and study spaces. The ongoing negotiation with planners and the appeal to funders will be critical to the future physical development of the Wycliffe Hall site to ensure that the physical living and learning environment becomes excellent.

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

- 54 There are two main teaching rooms: the Lower Common Room and the Lecture Room. Both are in good decorative order and equipped with teaching aids, including the ability to display the internet. There are three main seminar rooms, and for smaller groups tutors sometimes use their study space. All the rooms are at capacity and inhibit any future expansion of the college. For the weekly news sharing, the dining room space is used and the students have a common room.
- 55 The kitchen area and dining rooms serve the Hall well. A new IT signing-in system has reduced food wastage and has the capacity to be further developed with swipe card access. Like other areas in the Hall, the dining space is only just adequate and, although it is well managed, the whole community can be fed only on a staggered-sitting basis. The company contracted in to provide the meals, and the quality of the food, has had consistently good feedback, especially recently.
- 56 The domestic and maintenance staff has their space beyond the kitchens and access can sometimes become a problem especially when food deliveries take

- place. However the best use of the space available has been achieved and all the staff recognise this and adapt their working practices accordingly.
- 57 The main entrance to Wycliffe Hall has been altered recently to accommodate wheelchair access and the Reception moved nearer to the front door, although still not within sight of it. The buildings, despite their age, are user friendly and kept in good order throughout. Students are happy with their rooms and study spaces. The shared bathrooms are only just adequate but the water is always hot. There is a comprehensive ongoing improvement programme whenever space is vacated and funds become available. An en-suite guest room in the basement of the old lodge is but one example.
- 58 Throughout the whole college, through a series of fifteen hubs, wireless internet is accessible to everyone. Printing is possible through the internet into the library and a photocopying room is also available. The quality of the wireless access could be improved by the installation of a new system which would have the additional advantage of bringing in an income stream from conference guests paying for access.
- D.ii There should be an awareness of perceived inadequacies, and a policy and programme for addressing them.*
- 59 There is a comprehensive development plan for the Hall (2004 updated 2007) with one major phase, the library and administration block, having outline planning permission pending. Given the limited space and limited funds, care needs to be taken to prevent current good ideas impacting on future strategic development. For example, the plans for expanding the current crèche to Ofsted standard would require considerably more space and may compete with other future demands.
- 60 We *suggest* that the SMT considers whether those with a developmental role in their job description should either meet with the SMT for development agenda items, or find another meeting point where development policies and priorities can include the views of all those concerned.
- 61 The Inspection Team was content that there is a comprehensive awareness of the needs for development in the Hall and although the recent plan is yet another incarnation of previous plans the Principal, Council and SMT have its implementation as a priority.

<p><b>The inspection team has confidence with regard to Criterion D, Accommodation.</b></p>
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## **E COMMUNITY AND CORPORATE LIFE**

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

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

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

62 The 'Wycliffe community' comprises ordination candidates, 'independent students', who are self-financing, a small number of undergraduates and a very small number of post-graduate students doing research at the University. In addition it includes SCIO students, mostly from 'Christian' colleges in the United States spending a semester twice a year, studying a wide range of humanities subjects, including theology; and OCCA students, many from overseas, undertaking both long and short-term courses in apologetics and evangelism in conjunction with the Zacharias Trust. People from the wider locality undertake the Wednesday evening University extra-mural Diploma for Biblical and Theological Studies.

63 There do not appear to be any significant tensions in meeting the needs of these somewhat disparate groups. While there is a tendency for students on different programmes to gather at particular tables in the dining room, there is a considerable degree of mixing socially.

64 For ordinands Fellowship Groups, numbering twelve or so students, are the main focus for corporate and community life in the Hall. They meet once a week for morning worship and are responsible for planning and 'staffing' worship for a week each term. They also function as preaching classes. A member of the teaching staff acts as tutor to each group and as personal tutor to each student in the group. The Director of Christian Leadership oversees the groups, and expects his colleagues to see their students three times in the Michaelmas term and twice in other terms. The tutorial staff meets periodically to discuss student matters, and review the students in each Fellowship Group termly. This should ensure that there is careful monitoring of students personal development and welfare.

65 Considerable care is given to providing resources for students to take responsibility for their own pastoral care. In addition to their Fellowship Group tutor, the part-time Pastoral Co-ordinator, who himself has pastoral counselling skills, maintains a list of resources and people outside the Hall available to people to

approach. This list is currently being reviewed and updated, and better means of acquainting students with these opportunities are being explored.

- 66 It may not always be obvious to students the extent to which the total experience on life in the Hall is a preparation for ministry. The experience of the daily gathering and dispersing of married students living out, some at a significant distance, as well as the pattern of residence for student resident in the Hall, and the incorporation of children at various times, in addition to the presence in the Hall of a large number of people not seeking ordination, should provide opportunities for reflecting on, and learning about, the nature of community in contemporary society. It should also offer insights into the ways in which groups interact, or not, which should have great value in preparing for parochial ministry, and building up parish life. There would be great value in assisting students to reflect on and learn from these experiences.
- 67 Women students are very positive about their experience at Wycliffe Hall. They are appreciative of the support provided by the teaching staff, to the care paid to issues of inclusive language, and of the attention given to ensuring that women are not substantially outnumbered in Fellowship Groups. However, given that women comprise under a quarter of the ordinands, this means that there have to be some men-only groups, although steps are taken to try to ensure that for one year at least of their training all male students will be in a mixed Fellowship Group. While we found some evidence of issues around discrimination against women (which the Hall had dealt with properly, for instance through its harassment procedures, see paragraph 51 above), the great majority of the evidence supported the conclusion that Wycliffe is a good place for women to train, where differing views about women in leadership roles in the Church are creatively addressed. Students are instructed in respect of the Act of Synod both in the Anglicanism course and as part of the leavers' programme.
- 68 There is an active and energetic group run by students' wives for their mutual support and encouragement, including a regular programme of prayer, Bible study and social events. A high proportion of the wives have small children, and in the course of the current academic year about 14 babies are due to be born. A crèche is provided on one morning a week to enable mothers to take part in Bible study. The Pastoral Co-ordinator also organises a husbands' group.
- 69 As part of its study day programme the Hall provides a day on 'Diversity' including experiential learning about gender, disability and ethnic issues. Given the range of ethnic groups represented in the wider Hall community, and the cultural diversity of many parishes and congregations we encourage the SMT to ensure that continuing careful attention is given to assisting students to gain insight from their experience in the Hall, as well as drawing on resources in the Diocese and the Church Mission Society (CMS), which supports a part-time member of staff, for the consideration of issues around diversity, contextual theology and global Christianity. Disabled access is dealt with as far as possible given the limitations of the present buildings, and we **urge** that it is given full

attention in any proposals for developing the buildings and site further. We recommend that:

### **Recommendation 8**

**The Senior Management Team should enable students to reflect on how the total experience of the Wycliffe community as a corporate body helps to equip them for ministry.**

**The inspection team has confidence with regard to Criterion E, Community and Corporate Life.**

## **F COMMON WORSHIP**

*Inspectors will consider the arrangements for common worship and the policy underlying them, noting the use of authorized and other forms of worship, and how worship is conducted*

- 70 A wide range of Evangelical traditions are represented among the teaching staff and students at Wycliffe, which provides a challenge for achieving common worship in which everyone feels comfortable.

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

- 71 The Chapel is traditionally arranged, with pews facing the holy table. There is a west gallery which also provides seating. Extra chairs have been placed in the aisle to accommodate more people. The platform at the east end for the holy table, has been extended forward, to better accommodate a music group. There is provision for projecting the words used in worship by means of PowerPoint on to a screen at the east end of the Chapel. The Chapel provides a rather formal space for worship, given that the worship is often somewhat informal in style. We were told that extensive advice has been sought in the past about reordering and extending the Chapel to provide more accommodation and greater flexibility in the use of the space, and that a number of proposals have been made. However, none of them have provided for increased seating without very considerable expenditure. The present accommodation is not ideal but it is difficult to see how it might be improved. Opportunities, we were told, are occasionally taken to use other spaces in the Hall for Thursday community worship.

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

72 The pattern of worship during the week is well-structured. There is corporate worship in Chapel on three mornings each week, a 'quiet time' one morning a week, and worship in Fellowship Groups one morning a week. The morning worship is recommended to follow the pattern of the 'service of the word' provided for in *Common Worship*. On a Thursday afternoon there is a community act of worship, which most Thursdays during term is a Holy Communion service, and once a term is a service with other colleges in OPTET. At least once a term it is 'all age worship'. On Tuesday evenings, Compline from *Common Worship* is said in the Chapel. The Hall makes use of the Book of Common Prayer.

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

73 While we were present the Chapel was full for the corporate acts of worship. Care and attention was paid to the preparation for worship on the three days when there was morning worship in the Chapel, and for the Thursday Holy Communion service when we were present. However, we thought there was some confusion among students between the sort of liturgy that is appropriate for Sunday worship in a parish church, and a liturgy appropriate for the common round of daily worship for a community. We were concerned whether the experience which students now provide and receive in terms of daily worship is really an appropriate model for them to take into ministry, to sustain them in their ministerial lives, and to encourage their congregations to engage, in appropriate ways, in daily 'corporate' prayer. We encourage them to explore and use more meditative and corporate approaches to daily worship and prayer, which responsively engage the whole congregation.

74 We were also surprised at the very limited amount of biblical material in the daily services. A psalm is required to be used on Monday mornings, and a psalm was said on one other day. A short reading from the New Testament is recommended on three mornings, and a short reading from the Old Testament on two mornings. The Hall lectionary provides for reading 'the whole range of biblical literature' over a four year cycle on three mornings a week for 32 weeks of the year. However, no student spends four years in the Hall, and such an arrangement does not encourage students to read the Bible themselves 'in course' on days when there is no corporate worship in chapel. Therefore we do not think that this practice is consistent with the Anglican tradition of reading the psalms and the greater part of the Old Testament and all the New Testament, in course, during the calendar year. This is intended to immerse the Church's ministers, and the laity, in Scripture, and thereby to familiarise them with the great sweep and variety of salvation history and literature in the Old Testament, and with all the gospels and letters and the Revelation to John in the New Testament. Attention should be paid to providing more extensive use of the psalms, and the biblical canticles, which praise and thank God for his intervention in his world in the incarnation of his son, Jesus Christ, for the salvation of his creation; and for publicly reading the Old and New Testaments in course.

- 75 We also consider that, in line with the Anglican tradition, there should be a similar corporate act of prayer and worship to mark the end of the working day.
- 76 While it is good to have intercessions focusing on the demands of life in training for ordination and the needs of the Hall community, we thought that students should be encouraged to publicly express their concerns for the wider church, and for the needs of the world in the intercessions, perhaps having a list of matters to be included in intercessions, to which everyone could contribute.

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

- 77 We noted that ‘liturgy’ is taught at a rather late stage of people’s training. We think that there would be great value for students in their planning for, as well as participation in worship in the Hall, and in leading worship in placement parishes, to have teaching about the theological, liturgical and practical issues involved in planning and leading worship, as well as evaluating the worship in which they participate, during the first term of their training. This should include an introduction to the Church of England’s *Common Worship*, as well as other resources for daily worship.
- 78 We encourage Fellowship Group tutors to be diligent in providing feedback to their groups about the provision of and conduct of worship for the community, and about how they worked together to achieve this, and also to encourage processes by which other students can constructively comment on their experience of the worship. We recommend that:

### **Recommendation 9**

**The Principal should arrange for the provision of daily public worship to provide**

- **for more reflective worship appropriate to sustaining daily life in ministry;**
- **for more extensive reading of the Psalms and the Old and New Testaments in course, and the use of biblical canticles;**
- **worship to mark the end of the working day;**
- **for intercessions that attend to the needs of the wider church and the world.**

### **Recommendation 10**

**The Board of Studies should provide for teaching during the first term of training to introduce students to the theological, liturgical, and practical issues of worship to prepare them for leading daily worship in the Hall, and for participating in leading worship in placement parishes, including an**

**introduction to the resources of the Church of England's *Common Worship*, especially for corporate daily prayer.**

*F.v There should be a policy about expected attendance at public worship and evidence of its outworking*

- 79 Ordinands are encouraged to take responsibility and adopt a personal pattern of attendance at public worship, and to assist them to think seriously about this consultations are taking place about the adoption of a 'covenant' between each candidate and the staff (i.e. the Hall), including an element identifying the candidate's responsibility for taking part in public worship.

<b>The inspection team has confidence with qualifications with regard to Criterion F, Common Worship.</b>
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## **G MINISTERIAL, PERSONAL AND SPIRITUAL FORMATION**

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

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

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

- 80 As noted earlier (para 64), Fellowship Groups are the key element in ministerial, personal and spiritual formation, and this is clearly set out in Wycliffe Hall Handbook. Tutors have a very important role in their groups in providing pastoral support for students, and as mentors and models for their ministerial formation. They take this seriously, and as noted earlier, have two meetings each term with students to review their development towards ordination, and are responsible for writing reports to the students' sponsoring bishop at the end of their penultimate and final years of training. The aims and objectives of the Fellowship Groups have recently been reviewed, and the Director of Christian Leadership briefs new tutors on their role.

*G.iii The institution should enable candidates to be immersed in the traditions of their own churches,*

- 81 The Hall takes seriously the breadth of the Evangelical tradition represented in the staff and student bodies, and the Principal believes that he has helped to widen the range of views included in the community. There is a commitment amongst the teaching staff to ensure that students gain an empathetic understanding of

Evangelical traditions beyond their own. Through OPTET, especially through the lectures provided by staff of the constituent colleges on a Thursday morning, as well as through the termly shared act of worship between the colleges, and University lectures, students are encouraged to encounter and seek to understand traditions other than their own. Some students take opportunities to experience traditions other than their own in the context of placements. However, we have noted that greater care should be taken to ensure that this happens (see para 108 and Recommendations 18 and 19).

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

82 As noted earlier, students are encouraged to take responsibility for their own pastoral needs, and a range of resources are made available to them (see para 64), which the evidence suggests are not greatly taken up. When they think it necessary tutors refer students to counsellors or agencies.

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

83 The history of Christian spirituality is taught in the Hall, providing students with insights into traditions other than their own. While a large range of occupations and professions, as well as ethnic and national groups, are represented in the student body, the pressures of training for ordination, and the exciting new challenges that lie ahead may tend to discourage students from seeing their previous working lives as a resource for preparing for a ministry including engagement with the world. We **urge** the teaching staff to encourage students to use their previous experience in reflecting theologically on social, public, ethical and work-place issues.

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

84 The example of the teaching staff, who are all pursuing research or developing their skills and experience as theological educators, should encourage students to be life-long learners.

85 Elsewhere in this report there are recommendations about encouraging and enabling students to work effectively in the context of traditions other than their own both within and beyond their own church (e.g. see para 112, Recommendation 19).

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

86 There is considerable encouragement through the cell groups for people to explore prayer in small groups, and elsewhere we have made recommendations about the expectations on the ordained in terms of corporate daily prayer (e.g. see paras 77-78, Recommendation 10).

87 Given the importance that is attached to the Fellowship Groups, and the opportunities that they provide for students to learn, in smallish groups from one another and together, and to make use of their past and current experience, and the high expectations and demands this places on teaching staff acting as Fellowship Group tutors, we therefore recommend that:

### **Recommendation 11**

**The Senior Management Team should make provision for the professional development of Tutors in their roles as Fellowship Group Tutors.**

<b>The inspection team has confidence with regard to Criterion G, Ministerial, Personal and Spiritual Formation.</b>
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## **H. TEACHING AND LEARNING: CONTENT, METHOD AND RESOURCES**

*Inspectors will attend a representative sample of different teaching and learning activities, noting their quality and effectiveness and the methods used. They will examine the adequacy of educational resources, especially libraries, and will look at samples of students' written work.*

*H.i The content and process of the educational programmes should equip candidates for beginning public ministry, in line with denominational guidelines.*

88 All courses are taught in accordance with the agreed validation requirements of the Ministry Division of the Church of England. The BTh and CTh are specifically designed as integrated courses which combine academic elements, practical ministry experience and formation. Tutors show awareness of the 'Learning outcome statements for ordained ministry within the Church of England' published in *Shaping the Future* 2006, pages 64-72.

89 We express reservations, however, about the current training of students to become theologically 'effective reflective practitioners' (*Shaping the Future* 2006, p. 68). See below paras 91-99 and Recommendations 13 and 16

*H.ii Principles concerning what is included in pre-ordination/authorization training and left to post-ordination/authorization training should be available and consonant with any denominational requirements.*

90 Ordinands and other students in training at Wycliffe Hall are normally expected to undertake one of the following academic programmes depending on age, prior academic experience and pattern of training:

- BA in Theology (matriculating at ‘senior status’ and completing the degree in two years), plus the Oxford Diploma in Ministry for Theology Graduates;
- Bachelor of Theology (BTh) over three years or within a 2+2 model, completed after leaving Wycliffe Hall;
- Certificate of Theology (CTh), a two-year version of the BTh;
- Certificate in Theology for Graduates (CTG);
- Oxford Diploma in Ministry (ODM);
- Oxford Diploma in Ministry for Theology Graduates (ODMTG);
- Master of Theology (MTh, two years);

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

91 We welcome recent developments to revise the BTh and CTh, and to upgrade the ODM into a fully-accredited qualification of Oxford University. However, we also believe that the Dean of Faculty, in consultation with colleagues from Wycliffe and OPTET, should extend this process of curriculum review and revision to include other programmes, in the interests of greater coherence, as further evidenced in the following paragraphs and recommendations. We therefore recommend that:

## **Recommendation 12**

**The responsibilities of the Dean of Faculty should be reviewed:**

- **to place renewed emphasis on overall oversight of the delivery and coherence of the curriculum,**
- **to pursue the rationalization of programmes and pathways where necessary;**
- **to promote an appropriate balance between academic, formational and practical aspects of training.**

- 92 The BA is normally taken by candidates who demonstrate academic excellence or potential, and taken in two years followed by a selection of graduate certificate, diploma or master's options. However, we remain to be convinced that the variety of routes on offer, often with a tiny number of students in each cohort, is necessarily the best use of resources or does justice to the academic calibre of these candidates. We therefore encourage the Hall to give further consideration to enabling such students to pursue the requisite aspects of ministerial formation while aspiring to academic excellence, thereby more intentionally modelling an integrated approach to theology and practice. In other words, we encourage them to follow a model of 'practical theology' rather than one of 'applied theology'. We therefore recommend that:

### **Recommendation 13**

**Provision for ordinands undertaking a third year of training after graduating with the Oxford BA should be reviewed and rationalized, with particular attention to furthering their capacity to integrate theology and practice.**

- 93 Whilst the BA & BTh programmes are distinctive, each having their own integrity and academic strengths, plans for revision of the BTh include a greater integration of courses from the BA and a greater involvement of University postholders in lecturing. Although both programmes must be seen to have their own rationale and integrity, we welcome this convergence between two major elements of the curriculum, and the opportunities it presents for greater exposure of the Hall's students to a wider culture of teaching and learning (see para 25). We recommend that:

### **Recommendation 14**

**The continuing process of curriculum review and revision should be mindful of:**

- **how best to incorporate a breadth of theological and ecumenical perspectives;**
- **how to address the demands of the Church's ministry and mission in a multi-faith society.**

- 94 Students are given the opportunity to study Biblical languages at introductory through to advanced level. Biblical language teaching is undertaken by the full-time biblical tutors.

*H.iv Units of teaching should have clear and appropriate aims, be well structured and enable students to achieve appropriate learning goals. Teaching programmes should introduce students to the appropriate knowledge and learning processes, while drawing on student experience.*

95 We observed a cross-section of teaching sessions, all within Wycliffe Hall, which were in the main well-structured, with use of visual aids and handouts. Student participation was encouraged, with tutors interacting well with questions and facilitating student learning effectively. Most handouts contained bibliographies and tutors directed students towards further supporting literature. In many cases, especially in the biblical subjects, there was a clear and direct correlation between staff research interests and course content. Whilst teaching broadly reflected the Evangelical basis of the Hall, there were signs of students being encouraged to adopt a critical approach to sources, and of tutors challenging narrow or superficial judgments.

96 Whilst there are robust procedures by which the tutorial staff receives feedback from student evaluations of teaching, we believe there is scope for introduction of further measures of quality assurance and enhancement. Given the level of staff turnover in recent years, a more concerted programme of peer review of teaching, now commonly accepted as a tool for learning, would be a valuable means of highlighting best practice and encouraging cross-fertilization between subject-disciplines. We recommend that:

#### **Recommendation 15**

**Wycliffe Hall should review its academic staff development programme to include further training in teaching and learning in adult education and Higher Education; and in particular, that a system of staff peer review or peer observation of teaching be introduced as a means of sharing best practice and fostering inter-disciplinary working and team-building.**

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

97 We found evidence from lectures, assessed work and course outlines of efforts to link 'academic' subjects with aspects of practical ministry. Less successful overall, however, was the teaching in Ministry and Leadership, which tended to focus on the practicalities of ministry at the expense of linking the practice of ministry to fundamental theological and biblical principles. In view of the Hall's latest interpretation of its objectives and what we have said above about models of leadership and management, the inspectors consider it is important to give closer attention to the link.

98 We also picked up evidence of dissatisfaction with teaching in Ministry and Leadership: a) student disquiet at the depth of teaching; b) evidence of disparity in preparation for and assessment of a paper for BTh in this area (reading assessed work in this area would bear this out); c) our own observations of the lack of theological foundation for this element of the Wycliffe Hall curriculum; and d) an identifiable gap in enabling students to address the relationship between theology

and practice through any systematic or academically-grounded introduction to theological reflection. We address these issues in recommendations 18-20 below.

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

- 99 Wycliffe Hall offers regular Integrated Study Weeks and Focus Days on a diverse range of topics, such as Death and Bereavement, Anglicanism and Evangelical Identity, Church Growth and Planting and the Sacraments. We believe that these provide a valuable focus for the integration of theology and practice, and offer significant opportunities for students across a range of academic programmes to work together, as well as exposing them to leading experts and visiting speakers. In some significant areas – such as a recent focus day on Women in Ministry, for example – students have the opportunity to see tutors working collaboratively and exploring controversial issues in a critical yet constructive fashion. We consider that further energy and emphasis should be placed on such activities, both as excellent expressions of best practice and as effective means of integrating theology and practice. We recommend that:

#### **Recommendation 16**

**Wycliffe Hall should incorporate its Integrated Study Weeks and Focus Days more fully into the academic curriculum – and in particular should consider the part they might play in the resourcing of assessed work – as a means of modelling the greater integration of theology and practice.**

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

- 100 The Moderation Report (2006-2007) says: 'Overall, comments by markers were always helpful and, where appropriate, constructively critical. It was clear from students' handwritten notes on the back of several scripts that tutorial follow-up is provided and that as in past years this is constructive and helpful.' However, with respect to the Two Year Diploma and the Diploma for Theological Graduates, and in relation to theological reflection, the Moderator's Report (May 2008) questioned both the nature of the methodological guidance, and some of the 'high end marks', being given to students. See Recommendation 20 below.

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

- 101 We received evidence of assessment descriptors along with samples of assessed work.

- H.ix The educational programmes offered should be supported by an appropriate learning environment. This should include adequate provision of resources, library and ICT, placements and practical opportunities to learn.*
- 102 Access to learning resources, including library and online materials, is good. The Librarian co-ordinates book orders from staff and also some book requests from students. Study space within the library has recently been extended.

**The inspection team has confidence with regard to Criterion H: Teaching and Learning: Content, Method and Resources**

## **J PRACTICAL AND PASTORAL THEOLOGY**

- Inspectors will consider the way in which the institution understands the relation between theology and practice, how it enables students to develop skills in their integration, and how the overall programme of training is effective in preparing candidates for ordained ministry.*
- 103 We have already drawn attention to the need for greater integration of theology and practice (paras 91-96 and 99-100) and evidence of dissatisfaction with teaching in Ministry and Leadership (see paras 97-98 above). Our evidence for dissatisfaction emanates from a range of sources: Moderator's reports, student feedback, observation of sessions and reading of students' assessed work.
- 104 Although we consider that the educational programme in this area shows 'generally not satisfactory practice', we believe there are resources present in the Hall within the collective expertise and wisdom of the staff team with which to address the shortcomings.
- J.i The training institution should have a policy on how it integrates theory and practice and should communicate it to students.*
- 105 Work needs to be done as outlined below. See Recommendation 20.
- J.ii The structures for learning – courses, seminars, groups, placements, private study, marking, feedback – should be configured so as to facilitate this integration.*
- 106 We welcome the recent developments towards revision of BTh and CTh, which are likely to incorporate a new version of ODM. We also endorse the spirit of collaboration within OPTET that is driving this initiative, and the greater involvement of Faculty post holders in the delivery of the curriculum. We also encourage those involved in these negotiations to seek opportunities to take the integration of theology and practice to a new level, by exploring possibilities for 'practice-based learning'. We recommend that:

### **Recommendation 17**

**The design of the proposed new Oxford University Certificate, Diploma and BTh pathways should place greater emphasis on the role of practice-based learning - such as placements, parish connections, preaching and mission opportunities – in their patterns of teaching, learning and assessment.**

- 107 Students undertake a weekly placement during each year, plus one long summer placement. Supervisors are given a half-day's briefing at the Hall at the beginning of the academic year, and their responsibilities to the student and the College are clearly stated. An end-of-year evaluation is carried out, which is released to the student's Fellowship Group tutor and the Director of Ministry and Leadership.
- 108 Students are given information about weekly and long summer placements, and are invited to discuss their preferences with the Director of Christian Leadership. We gathered evidence from a variety of sources, however, to suggest that students lack tutorial direction in their choice and, as several sources stated, are not sufficiently challenged to 'move beyond their comfort zones'. In other words, there are no uniform and systemic measures in place to ensure that students are exposed in their placements to a range of theological traditions, ministerial contexts and institutions. We believe that staff should be able, where appropriate, to exercise a greater degree of direction in choice of placements; and we encourage the Director of Christian Leadership to diversify the range of placement opportunities available. We therefore recommend that:

### **Recommendation 18**

**The Director of Christian Leadership should introduce a structured personal development plan or learning contract for students in order to ensure a more intentional focus on the role played by experiential and practice-based opportunities in the student's overall academic, professional and spiritual development.**

- 109 Whilst the report on the long summer placement is assessed, and students are encouraged to adopt an approach to theological reflection using Kolb's learning cycle, we were not convinced that sufficient supervision is given to enable them to take a critical and analytical, rather than predominantly descriptive, approach to their reports. Evidence from some samples of assessed work and tutors' feedback also suggested that students were not being guided towards sustained or in-depth methods of theological and Biblical reflection on practice.
- 110 Students themselves commented on the lack of formal introduction to theological reflection. Moderator's reports have also drawn attention to this, remarking that 'the relationship between taught and experiential theology was not always clear' to students, and 'there remains a sense of the inadequacy of the programme of

applied pastoral theology and that a want of this diminishes the overall “Wycliffe package” as a preparation for ministry.’ (May 2008)

- 111 We therefore **urge** tutors to consider how preparation and tutorial support for placements might be enhanced, and in particular how a more rigorous approach to the integration of theology and practice might be introduced. We consider that students should be given more background literature to assist them in keeping a placement journal – in order to encourage them to appreciate the difference between recording and analysing – and that they should be offered a wider repertoire of theological and biblical reflection on practice from a range of traditions and literatures in practical theology.
- 112 We would encourage the formation of a review team under the leadership of the Director of Christian Leadership with the brief of undertaking a comprehensive curriculum review and revision. It may be necessary for such a process to extend beyond the current academic year (i.e. beyond a twelve-month period), with full implementation of outcomes only anticipated by September 2010.

#### **Recommendation 19**

**The Director of Christian Leadership should lead a review of placements and other external opportunities to ensure that such practice-based learning provides a broad range of opportunities for broadening students’ experience of the Church’s mission and ministry across a diversity of traditions, cultures and contexts.**

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

- 113 Whilst pastoral placements are primarily intended to equip ordinands with skills and experience for the practice of ministry, we are also concerned that they should be exercises in the integration of theology and practice, whereby students are enabled to grow and develop as ‘reflective practitioners’ in ways that will continue to inform and enrich them in their future ministry. We hope that a greater facility in the integration of theology and practice might become an integral part of their understanding of Christian leadership, in terms of facilitating a greater ‘theological literacy’ amongst those with whom they minister. We therefore recommend that:

#### **Recommendation 20**

**Programmes in Ministry and Leadership, Pastoral Theology and Mission, and Pastoral Placements, should pay special attention to fostering a range of methods and models of theological reflection on practice:**

- to enable students to draw more creatively and critically on the rich resources of Scripture, culture, tradition and experience in relation to the practice of ministry;
- to enter their future ministries with the necessary skills and confidence to deepen and develop their understanding of and engagement in ministry and leadership;
- to equip and encourage others to reflect and act theologically in relation to their Christian witness and vocation in today's world.

114 In reviewing our observations in the area of Practical and Pastoral Theology as a whole, we are aware of the number and substance of issues raised. We note the following:

- (a) the teaching in the area of Ministry and Leadership, which tended to focus on the practicalities of ministry at the expense of linking the practice of ministry to fundamental theological and biblical principles (para 97);
- (b) student disquiet at the depth of teaching and our own observations of the lack of theological foundation for this element of the curriculum (para 98);
- (c) an identifiable gap in enabling students to address the relationship between theology and practice through any systematic or academically-grounded introduction to theological reflection (para 98);
- (d) the need for formal introduction to theological reflection at an early point in the programme (para 110);
- (e) the need for greater direction and challenge in the selection of placements (paras 106 and 111);
- (f) the need for greater emphasis on practice-based learning and greater rigour in the integration of theology and practice (para 111); and
- (g) the need to make theological reflection an integral part of the Hall's understanding of Christian leadership (para 111).

As a result of these points we have made five substantial recommendations (Recommendations 16-20) in the area of Practical and Pastoral Theology. This cumulative case has led us to the conclusion that the inspectors do not have confidence in the current provision in this area.

<p><b>The inspection team has no confidence with regard to Criterion J, Practical and Pastoral Theology.</b></p>
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## K TRAINING IN PUBLIC WORSHIP

*Inspectors will note the ways in which students are trained to plan, prepare and conduct public worship.*

- K.i The institution should have a policy, available to candidates, on Training in Public Worship. It should ensure that candidates plan, prepare and effectively conduct public worship, including preaching.*
- K.ii The institution should ensure that the policy is adhered to and that proper oversight is exercised over this part of the programme of formation.*
- K.iii There should be an appropriate policy and practice for reviewing and assessing the leading of worship.*
- K.iv The student should receive critical and constructive comment, attending to performance, content and process from staff and peers.*
- 115 Students gain considerable experience of conducting public worship, as noted earlier (para 73) in the daily worship in the Hall, and the recommendations we made there (Recommendations 9 and 10 under criterion F.iv) apply also to conducting public worship in parish churches and elsewhere. Their experience of planning worship in their Fellowship Groups, with the supportive and critical oversight of their Group tutors is valuable training for planning and preparing for public worship, of which they get further experience in parish placements. We were impressed by the range of church traditions available to students through parish placements, and **urge** that they should be guided, as already mentioned, to make choices to extend appropriately their range of experience and knowledge.
- 116 Careful training is provided for preaching, in the form of homiletics lectures by the Vice Principal, and also in preparing sermons in sermon classes in Fellowship Groups. Students are also required to preach or give an address at the three corporate morning services each week. They preach in their placement parishes, and tutors are expected to go to hear them preach, and to give them feedback on their preaching. Placement incumbents are also expected to provide feedback to their students.
- 117 Speech training is taken seriously and provided in one-to-one sessions, by a professional.
- 118 From our admittedly limited experience of daily worship conducted in the Chapel we wondered whether students receive help in gaining insights into the dynamics of worship, in terms of the positioning of worship leaders, and the dominance of the positioning of music groups, and of ways in which styles of worship may be unthinkingly, and perhaps rather narrowly, culturally specific, and may actually exclude people unused to such approaches to worship. This is a matter to which

we think formal attention in teaching about liturgy, and observing varieties of styles of worship, should be given. We therefore recommend that:

### **Recommendation 21**

**The Board of Studies, as part of developing skills in conducting public worship should ensure that students develop skills in self- awareness in the dynamics of worship in relation to the use and abuse of power, and the ways in which worship may be implicitly (and perhaps inappropriately) culturally specific.**

**The inspection team has confidence with qualifications with regard to Criterion K, Training in Public Worship.**

## **L TEACHING STAFF**

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

- 119 The staffing profile at Wycliffe Hall has undergone some substantial changes in recent years. Many of these changes have been brought about by a strategic plan to i) improve on the delivery the different courses offered, ii) have a consistent approach to academic staff support and development iii) build in accountability and collegiality and iv) ensure that the ministerial formation of the students is best served.
- 120 The current staff works together well and there is much relief that recent acute staff discontent is now behind them. Some staff members stated they have never been happier but for others there is still a feeling that things have not been properly aired and there is still some way to go. The structures are new and many members of staff are themselves new. Inevitably there will be adjustments to be made, but the Inspection Team are in no doubt that the structures now in place are an improvement and are beginning to work well (see above para 47).
- L.i Appointments should involve appropriate consultation with the relevant sponsoring Churches and partner institutions, and the method for making appointments should be clear and fair to all concerned.*
- 121 The Staff Recruitment and Selection Policy (November 2008) broadly follows the Oxford University Code of Practice on Recruitment and Selection. The Hall uses an external Human Resources (HR) advisory company that has a two-day a week presence in Oxford to ensure the correct procedures are followed for each post with regard to advertisements, applications and appointments. It is recommended above (Recommendation 1) that the nominee of the Chair of the Faculty should always be invited to sit on appointments panels for future teaching appointments,

- in line with the PPH Supervisory Committee's policy. The Hall's Policy Document should now state this clearly.
- L.ii Recruitment and selection should be in line with current good practice. Job descriptions and conditions of service should be clear at the time of appointment and should be revised at regular intervals.*
- 122 All job descriptions and contracts were clear at the time of appointment. Appraisals are conducted annually and where necessary job descriptions amended (see above para 50).
- L.iii The number, field of expertise, scholarly and teaching competence of the staff should enable the educational programmes of the institution to be offered at the appropriate levels, both in terms of academic achievement and of preparation for public ministry.*
- 123 See paragraphs 26-29 and Recommendation 2.
- L.iv The gender, lay/ordained and denominational balance among staff members should enable the institution to offer appropriate models of learning and of ministry, and should comply with denominational guidelines.*
- 124 The gender requirement is met with two full time ordained women priests on the teaching staff.
- L.v The institution should have in place an effective framework and programme for the continuing professional development of its staff. All staff are to have annual appraisals.*
- 125 All staff members have Annual Appraisals (see above para 50). For most they have been positive experiences. For those nearer to retiring age they seemed less relevant. Continuing professional development opportunities are identified and many take up the courses offered in the University across a range of skills, among them IT, First Aid, teacher training etc. For the academic staff there is strong encouragement for them to develop their skills through sabbaticals, research and publishing, all of which are being encouraged and facilitated.
- L.vi Staff should model an appropriate pattern of spirituality, continuing learning and reflection on practice.*
- 126 Staff, especially those who are Fellowship Group tutors, are aware of not only the explicit and directive task of the shaping of students but also the need to set the example of their own Christian lives lived out within the wider community. The extent to which administrative and support staff take the seriousness of living out their Christian lives in the workplace is evident. For many staff the highlight of the week is the Thursday Eucharist in Chapel and the majority of the staff are

members of prayer groups. The taking up of the courses offered in the University shows a real engagement with their work discipline. Many staff members are active in the local churches, serving on PCC's and Deaneries, and using their gifts fully.

<b>The inspection team has confidence with regard to Criterion L, Teaching Staff.</b>
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## **M ADMINISTRATIVE STAFF**

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

- 127 The administrative staff has grown in number as tutors have shed some administrative responsibilities. Some clustering of administrative staff duties exists but the dispersed nature of their offices makes further sharing of duties very difficult. The appointment of administrative staff follows the procedures in the Hall's policy. The Hall's HR consultants are actively engaged around each appointment to ensure proper compliance.

*M.i There should be an adequate number of administrative staff for the type of institution and its way of working.*

- 128 The recent staffing Plan has standardised and rationalised all the posts including administrative staff.

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

- 129 The administrative staff and support staff have weekly meetings with their line managers. In addition, there is a meeting of all of the Administrative and Support Staff with a designated member of the SMT.

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

- 130 All recruitment and selection procedures are in place and in line with best practice. Contracts are always provided and the first appraisal given after 3 or 6 months.

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

- 131 Although the communicating of decisions made by SMT is good, the opportunity for administrative staff to engage with decision-making is less clear. Sometimes

line managers seek to actively engage their staff ahead of meeting but we have heard of examples of SMT decisions being made, or discussions being held, without particular information being available to the SMT. There was support for the SMT remaining a smaller team within the overall staff team but it was felt it could be strengthened by either occasional attendance of administrative staff for specific discussions or specific information being invited to inform discussion. Advance notice of the SMT agendas was felt to be important, but the wider distribution of minutes was not essential. We recommend that:

#### **Recommendation 22**

**The agenda for Senior Staff Meetings should be circulated in advance to the administrative and other academic staff through their line managers to enable them to feed in any relevant information.**

<p><b>The inspection team has confidence with regard to Criterion M, Administrative Staff.</b></p>
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## **N STUDENTS**

*Inspectors will examine procedures for admission and suspension or dismissal, for assessing progress during training, for reporting to the sponsoring Church, and for arranging first appointments.*

- 132 All the proper procedures exist for dealing with students from first enquiry to first appointment. These are displayed (with one exception - see below) in the Student Handbook. Some sponsoring Diocesan Directors of Ordinands (DDOs) in the past expressed the view that Wycliffe Hall was less engaged with them than other colleges. This had resulted in misunderstandings about particular procedures, especially around arranging first appointments - where some students were sending their CV's directly to bishops. Wycliffe Hall has now established DDO open days, one of which we witnessed. This is an important step in promoting the mutual understanding of procedures in the reporting and curacy-arranging processes. It is true to say that staff and students alike did express a sense of frustration at the lack of uniformity between dioceses and a lack of transparency in making known openings for a first appointment.

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

- 133 The Student Handbook is a comprehensive booklet describing all aspects of life at Wycliffe Hall. At the beginning of the students' final year the Director of Christian Leadership circulates an Email describing who does what about their first appointments. Many students give considerable thought to their eventual curacy from the time they arrive and for this reason it would be better to include

information in the Student Handbook at the outset and then follow it up with tailored comments in the students' final year. We therefore recommend that:

### **Recommendation 23**

**The Student Handbook should include information describing the reporting process to sponsoring Churches and the process and protocols around arranging a first appointment.**

*N.ii The Institution should show evidence of compliance with its own policies, and denominational policies where they exist.*

- 134 Currently the expectation that women candidates shall number not less than 15% of the students is met but there will be a greater challenge next year with the high number of women leavers. There is a plan for a recruitment road-show touring likely recruiting areas and specifically promoting opportunities for women at Wycliffe Hall. Giving a woman's perspective on training at Wycliffe in this way will also help to combat some negative and untrue perceptions about women at Wycliffe Hall that continue to circulate.

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

- 135 See para 47 above.

**The inspection team has confidence with regard to Criterion N, Students**

## **O CONCLUSION**

- 136 Wycliffe Hall's body of staff and students is united in the common purpose of forming ordinands, women as much as men, for leadership in the Church of England. Today, the Hall displays a rich mosaic of Evangelical traditions that come together in a community that shows respect for difference, and in which women are fully accepted and integrated.

- 137 It is the considered and prayerful judgment of the Inspection Team that Wycliffe Hall is, with the qualifications mentioned, fit for the purpose of preparing men and women for ordained ministry in the Church of England.

**Overall Outcome: The inspection team has confidence with qualifications in Wycliffe Hall for preparing candidates for ordained ministry.**

## **LIST OF RECOMMENDATIONS 2008**

**We recommend that:**

### **Recommendation 1**

**In the interests of consolidating a spirit of collaboration and confidence between itself and the University when making academic staff appointments, Wycliffe Hall should always invite the Chair of the Faculty of Theology to appoint a nominee to be involved in the processes of selection and appointment. (para 24)**

### **Recommendation 2**

**In making decisions that could affect other partners, such as staff appointments and in considering new opportunities for ordination training pathways, Wycliffe Hall should consult, collaborate and co-operate with its partners in the Oxford Partnership for Theological Education and Training (OPTET). (para 29)**

### **Recommendation 3**

**The Council should clarify its responsibility and method of monitoring the implementation of its strategic plan and the management of the Hall. (para 31)**

### **Recommendation 4**

**Within one year the Council should instigate the high level external review of governance envisaged in the Governance Manual (June 2008) which should be facilitated by someone with relevant experience in Higher Education and Ministerial Training. Among other things it should:**

- **Clarify the precise role and responsibilities of the Holding Trustees.**
- **Review the terms of reference and membership of the Board of Administration in the light of its key financial, budgetary and developmental role.**
- **Investigate and report on the appropriate level of staff representation at Council meetings. (para 35)**

### **Recommendation 5**

**A senior member of Oxford University should be nominated for membership of the Council of Wycliffe Hall. (para 36)**

### **Recommendation 6**

**The Senior Management Team should initiate and follow up a staff-wide process of consultation on the nature of ‘leadership’ and ‘delegation’ appropriate for a theological college that trains men and women for church leadership with**

- **the help of a suitably qualified practical theologian as consultant,**
- **reference to its practical outworking in both the current and future management of Wycliffe Hall. (para 41)**

### **Recommendation 7**

**To continue the healing of the wounds and bruised reputation of Wycliffe Hall, left in the wake of the restructuring and its implementation, the Senior Management Team should pursue opportunities for reconciliation. (para 42)**

### **Recommendation 8**

**The Senior Management Team should enable students to reflect on how the total experience of the Wycliffe community as a corporate body helps to equip them for ministry. (para 69)**

### **Recommendation 9**

**The Principal should arrange for the provision of daily public worship to provide**

- **for more reflective worship appropriate to sustaining daily life in ministry;**
- **for more extensive reading of the Psalms and the Old and New Testaments in course, and the use of biblical canticles;**
- **worship to mark the end of the working day;**
- **for intercessions that attend to the needs of the wider church and the world. (para 78)**

### **Recommendation 10**

**The Board of Studies should ensure that teaching is provided during the first term of training to introduce students to the theological, liturgical, and practical issues of worship to prepare them for leading daily worship in the Hall, and for participating in leading worship in placement parishes, including an introduction to the resources of the Church of England’s *Common Worship*, especially for corporate daily prayer. (para 78)**

### **Recommendation 11**

**The Senior Management Team should make provision for the professional development of Tutors in their roles as Fellowship Group Tutors. (para 87)**

### **Recommendation 12**

**The responsibilities of the Dean of Faculty should be reviewed:**

- **to place renewed emphasis on overall oversight of the delivery and coherence of the curriculum,**
- **to pursue the rationalization of programmes and pathways where necessary;**
- **to promote an appropriate balance between academic, formational and practical aspects of training. (para 91)**

### **Recommendation 13**

**Provision for ordinands undertaking a third year of training after graduating with the Oxford BA should be reviewed and rationalized, with particular attention to furthering their capacity to integrate theology and practice. (para 92)**

### **Recommendation 14**

**The continuing process of curriculum review and revision should be mindful of:**

- **how best to incorporate a breadth of theological and ecumenical perspectives.**
- **how to address the demands of the Church's ministry and mission in a multi-faith society. (para 93)**

### **Recommendation 15**

**Wycliffe Hall should review its academic Staff development programme to include further training in teaching and learning in adult education and Higher Education; and in particular, that a system of staff peer review or peer observation of teaching be introduced as a means of sharing best practice and fostering inter-disciplinary working and team-building. (para 96)**

### **Recommendation 16**

**Wycliffe Hall should incorporate its Integrated Study Weeks and Focus Days more fully into the academic curriculum – and in particular should consider the part they might play in the resourcing of assessed work – as a means of modelling the greater integration of theology and practice. (para 99)**

### **Recommendation 17**

**The design of the proposed new Oxford University Certificate, Diploma and BTh pathways should place greater emphasis on the role of practice-based learning - such as placements, parish connections, preaching and mission opportunities – in their patterns of teaching, learning and assessment. (para 106)**

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### **Recommendation 19**

**The Director of Christian Leadership should lead a review of placements and other external opportunities to ensure that such practice-based learning provides a broad range of opportunities for broadening students’ experience of the Church’s mission and ministry across a diversity of traditions, cultures and contexts. (para 112)**

### **Recommendation 20**

**Programmes in Ministry and Leadership, Pastoral Theology and Mission, and Pastoral Placements, should pay special attention to fostering a range of methods and models of theological reflection on practice:**

- **to enable students to draw more creatively and critically on the rich resources of Scripture, culture, tradition and experience in relation to the practice of ministry.**
- **to enter their future ministries with the necessary skills and confidence to deepen and develop their understanding of and engagement in ministry and leadership.**
- **to equip and encourage others to reflect and act theologically in relation to their Christian witness and vocation in today’s world.**

**(para 113)**

### **Recommendation 21**

**The Board of Studies, as part of developing skills in conducting public worship should ensure that students develop skills in self- awareness in the dynamics of worship in relation to the use and abuse of power, and the ways in which worship may be implicitly (and perhaps inappropriately) culturally specific. (para 118)**

**Recommendation 22**

**The agenda for Senior Management Meetings should be circulated in advance to the administrative and other academic staff through their line managers to enable them to feed in any relevant information. (para 131)**

**Recommendation 23**

**The Student Handbook should include information describing the reporting process to sponsoring Churches and the process and protocols around arranging a first appointment. (para 133)**