



THE CHURCH
OF ENGLAND

Ministry Council

Periodic External Review Report

Oak Hill College

April 2016

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GLOSSARY

CA	Common Awards
DDO	Diocesan Director of Ordinands
F & GP	Finance & General Purposes Committee
PER	Periodic External Review
QAA	Quality Assurance Agency
QCF	Qualifications and Credit Framework
TEI	Theological Education Institution
UCCF	Universities and Colleges Christian Fellowship
UKVI	United Kingdom Visas and Immigration
VLE	Virtual Learning Environment
VP	Vice Principal

LIST OF REVIEWERS

The Venerable Sam Rushton, Senior Reviewer, Archdeacon of Cleveland
(York Diocese)

Rt Revd David Gillett, Assistant Bishop, Diocese of Norwich; formerly Bishop of
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Prof Helen King, Head of Classical Studies, Open University; Authorised Lay
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Revd James Pitkin, Vicar of Lockerley, East Dean, East Tytherley and West
Tytherley (Winchester Diocese)

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

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

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

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

Confidence

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

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 review 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 review 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 PERIODIC EXTERNAL REVIEW OF OAK HILL COLLEGE, LONDON

April 2016

SUMMARY

Introduction

Oak Hill College is firmly rooted in the evangelical tradition with a strong emphasis on the primacy of Scripture and justification by faith through the atoning work of the cross. The majority of the current student body would define themselves as 'Conservative Evangelical' as would the Principal and the majority of the Faculty. Around a third of the current students (51) are Anglican ordinands (2 women), a further third are Anglican independent students and a third are independent students from a variety of other churches or mission organisations. Anglican ordinands undertake a Foundation degree, a Bachelor of Arts, an integrated undergraduate Master in Theology (all specialising in Theological & Pastoral Studies), or a post graduate qualification in Theology: these include core modules from the College's two other key streams of study, Theology for Crossing Cultures, and Theology and Praxis for Children's and Youth Ministry, and the option to include other elective modules from these streams. The College's awards are validated by Middlesex University; they have not (yet) joined the Common Awards programme but conversations are in progress on this issue. The student body is currently predominantly white, well-educated, young and male but the College's clear aspiration is to broaden the diversity of the college significantly and there has been some movement on this in the last few years; the College community as a whole (students, staff and Faculty) has made every effort to make this happen while affirming and respecting theological difference.

Summary of outcomes

Overall, the Review Team were very impressed by the quality of teaching, formational activities and quality of life for students and their families. The standard of teaching in Biblical Studies and Biblical languages is exemplary, probably even world class; contrary to the perceptions that some might have, we found that the teaching was open to alternative approaches to the reading of the bible. Elements of the teaching in Pastoral Theology and Crossing Cultures are also deserving of particular mention. The quality of internal review is very good; particular mention should be made of the Quality Assurance and Enhancement

Manager who supported the Review Team so ably in preparing for this Review and to whom we offer our sincere gratitude.

The management of the College is also very good both in terms of structure and people. The recent appointments of an Academic Vice Principal and an Operations Vice Principal to work alongside the College Principal have been instrumental in this. A new Chair of Council has brought considerable business and financial acumen to the College; the College Council comprises very gifted individuals from a wide range of business, ministerial and academic disciplines and is very well run.

The standard of pastoral care in the College is very high. Great care is taken to balance the needs of single and married students, the quality of housing is very good, fellowship groups work well and the Dean of Women ensures that the needs of female students are met. The recent appointment by the College of a married couple to act as 'houseparents' is seen as very positive. The College culture is frequently observed to be 'driven' and this is recognised as something which needs to be addressed to help students balance their work and other commitments whilst at College and on into ministry.

The emphasis on formation of students for a life-time of ministry is to be commended. The strategic aim of the College is to 'provide training for students which enables them to understand God's revealed truth in appropriate breadth and depth, and to apply it with faithfulness and integrity in the world around them; to be good stewards of their knowledge and to share it with people from all nations, cultures and backgrounds; and to know God better for themselves and to be transformed in their walk with him.' We are satisfied that this aim is evident in the work of the College. The culture of the College has become increasingly confident in recognising and responding sensitively to theological and cultural difference. There is still work to be done in this area, particularly with respect to working with ethnic diversity and to engaging with a wider expression of worship and spirituality, but, on the whole, the Review Team commend the College for their work on individual and community formation.

There is one area that the Review Team has identified that requires serious and urgent attention. The College has not yet either joined Common Awards or been granted an exception by Ministry Division (normally exceptions are only allowed where 1/3 of the teaching of the course is undertaken by the validating university.) This situation effectively places them outside current Church of England policy on ministerial education and this requires resolution. We

understand that conversations are in progress to resolve this issue and our recommendation is that this must happen as soon as possible. In the meantime, the mapping done by the College shows the alignment between the current programme and Common Awards and we are satisfied that the content of the teaching forms a satisfactory fit.

The Review Team regards Oak Hill College as fit for purpose for preparing candidates for ordained ministry, with the proviso that the situation regarding Common Awards must be resolved, one way or another, to bring the College back in line with Church of England policy.

CRITERIA	OUTCOME
A Aims and Objectives	Confidence with qualifications
B Relationships with other Institutions	Confidence
C Curriculum for formation and education	Confidence
D Community and corporate life	Confidence with qualifications
E Worship and training in public worship	Confidence with qualifications
F Ministerial, personal and spiritual formation	Confidence
G Teaching and learning: content, method and resources	Confidence with qualifications
H Practical and pastoral theology	Confidence
I Teaching staff	Confidence with qualifications
J All staff	Confidence with qualifications
K Students	Confidence
L Governance, management, constitution and organisation	Confidence
M Business planning and risk management	Confidence
N Financial policies and cost-effectiveness	Confidence
O Reserves policy and statutory liabilities	Confidence
P Accommodation	Confidence
Overall Outcome	Confidence with qualifications

General Observations

The Review Team would like to thank the students, staff, Faculty and Council of Oak Hill for the warmth of their hospitality and the quality of the preparation they did on our behalf leading up to the Review. We met with a great deal of kindness and encouragement during our week in College.

The Review Team came into the Review aware of the College's reputation in the wider Church for being narrow in its theology and a difficult place for women and other minorities to study. We reviewed all aspects of College life but we paid particular attention to the areas in which a conservative evangelical theology might be thought to negatively impact the education and formation of ordinands. We looked carefully at the outworking of the Five Guiding Principles. Our assessment that Oak Hill is a safe place for evangelical ordinands, male and female, hetero- and homosexual, to train is, we believe, well-grounded. However it is our assertion that Oak Hill will only become a *great* place for evangelicals to train when the wider church begins to send a richer diversity of ordinands to train there.

Response to the last Review

The College has responded well to many of the less intractable issues raised by the previous Report:

- Appointment of a Diocesan Bishop to the Council
- Exploration of co-operative working with St Mellitus
- Engagement with issues of gender on the Faculty and in the student body
- A review of the Support Staff structure and roles
- Ensuring engagement of ordinands in cross cultural studies
- Better two-way communication with the Student Body.

However, although there has been some very good progress on many of the other Recommendations, we will be raising a number of them again in this Report to encourage the College to continue their efforts in these areas.

Strengths of the Institution

The development of many passionate, mission-minded ordinands through:

- Excellent teaching and learning in Biblical Studies and Biblical Languages
- Excellent elements within the Pastoral Theology and Care, and Crossing Cultures modules

- A very good formational framework including the provision of a wide range of parochial and secular placements, and good fellowship groups
- A dedication to implementing the Five Guiding Principles in all areas of college life
- A very strong community ethos which is mutually supportive and hospitable
- Individuals who care for each other sensitively and respectfully, including those with whom they disagree theologically,
- An integrated community – staff, students and Faculty regularly eat together and treat each other as friends
- Support for spouses in developing skills and acquiring knowledge which will help them in their own ministries
- A well balanced and effective Leadership Team comprising the Principal, the Academic Vice Principal and the Operations Vice Principal
- Support staff who are individually highly competent and well led as teams, delivering a highly effective environment within which teaching and formation can flourish
- Excellent teaching environment, including a good library with a responsive and proactive librarian
- Very good on-campus accommodation
- A highly effective Council, comprising many talented individuals led by a strong Chair

Areas for Attention

- A jointly owned plan with the wider Church to develop a more diverse student population
- Resolution of the issue around Common Awards
- Development of more diverse and creative worship, including developing a greater sense of spaciousness in liturgy and the physical space, and opportunities for families to worship together
- A more concerted effort to support and engage ethnic minorities, which may involve achieving Tier 4 status with UKVI and recruiting more overseas students.
- A reduction in the number of assessed modules to rebalance student and Faculty workload
- Continued effort in recruiting suitably qualified female tutors.
- Development of creative partnerships with dioceses to find new ways of delivering theological education more cost effectively

FULL REPORT

INTRODUCTION

1. Oak Hill College was founded in 1932 by Charles Baring Young, who donated his estate in Southgate, North London, for that purpose. The Kingham Hill Trust owns all of the assets of the College (in addition to those of the Kingham Hill School in Oxfordshire which is a separately managed entity within the Trust) and delegates responsibility for the governance of Oak Hill to the College Council, the Finance & General Purposes Committee (F&GP) and the College Leadership Team. The Council is primarily responsible for the strategic direction and leadership of the College; financial matters, business planning and risk assessment are overseen by the F&GP, which is a sub-committee of the Council; and day to day operational matters are delegated to the College Leadership Team.
2. The College's mission is summed up in the following statement, taken from its Strategic Plan: "Oak Hill College exists to serve churches worldwide as they carry out the Great Commission of the Lord Jesus Christ, by equipping their people to serve faithfully and graciously with a grasp of God's revealed truth that is adaptable, deep, broad and integrated." The Kingham Hill Trust Memorandum of Association (1999) limits Oak Hill's activities to the provision of 'training for ministry in accordance with the Christian Faith' and emphasises that 'religious instruction based on the teaching of the Bible' should be given.
3. The College has been providing validated programmes of study since September 1975, originally validated by the Council for National Academic Awards (CNAA). When the CNAA closed in 1992, the College formed a collaborative partnership with Middlesex University. A Joint Management Group was established to manage the link between the two institutions, and Oak Hill became an Associate College of the University in 1994. In 2014, Oak Hill became an 'Enhanced Validated Partner' of the University, further strengthening links between the two bodies.
4. Oak Hill has not (yet) joined Common Awards although there is evidence to show how its current provision maps onto the Common Awards framework. Discussions are still ongoing in this area between Oak Hill, Durham University and Ministry Division; we will come back to this issue later in the Report.

5. Currently there are 157 students registered in the College: 51 ordinands (of which 2 are undertaking postgraduate studies and 2 of which are women) and 106 independent students, of whom around half are from Anglican churches. The College is therefore roughly split into thirds, two thirds of students being Anglican and one third from a variety of other churches. A free church student remarked that it feels like an Anglican college in ethos but that that was 'okay!' The College environment has encouraged a number of independent students of different backgrounds to consider Anglican ordination.
6. The College's ethos is firmly rooted in evangelical theology, with a strong emphasis on the primacy of Scripture and the centrality of justification by faith through Christ's atoning death on the cross. The majority of the students would define themselves as 'Conservative' as would the Principal and the majority of the Faculty. A large number of the ordinands come from a small number of conservative evangelical churches in London, Oxford and Cambridge but there is an increasing number of ordinands and independent students from other churches and backgrounds. The perception of the wider Anglican church is that this is a negative feature of the College and it is true that there is a strong 'monoculture' in the student body in particular, an issue we will come back to later in the Report.
7. The Review Team were acutely aware of these perceptions before embarking on the Review and made them a focus for testing. As a Review Team, we found that the College (students, staff and Faculty) is more inclusive of different opinions than we had anticipated, sensitive to one another's differences and we found good evidence that the community welcomes appropriate challenge and debate. The College's engagement with the Five Guiding Principles is intentional and genuine. Women and those who would describe themselves as 'experiencing same sex attraction' reported that they felt well-supported and cared for; we heard very few reports of inappropriate behaviour or speech and those were unintentional and dealt with very effectively by the Faculty. The Review Team was impressed by the College's culture and **commend** them for the efforts made by all of the community to ensure that it is a healthy place to train for ministry and in which to live.
8. The Senior Reviewer met with the Principal and Quality Assurance and Enhancement Manager in October 2015 to begin planning for the Review. She attended the College Council meeting in March 2016 and had access

to all minutes for the previous 10 years. We attended a range of acts of worship, lectures, fellowship groups, seminars, and College meetings. We reviewed module descriptions, student assessments, external examiner reports, Faculty meeting minutes, and self evaluations. We interviewed staff, students, Faculty members, and the Chairs of the Council and the F&GP Committee. We spoke to representatives of Middlesex University and to the College's 'critical friend'. We sought the opinion of a range of bishops and DDOs who had sent and received ordinands to and from Oak Hill in recent years, asking them to reflect on the experience of their ordinands whilst at College and also how well they were equipped for their curacy and post of first responsibility. We met with Incumbents who had received curates from Oak Hill, with curates and those in posts of first responsibility, and with placement supervisors. We actively encouraged feedback in confidence from all members of the College community and heard directly from female ordinands and independent students, from students who would describe themselves as 'experiencing same-sex attraction' and from a number of ethnic minority students as well as from the predominant constituency. The Senior Reviewer met each day with the Principal, who was receptive to questions and observations. We are deeply grateful to all who contributed to the Review; their good nature and openness to questions made our job easier and more enjoyable.

SECTION ONE: AIMS AND KEY RELATIONS

A Aims and objectives

Reviewers will consider whether the institution's aims are appropriate, clearly articulated and understood.

A.i Its aims, objectives and policies should be appropriate to the preparation of students for ordained/lay public ministry within the breadth of the traditions of the sponsoring church.

9. Oak Hill's Mission Statement is set out clearly in the Strategic Plan and reproduced in the Faculty Handbook and other places (see para 2). It is expanded upon to articulate clearly what it is 'to serve' and 'to equip' and what is meant by the phrase 'adaptable, deep, broad and integrated'. The expansion articulates important elements which speak to the need for ordinands to be prepared not just for today's church but for the future:
 - a. A 'socially and culturally fractured' context which is in 'rapid and continuing change';
 - b. The need for an ordinand to be prepared to 'adapt his or her ministry patterns and presentation radically three or four times' through the course of that ministry;
 - c. Clarity that adaptation is not to be 'unprincipled' but should be 'faithful in content as well as gracious in expression';
 - d. That to be faithful requires both depth and breadth in study but also that their view of God's truth must be internally coherent and integrated with other theological and sociological disciplines.
10. The Review Team saw good evidence in the curriculum and in teaching that this Mission statement is lived out in the life of the College. In addition, support staff were able to talk about how their roles contributed to the delivery of the College's Mission.
11. The College makes frequent reference to the Articles of Association of the Kingham Hill Trust which set the ethos, values and expectations for the life of the College. They affirm the 'Protestant and Evangelical Faith' of the College, which holds as of primary importance the 'fundamental truths of Christianity revealed in Scripture, including those confirmed by the church's

historic catholic creeds, and the Thirty Nine Articles of Religion of the Church of England' and those set out in the Statement of Faith / Basis of Faith / Doctrinal Basis of Crosslinks, the Evangelical Alliance (UK)¹, and UCCF respectively. These statements shape the firmly rooted evangelical character and culture of the College which is within the breadth of the traditions of the Church of England.

A.ii They should be consistent with the current published policy statements of the sponsoring church.

12. Two policy statements of the Church of England were of particular interest to the Review Team: the Five Guiding Principles issued by the House of Bishops in May 2014 and the current policy on Initial Ministerial Education as set out in the second Sheffield Report (paras 53 and 54 of the Sheffield Report are particularly relevant).
13. The Review Team concurs with the College's self-assessment that: 'The College is whole-heartedly committed to women's ministry. We respect, reflect upon and adhere to the Five Guiding Principles, with their stress upon the flourishing of the different understandings that exist on this question. Accordingly we both welcome female Ordinands (whether they are training for the diaconate or the priesthood) and also endeavour to ensure the thriving of those who do not feel able to receive the ordained ministry of women at this time.'
14. At the time of the last Inspection, a Recommendation was made that '*the College: a) redouble its present efforts to recruit an increased number of women ordinands; b) seek, as opportunity arises, to achieve a more equitable gender balance in its academic staff; c) avail itself of the widest possible range of opportunities for involving ordained women in the on-going life and work of the College.* We acknowledge that the College does not yet meet Ministry Division's criterion that women should make up 15% of the student body (currently 4% of ordinands) but we recognise that the College has made significant efforts to try to encourage more female ordinands. In addition, effort has been made to increase the number of women in the Faculty (para 97), but hampered by the perception that there is a limited pool of potential appointees within the conservative evangelical

¹ Pre 2005 version

tradition.

15. In addition to ensuring that the Five Guiding Principles are discussed by the whole community at least once in the time of each student at the College, the actions that the College has taken to achieve the Recommendations from the previous Inspection include:
 - a. reviewing its website and other publicity to ensure that women and their ministry are given more prominence, providing practical support and advocacy through the appointment of the Dean of Women, and supporting a female member of the teaching staff in going forward for ordination to the priesthood;
 - b. including modules relating to the ministry of, and to, women within the curriculum;
 - c. actively encouraging Sponsoring Bishops and DDOs to visit Oak Hill so that they can see how the Principles are worked out in the life of the College – they are disappointed that invitations are not often taken up;
 - d. ensuring Faculty selection procedures are fair and that appointments are made solely on merit, and encouraging suitably qualified female students to consider developing their academic skills further to increase the pool of talented women who could take up posts in the future – the College’s perception is that there is a limited pool of suitably qualified female applicants for the posts offered and have only been able to appoint one ordained woman since the last Review (the core Faculty now comprises 2/13 women); and
 - e. ensuring female tutors teach a number of core modules across the curriculum, inviting women preachers to preach in Chapel and to address research seminars, and inviting a former female Oak Hill student who is now vicar of a local benefice to become a member of the College Council (but see also para 44).

16. The key issue which emerges is the lack of female ordinands presenting themselves, or being sent, for training at Oak Hill rather than any issues relating to their reception at the College. We agree with the Review Team which produced the PER for St Stephens House in 2015 that, being committed to the Five Guiding Principles and the mutual flourishing of both those who are and those who are not able to receive the ministry of women,

the Church of England needs to support Colleges like Oak Hill and St Stephens at this time. The Review Team therefore believes that the next step is for the College to engage with Ministry Division and the House of Bishops to agree a plan to ensure the flourishing of the College and those who train there, (cf the fourth of the Five Guiding Principles).

Recommendation 1

We recommend that the College engages with Ministry Division and the House of Bishops to agree a plan which ensures the flourishing of the College in the context of the Five Guiding Principles.

17. With regard to the Sheffield Report, the Review Team consider that the College **is not** consistent with the Church of England's current policy on Common Awards. We acknowledge that there are practical and political issues which are not yet resolved in this area and that conversations with Durham University and Ministry Division have been ongoing since the inception of Common Awards. There remain perceived issues around how they fit with the Kingham Hill Trust Articles of Association but we consider that these issues might be resolved in a number of ways and would point to other TEIs with a strong and similar ethos who have nevertheless been able to work with the Common Awards framework.
18. Given the complexity and sensitivity of the issues to be addressed, the Review Team does not want to be prescriptive about how this irregularity is to be resolved but we are clear that the College must *either* adopt the Common Awards *or* be granted a formal exception by Ministry Division as soon as is practically possible.

Recommendation 2

We recommend that the College work with Ministry Division and Durham University to ensure that it is consistent with the Church of England's current policy on Common Awards as soon as is practically possible.

A.iii The institution should show that it has built on earlier learning, including through action in response to the following, and that it has an effective culture of self-evaluation:

- *previous PER, curriculum approval and follow-up reports;*
- *other external bodies' evaluation eg Quality Assurance Agency reports; and*

- *self-evaluations.*
18. The College has responded well to many of the less intractable issues raised by the previous Report:
 - a) Bishop Donald Allister was invited to join the Council in 2010 and has subsequently attended 10 out of a possible 18 meetings. His diary is given priority in arranging meetings and his opinion and advice is sought and valued by the Principal and the Chair of the Council.
 - b) Conversations were pursued with St Mellitus but the very different viewpoint they each have with regard to ordination training meant that a closer relationship could only be effective in a few postgraduate activities. The 2016 Review Team is content that a reasonable effort was made to follow this recommendation.
 - c) Much very good work has been done on issues related to gender which have, sadly, not yet borne fruit in resulting in a more gender-balanced community of students or Faculty.
 - d) A full review of the support staff structure has been undertaken and implementation is almost complete. Staff report that they now feel adequately resourced and equipped to meet the demands placed upon them.
 - e) All students on the Foundation Degree are required to take a module on Cross-Cultural Mission and ordinands are able to take other modules from the Theology for Crossing Cultures specialism as electives.
 - f) The Senior Student and Student Secretary report a much improved situation for regular two-way communication with the Leadership Team and Council.
 19. However, although there has been some very good progress on many of the other Recommendations, a number of them are raised again in this Report to encourage the College to continue their efforts in these areas.
 20. Following the last full report from the Quality Assurance Agency, the College's progress has been first judged 'acceptable' and then twice 'commended' in the QAA's annual monitoring visits. The College's revised Learning, Teaching and Assessment strategy aims for all staff to be aware of relevant sections of the Quality Code, and this is achieved not only by

using the training opportunities offered by Middlesex University but also by embedding the Code in College practice through regular and frequent presentations at Faculty Meetings. In response to a 'desirable' recommendation in 2013 to 'provide a more clearly defined overview of quality assurance and enhancement processes', the role of the Academic Quality Assurance Officer (now Quality Assurance & Enhancement Manager) has been developed and quality issues are becoming more firmly embedded in College practices through the creation in 2014-15 of a Quality Enhancement Committee. The College uses a robust process of self-evaluation using Action Plans with clear target dates for implementation.

<p>The Review Team has confidence with qualifications with regard to Criterion A: Aims and Objectives</p>
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B Relationships with other institutions

Reviewers will look at how well the institution engages with partners:

B.i There should be evidence of the institution's commitment to partnership with the other providers of theological education in the region.

21. Since the last Inspection, conversations with St Mellitus have not proved fruitful for either party. The Diocese of London no longer appears to be pressing for a more joined-up approach and the Review Team agreed with the College that there was little value to be obtained here at the moment.
22. The College is keen to pursue other strategic partnerships to help develop its plans for widening its expertise in distance learning. A strategic partnership with Acts 29 ('a diverse global family of church-planting churches') has been entered into to create a 'joint Academy to extend and multiply theologically robust churches and church leaders in the UK, Europe and 10/40 window.' The stated aim is 'by 2020, the Board aspire to have consolidated our position as a leading UK and European provider of in-context theological training and resources for church-planting churches.'
23. In addition to the above, the College is keeping a watching brief on a number of courses and colleges with whom it might partner in the future.

B.ii The institution should draw fully on the resources of universities in teaching quality assessment, staff development and the promotion of research.

24. The College has an excellent relationship with its validating body, Middlesex University. The College has recently become an Enhanced Validated Partner of the University ensuring even closer co-operation. There are regular visits from their University Link Tutor who observes that the College is 'diligent' in consulting her on any planned changes even when consultation is not strictly required. The University recently arranged a day workshop for the College on Learning Outcomes and Assessment which was well received.
25. The current Middlesex University validation partnership means that the University is now more involved in programme validation, with the Chair of validation panels being supplied from Middlesex. While the University inspects the College every six years, College staff have also been called upon to support the University in its own QAA processes. External Examiners are nominated by the College but appointed by Middlesex and their induction is arranged by Middlesex. There is a strong relationship with the University Link Tutor from Middlesex School of Law, who is an expert on Islam (although she has not so far been invited to lecture at the College) and who attends committees at the College as well as being available for consultation and advice on any topic. She confirmed that members of the College are keen to approach her for advice at both a formal and informal level.
26. The University offers the College a range of opportunities with regard to quality assessment and staff development. While there is evidence that support staff are taking up these opportunities, for members of the Faculty they are at present underused, partly due to time pressures. Instead, information from the events put on at the University are largely fed back through one member of the Oak Hill Faculty who has taken a teaching qualification at Middlesex and has recently completed an MA degree there; there is a risk here if, for example, this member of Faculty were to move.

Recommendation 3

We recommend that more members of the Faculty take up the opportunities offered by their validating university to reflect on their teaching and to learn about practice within the HE sector more broadly.

B.iii It should engage effectively with local churches, other faith communities

and secular organisations so as to enhance formation for public ministry.

27. As in 2009, the Review Team found good relationships between the College and the local churches who offer long and short placements. Placement supervisors reported a steady increase in the quality and ‘teachability’ of the ordinands on placement with them over the last 10 years. The Director of Placements liaises closely with the local churches to ensure placements work well. Although not an Anglican, it is clear from our conversation with him that he has developed a very good understanding of the local Anglican context. He regularly visits ordinands on placement which further develops good relationships.

28. With regard to wider local engagement, the 2016 Review Team concurs with the 2009 and 2002 Inspection Team that there is still a gap in the College’s engagement in the wider community around the College. There are visits to local places of worship for other faith traditions including a Reformed Synagogue, Mosque and a Sikh Gurdwara, and students undertaking the Place and Culture module carry out a Community Survey Project as their assessment. In addition students are encouraged to get involved in local sports clubs and schools; College staff take a lead in this area. There is also a Christmas Carol Service which welcomes a significant number of local people each year. Notwithstanding these improvements, we observe that it seems odd that a College set in a highly cosmopolitan capital city appears not to be able to take more advantage of its setting. For example, the College could promote more actively volunteering in local multi-faith schools to see the complexities of teaching in these contexts first-hand, or have the local chaplain at the hospital come in and talk about multi faith chaplaincy in London. However, we also acknowledge that elsewhere in this Report we will be commenting on the already high academic workload on students and we are reluctant to add another burden on an over-stretched curriculum. We do however **urge** the College to continue to look for ways to engage more widely with the Community in which they are based.

<p>The Review Team has confidence with regard to Criterion B: Relationships with other Institutions</p>
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SECTION TWO: CURRICULUM FOR FORMATION AND EDUCATION

C Curriculum for formation and education

Reviewers will consider the curriculum's design and content.

C.i There should be a theological, formational and educational rationale for the institution's approach to mission and to formation for ministry and discipleship.

29. The mission and formation objectives of the College are summarised in its Mission Statement (para 2 of this report). In keeping with the Trust's emphasis on the primacy of Scripture, the curriculum is focused on the Bible and on biblical languages, with all Programmes and all modules constructed and taught in such a way that they assume and support the authority of Scripture. Formation and academic learning are deliberately combined wherever possible.
30. The College aims to create a climate in which knowledge is valued not as an individual possession but as a blessing to be shared with others (see also para 66). The curriculum is designed to enable not only information but transformation, aiming to 'nurture students' godliness and personal spirituality as well as their knowledge' and to prepare them for a lifetime of ministry in what it sees as a context of mounting hostility to the gospel and increasing pastoral issues in the world. In addition, the curriculum has been developed to demonstrate the advantages of bringing all the traditional theological sub-disciplines together to address important questions (para 76).
31. A perceived strength of the College's curriculum is the way that ordinands live and study alongside Anglican and free church independent students. This approach, the College believes, leads to a firmer sense of what Anglicanism is and its particular strengths. In addition the presence in the College of students studying to degree level the specialisms of Children's and Youth Ministry and Crossing Cultures encourages ordinands to value and work alongside a wider variety of ministers in training.
32. The College has mapped its modules against the Common Awards, and demonstrates a good match between the CA DipHE and the College's Foundation Degree in Arts, and between the College's BA (Hons) and the

CA BA (Hons). An External Examiner commented that the Biblical and language modules are ‘virtually interchangeable’ with ‘similar modules taught at British Universities’.

C.ii The institution should offer, and periodically review, a set of programmes that will enable candidates to be prepared for their ministries and/or meet their learning needs.

33. The College’s undergraduate, postgraduate and integrated undergraduate Master’s programmes are listed in the table below. The College’s postgraduate and integrated undergraduate Master’s awards underwent their six-yearly review in November 2015. The new awards were approved for the full six years and will replace the current suite of postgraduate/ integrated undergraduate Master’s awards from September 2016.

QUALIFICATION FHEQ AWARDING BODY : Middlesex University	
Undergraduate Programmes	
Certificate of Higher Education (CertHE) in Theology ² With specialisms in Theological and Pastoral Studies (TPS), Theology for Crossing Cultures (TCC) and Theology and Praxis for Children’s and Youth Ministry (TCY)	Level 4
Foundation Degree in Arts (FdA) in Theology With specialisms in TPS ³ , TCC and TCY	Level 5
Bachelor of Arts (BA Hons) in Theology With specialisms in TPS, TCC and TCY	Level 6
Postgraduate and Integrated Undergraduate Master’s Programmes (to July 2016)	
Master in Theology (MTheol) in Theological & Pastoral Studies	Level 7
Master of Arts (MA) in Theological & Pastoral Studies	Level 7
Postgraduate Diploma (PGDip) in Theological & Pastoral Studies	Level 7
Postgraduate and Integrated Undergraduate Master’s Programmes (from September 2016)	
Master in Theology (MTheol) in Theology With specialisms in TPS and TCC	Level 7
Master of Arts (MA) in Theology	Level 7
Postgraduate Diploma (PGDip) in Theology	Level 7
Postgraduate Certificate (PGCert) in Theology	Level 7

² The one-year CertHE in Theology is not available for Church of England Ordinands.

³ Ordinands on all programmes will normally specialise on TPS but the majority of modules from each of the other specialist streams are available as elective modules.

34. The College welcomed the shift towards Foundation Degrees in 2011 as enabling the curriculum to be aimed more directly at the needs of ministry. They introduced a Foundation Degree in Arts (FdA) with an optional third year at BA (Hons) level, which replaced the DipHE and Certificate in Ministry and also incorporated the different subject degrees into single awards in Theology with specialisms in Theological and Pastoral Studies, Theology for Crossing Cultures, and Theology and Praxis for Children's and Youth Ministry. The new MTheol in Theology will allow students to continue the specialisms in Theological & Pastoral Studies and Theology for Crossing Cultures which are available at undergraduate level.
35. At the end of the two years of FdA work, while some ordinands go on to the BA (Hons) year, they can alternatively apply to take another two years instead of one, thus graduating with the MTheol. Ordinands who already hold a degree in Theology would normally take a two-year course combining the MA or PGDip in TPS (from 2016-17, an MA or PGDip in Theology) with placements and some modules from the Foundation Degree programme, in particular the two Anglican Ministry modules. In the next academic year, a new module in hermeneutics will be compulsory for all MA students, as well as those on the PGDip and PGCert.
- C.iii The academic and formational assessment methods should enable the institution to advise church leaders on the suitability of candidates for their ministry.*
36. The College has mapped its curriculum against IME Phase 1 outcomes, as well as against Common Award learning outcomes and the Ordinal. Based on the IME Phase 1 mapping, we noted that a lot of weight under Criterion G 'Vocation and Ministry in the Church of England' is borne by the new Anglican Ministry modules which we believe require further development (cf paras 67 and 74).
37. The College encourages ordinands to consider extending their IME Phase 1 study beyond normal Ministry Division guidelines of 2 or 3 years depending on age. Whilst this extension is often self-funded, some bursary funding is available to students with genuine hardship. We commend the College's desire to provide the best theological education for ordinands in IME Phase 1, but we would encourage the College to ensure that all ordinands have discussed this possibility with their DDOs and/or Sponsoring Bishops before

making plans to extend.

38. Tutors draw on the Bishops' Advisory Panel Reports to identify with students the best ways of meeting the training needs identified there. Students work with the tutor of their Fellowship Group on Personal Development Plans; suggested questions for reflection include the ordinand considering their development as a prospective minister. When reports are submitted at the various stages of ordination training, the College Safeguarding Officer is consulted in all cases.
39. The Review Team interviewed a group of training incumbents who had received new curates from Oak Hill in the past few years and all commented on how helpful the reporting from the College had been in their approach to seeing their new colleague through years 4-7. They felt that the handover from College to curacy was handled well by the staff of Oak Hill.

<p>The Review Team has Confidence with regard to Criterion C: Curriculum for formation and education</p>

SECTION THREE: MINISTERIAL DEVELOPMENT

D Community and corporate life

Reviewers will consider the institution's quality of common life. Is it a good place in which to live, work and study? How is community built across local training contexts and in 'dispersed' mode?

40. The Review Team considers community life to be a particular strength of Oak Hill – students and staff repeatedly describe it as 'a family'. A commitment to building a sense of community is highlighted from when students and staff first arrive.
41. Communal life in the student body is facilitated through Fellowship Groups (for full-time students), led by a staff tutor and meeting in the tutor's homes. All the tutors leading Fellowship Groups are currently male, although there have been female Fellowship Group tutors in previous years. Fellowship Groups are made up of both independent students and ordinands with different years mixing in each group. For part-time students (of whom two are Anglican ordinands) there is a designated tutor mandated to 'meet with part-time students on a regular basis'.
42. Particular effort is made to include students and their families, both those living on site and off. There is a fellowship group run by spouses for spouses which arranges talks and Bible Studies. Given the make-up of the married student body (mostly male), all of the spouses attending are wives – no husbands currently choose to attend the activities. The College is particularly supportive of spouses wanting to attend lectures, either as auditors or for credit. This was particularly welcomed by those able to be auditors. There is also a group for those spouses in paid employment (SWIPE).
43. A supervised crèche is available for four 2-hour sessions per week, subsidised by the College. At other times, the crèche room is available for the use of students and spouses. The hours are limited – to be longer, OFSTED registration would be needed. However, we understand that the College uses OFSTED requirements as a guide for the operation of the crèche and if it were registered, government funding would be available to support this pre-school provision. The Review Team also noted that crèche places were prioritised for spouses attending lectures. We would **urge** the

College to be more aware of Diocesan guidelines regarding married students' allowances during training. Local Education provision for families' children was reported as being good, especially Pre-School and Primary.

44. There is a Dean of Women who offers support to all women students – mainly independent students, there being just two female Anglican ordinands. Whilst the pastoral care and advocacy support of the Dean's role is strongly affirmed, some female students highlighted a desire for more senior ordained women to be encouraged to be visible in College or available as role models (see also para 100).
45. There are many levels of welfare and pastoral support. The students offered much praise for the level of support and commitment shown by teaching and non-teaching staff to their welfare. This included tutors, fellowship groups, support staff and the 'houseparents', who are to be **commended** for the support that they give to the Part Time non-residential students as well as Full Time students.

D.i The institution should offer a clear statement of how it understands corporate life, reflected in its training for ministry and the working relationships between members.

46. The College Prospectus and Programme Handbook state that the College wants people to engage with their passion for 'our life together as a vibrant learning community and our desire to help you love Jesus more and receive the training you need for a lifetime of gospel ministry'. The observed interactions between teaching and non-teaching staff, students and families gave good evidence that the emphasis on a vibrant learning community and lifelong learning is lived out in community.

D.ii There should be a clear statement of its understanding of issues of gender, ethnic grouping and disability and other matters of natural justice; its training, governance and community life should reflect this (see also I.v and J.ii).

47. The Kingham Hill Trust Employee Handbook states that: 'the Trust supports the principle of equal opportunities and opposes discrimination on the basis of sex, marital or civil partnership status, any gender reassignment, race, disability, sexual orientation, religious belief, part time or fixed term employment and age'. This statement is broader and more detailed than those elsewhere (eg Appendix 3 of the 2015-16 Programme Handbook) and

we **recommend** that this broader statement should be used in all documents so that the breadth of the policy is clear to all staff and students.

48. Some students and staff, including the Principal, voiced a concern over the 'mono-cultural' feel of the College. The majority of students are young (47 of the 51 ordinands are under 35), male (49 of the 51 ordinands), white, and from a conservative evangelical church background. Efforts are being made to widen the appeal of the College to a wider cross-section of students (see also para 14) but more work needs to be done in this area by the College and the wider Church in partnership; **Recommendation 1** is pertinent to this criterion too. The Crossing Cultures elements of the training are making good progress in developing a wider awareness of diversity issues. The placements are well chosen and managed to broaden the ordinands' experience.
49. Whilst the majority of students were very positive about the sense of community at Oak Hill, including women and those who experience same sex attraction, concerns were raised with the Team about the experience of ethnic minorities. There was some evidence that whilst everyone was made to feel welcome at the College, the particular gifts, traditions and experiences that other cultures could offer to the College were not routinely sought or encouraged. The College does not currently have Tier 4 status with UKVI and so are unable to accept students from overseas who require a visa. This limits the diversity of the College. We **recommend** that the College actively encourages the participation of ethnic minorities in shaping and enhancing College life, for example through encouraging them to contribute their particular experiences of worship or their perceptions of world-wide mission.

D.iii Does the institution have clear and well-managed policies for the safeguarding of children and vulnerable adults?

50. There is a clear policy for the safeguarding of children and vulnerable adults. Safeguarding support and oversight is offered through the Diocese of London. The College provides clear policy and procedures along with a Quick Reference Guide and all staff and students sign a 'Code of Conduct Form'. Annual Safeguarding Training is given to all. When the Safeguarding Officer was away on Study Leave full provision was made for someone else to fulfil the role and this was clearly communicated to all.

Recommendation 4

We recommend:

- that the same broad equality and diversity statement in the Kingham Trust's Handbook be used in all policy documents and publications, and
- that the particular experiences and gifts of ethnic minorities are more actively encouraged and integrated into College life.

<p>The Review Team has Confidence with qualifications with regard to Criterion D, Community and corporate life.</p>
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E Worship and training in public worship

Reviewers will look at whether the arrangements for common worship and the policies underlying them are satisfactory. In particular:

E i. The institution's policy and practice in corporate worship should reflect the tradition and liturgical inheritance of the wider church.

51. The College is to be **commended** on the care and priority which it gives to its weekly chapel services. There is a comprehensive chapel handbook, revised each year which gives detailed instructions about all aspects of attending and leading worship. There is one chapel service every day plus an additional prayer meeting on one day of the week. Two of the services are a Daily Office, one a service of the Word, another a celebration of Holy Communion, (mainly Common Worship except on the several weeks each year designated for the use of the Book of Common Prayer), and one, a service from the Independent church tradition. Use of the relevant seasonal material is laid down in the Chapel Handbook.
52. Ordinands are required to attend one chapel service each day and it is clear that Faculty and ordinands regard chapel worship as an important part of their life together, as encouraged in the Chapel Handbook: 'It is all very well for us to learn in the lecture theatre or the library about Orthodox Christian belief, but if that does not track through in our own lives to God's praise and glory, then it is of very little use either to ourselves or to those whom we will serve in the years to come.' During the week of our visit chapel attendance was high and we understand that this is the norm.

53. In line with the College's tradition there is a major emphasis on the exposition of scripture in services which follow a specially prepared lectionary of one reading for each occasion, linking in also with texts being considered in biblical studies modules in the same term. In three of the weekly services there is ten-minute talk or meditation by a student; in another, a longer bible exposition by a member of Faculty; and a sermon at the weekly communion service given either by a member of Faculty or a visiting preacher. During the 12 week cycle which included the week of the Review itself there were 58 named chapel speakers. Only a very small number of these were women, including a woman priest as a visiting preacher. We strongly **urge** that more women are invited as visiting preachers so that chapel worship can more fully represent the variety of ministry of the Church of England.
54. Following the last report which asked for greater opportunities for silence and meditation within the services there is now a time of quiet before each service begins, and short times of silence within the student meditation once a week. There are also two Quiet Days offsite during the year, and a service of Compline every several weeks following the evening postgraduate seminar. However, the recitation of psalms & prayers and the singing of hymns & songs was invariably loud, expressing well the vigour and enthusiasm of a relatively young and highly committed community, but, together with the emphasis on the Word, read and expounded, we noted that there was little space left for more contemplative worship traditions from the inheritance of the wider church. Greater depth, rhythm and variety could be provided through a fuller use of symbolism and experimental services from more meditative traditions, e.g. Celtic, Taizé etc.
55. Given the strong and valued sense of mutual support which the reviewers found within the community, we **urge** that, in the yearly cycle of occasional celebrations and community events, ways can be found to arrange several opportunities for the whole community of staff, students, children and young people to gather for all age worship together.
- E ii. There should be a policy on, and provision for, a balance of worship, including authorised and innovative forms, which recognises and equips candidates to work within the variety and practice of the sponsoring church.*
56. While the services in chapel are clearly within the (conservative) evangelical tradition, each ordinand is required to serve one of their church placements

in an 'out-of-tradition placement' church where they have feedback from the parish priest on their engagement with the worshipping tradition of that church. The experience of both current ordinands, and those ordained in recent years, bears witness to the effectiveness of this in both the breadth of worship styles experienced, and in preparation for future ministry (usually after their curacy) which may well be served in a church of a different tradition. The evidence we gained suggests that such adaptability for future ministry is encouraged within the overall programme of training and is recognised by students as necessary in preparation for a lifetime of ministry within the Church of England (however see also para 94).

E iii. Ministerial candidates should be effectively trained to plan, prepare and conduct public worship as appropriate to their particular ministry (lay or ordained) and they should receive critical and constructive comment from staff and peers.

57. The Chapel Handbook contains full guidance on how to plan and lead a service, as well as the requirements in relation to preaching in chapel. Ensuring adherence to the guidance given in the Chapel Handbook is the responsibility of the Chaplain and the Chapel Committee who also prepare several detailed rotas covering various elements of chapel services in detail. Each week is organised by one of the fellowship groups under the guidance of their tutor, and is reviewed at the end of the week by the whole group including the tutor. In addition, the church placements require students to reflect on their leading of worship which is overseen by their placement supervisor: there is also a written assignment on the leading of a service which is assessed by the Director of Anglican Training.

58. In the week in which we were in college all the services were conducted with care and sensitivity, both in the leading of worship and in preaching by both staff and Faculty members. We also commend the detailed plan drawn up for intercessions throughout the term but, while this covers a wide range of concerns, care is needed to ensure that the community is praying for the world outside of the church, as well as for more local and church-related topics.

E iv. The liturgical space should be adequate for its purpose.

59. The Chapel is a pleasant and well-ordered environment in which to worship. However, the placing of the music group towards one side of the open

chancel area, together with the large suspended screen in the centre of the chancel (used for the projection of the words of hymns & songs, and which is permanently in place) gives a sense of utilitarian busyness to the focal point behind the Lord's Table, and obscures the full-length hanging. Given the size of the worshipping community this leaves very little sense of spaciousness in worship. At the moment the top half of the hanging is obscured thus hiding an integral part of the whole design, namely the symbol of the descent of the Spirit and the proclamation that Jesus is Lord. While we recognise that there is no other obvious place for the worship group, we believe that it would greatly enhance the worshipping environment if the screen were placed to one side, thus revealing the whole of the chapel's main visual focus. We believe that worship at Oak Hill would be enhanced by greater attention to spaciousness, both in the liturgy itself and in the physical setting.

Recommendation 5

We recommend:

- **that use is made of experimental liturgies from more meditative traditions to enhance the breadth and variety of worship, and**
- **that the projection screen above the chancel area be relocated to give a sense of spaciousness in worship and to restore the visual focus of the full-length hanging behind the Lord's Table.**

<p>The review team has Confidence with qualifications with regard to Criterion E, Worship and training in public worship</p>

F Ministerial, personal and spiritual formation

Reviewers will consider how well the institution helps learners in their ministerial, personal and spiritual formation and self-awareness, and in their understanding of the specific lay or ordained ministry to which they are called. In particular:

F i. The institution should enable candidates to be immersed in the traditions of their own church denomination and to gain an empathetic understanding of church and faith traditions other than their own.

60. The evangelical church tradition to which the College is committed lays great emphasis on formation through reading, reflection and exposition of the Word, as well as on seeing revealed truth through the lens of the

atonement work of the cross. The task of deepening and broadening students' awareness of their own church tradition is taken seriously by both staff and students. Knowledge of Scripture and the facility to apply this to their own formation is a marked strength of the individual and corporate life of both staff and students. The College's latest annual self-evaluation expresses delight at the commendation of one of their external examiners 'for challenging its students to relate biblical thinking to all of their studies and for supporting their spiritual development.'

61. Empathetic understanding of other church traditions is largely focused in the placement that every ordinand has within an Anglican church of another tradition, as well as the coverage of other traditions given in the historical and doctrinal content of several modules.

62. Understanding of other faith traditions is gained largely through the compulsory module on Cross Cultural understanding, opportunities to visit a Reformed Synagogue, a Mosque and a Gurdwara, and various assessments which reflect on encounters with people of other faith communities. There is also an elective module on Islam and we are glad to see some ordinands opting for that, with hopefully more doing so in the future in the light of the need to relate well to the growing presence of Islam within our communities

F ii. It should offer corporate and individual guidance for learners, including encouragement to seek confidential spiritual counsel and to maintain a regular private prayer life.

63. Each tutor in their fellowship groups and through individual meetings with each tutee has the responsibility to oversee development in all areas of the ordinand's formation. This element of the Faculty members' role is highlighted at all stages of the appointment process and fully covered in their induction as new staff members. The Faculty Handbook reminds each tutor that the personal development of their tutees is 'probably your major responsibility, though the least tangible' and that getting to know oneself 'with your limitations and the development of relational skills are vital elements of ministerial training.' Although the level of academic commitment and credentials of the staff are of a high order and a strong emphasis is placed on excellence in teaching their subjects, they are all clear about the central importance they are required to give to the formation of their tutees.

64. From the beginning of an ordinand's time at College they have regular meetings with their tutor to work systematically through their Personal Development Plan on which they are expected to reflect and periodically revise as part of their personal, spiritual and ministerial formation. All students are also required to take the module on Pastoral Theology and Care in which they have to face issues of their own personal development as well as explore how this relates to their own care and counselling of others. The fellowship group to which a student belongs throughout their whole time at College gives them a base from which to work through personal, spiritual and formational issues within an informal setting which is usually guided by two of their peers each year in liaison with their tutor.
65. Given their denominational and spiritual backgrounds, some tutors are less aware of the tradition of spiritual directors within the Church of England than others. They are however conscious of the need to respond to the increasingly frequent mention in BAP Reports that the ordinand would benefit from the provision of such a resource within their life at college. Currently the Director of Placements is collecting together a list of possible spiritual directors of varying traditions; we **recommend** that this list be made available to assist tutors in their task of preparing their ordinands to understand the need for personal confidential support in ministry and in preparing their students to adopt this as a valuable resource throughout their ministry.
- F iii. Its common life and guidance offered should enable students to grow in Christian discipleship, in readiness to share their faith, and as theologically reflective practitioners, with a view to exercising a public role in ministry and engaging with the world.*
66. One of the core Programme Learning Outcomes is to 'enable every student to leave the College knowing and loving the Lord Jesus more.' We were impressed throughout our time at the College by the way in which students naturally demonstrated the attractiveness of Christian discipleship in the way they form community, approach their responsibilities, and in their desire to encourage rather than compete with each other. This reflects the adoption of an intentional strategy as explained in the college's recent self-evaluation: 'A key element in our developing understanding has been an increasing appreciation of the way that modern UK culture commodifies knowledge, turning it into a personal possession to be used for individual advancement in competition with others. Over recent years, we have

increasingly sought to subvert this in our induction process and in the programme as a whole, seeking to underline that, as Christians, we should hold knowledge as stewards and servants (1 Cor 4:1ff), working in collaboration and service rather than in competition’.

67. Instruction in prayer and spirituality forms part of the modules on Anglican Ministry in the first two years. While this is a helpful development we **recommend** that, as future staff appointments occur, there could be someone who could offer particular expertise in the area of the development of spiritual traditions throughout the history of the church, East and West. To further develop and support their own commitment to a disciplined prayer life, students are encouraged to form themselves into prayer triplets which we recognised are a valued part of their experience of college and which are often continued as cell groups in one way or another after ordination.
68. Many of the students’ reflections on their placement experience reveal their readiness, and indeed eagerness to share their faith with others. Also, several modules require them to describe and evaluate a conversation about their faith with a non-believer, or a discussion with a person from another faith community and then reflect on how one could appropriately share Christ with them.
69. In line with the College’s core aim to equip students ‘with a knowledge of the gospel that is adaptable, deep, broad and integrated’ we found a commitment among staff and students to become theologically reflective practitioners. We saw many instances in teaching sessions when biblical and theological reflection on ministry and mission made for lively and high level interchange between lecturer and students, often with different understandings being pursued and with an encouragement to follow where the argument led.

F iv. The teaching and ministerial staff should model an appropriate pattern of spirituality, continued learning and reflection on practice.

70. There is clear evidence from student feedback that the staff do model appropriate patterns of spirituality, and continued learning and reflection on practice. The students see this in the range of ministry and outreach activity with which the staff are involved both inside and outside of college. There is a warm appreciation of the guidance in this area which they receive from their tutors and there is a high regard for the spiritual wisdom of staff members from which they clearly benefit. The College’s recent self-evaluation states

that 'it is commonplace for Faculty to reflect on their own ministry experience as they teach, allowing the integration of faith and practice to be modelled at a less formal level throughout the curriculum.' We saw this demonstrated in several of the teaching sessions. For instance, there was a telling moment in the middle of a third year class on the book of Job when the lecturer told of his own experience which mirrored notes of conflict and anguish dealt with in the text.

71. However, the range of demands placed upon the teaching and ministerial staff (mainly through their own commitment to excellence) means that it is all too easy to begin to model a life based on excessive workload. They are aware of this temptation and do exercise a care of each other when they recognise the signs of this happening. We believe, however, that more attention needs to be placed on modelling a lifestyle which fully endorses and owns the spiritual principle of *Sabbath* (as one Faculty member expressed it during a staff meeting at which we were present). We believe (as do they) that this is of vital importance for the flourishing not only of themselves in their life and ministry but, crucially, in forming the approach to the life and ministry of their students and, in turn, of all for whom they will care in their future ministries. We would **urge** Faculty members to review their mechanisms of support so that they themselves have a robust way of ensuring that they are modelling a measured and non-exhausting lifestyle and ongoing formation for their students.

Recommendation 6

We recommend that:

- **a list of local spiritual directors from various traditions be drawn up for the use of tutors as they help students find a suitable person to accompany them on their journey in a confidential setting outside of the college and that they explore ways of preparing students to avail themselves of this support in their future ministries; and**
- **when further appointments are made, to consider including expertise in the wider traditions of Christian spirituality as part of the job description.**

<p>The Review Team has Confidence with regard to Criterion F, Ministerial, personal and spiritual formation</p>
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SECTION FOUR: EDUCATION AND TRAINING

G Teaching and learning: content, method and resources

Reviewers will consider the quality and effectiveness of teaching and learning activities, methods and resources.

G.i The units of teaching and learning should be well structured, with clear and appropriate aims.

72. Members of the Review Team had access to the full set of Module Descriptions which include aims and objectives with threshold learning outcomes. Aims and objectives are now often closely linked to the assessment tasks set; for example in one module, an aim is to 'develop an integrated ministry plan' while one of the two assessment tasks is to write this plan. This assists the students in understanding the focus of the course and means that assessment becomes part of learning.
73. The module weightings at undergraduate level range from 5 to 25 credits. The different credit weightings for modules have made it possible to include introductions to the Cross-Cultural Mission and Youth and Children's Ministry streams within the core curriculum (each 5 credits), in addition to the College's aspiration to have one-third of ordinands taking electives in these streams. In accordance with the College's priorities, the weighting for ordinands is in favour of Biblical studies and languages. We **commend** not only the high standard of teaching in Biblical studies and languages, but also the planning of the curriculum so that Hebrew and Biblical Greek can currently be studied for all three years of the Foundation degree/BA.
74. The core modules in Anglican Ministry each carry a 15 credit weighting. There is evidence that students find them helpful in developing a sense of being, in a phrase much used in the College, a 'convictional Anglican'. Working alongside independent candidates also encourages ordinands to reflect on their own identity and formation. However, as each module now includes two weeks in each term for theological reflection, the time available for teaching has been reduced. In addition, we felt that the newly developed material in these two modules required a little more work and so we **recommend** that the College continue to develop these two modules and consider giving them a higher credit weighting, perhaps by incorporating material which currently sits in other modules and focusing it on the

Anglican context in which ordinands will eventually serve.

75. As part of the College's long-expressed aspiration to recruit more female ordinands, an initiative in 2012-13 was to create an elective module in Women's Ministry. An additional module in Further Women's Ministry was added in 2015 but did not run due to low enrolment. While one week in Women's Ministry is spent considering the Biblical passages used by those rejecting a complementarian view of women's role, the rest of this short module assumes complementarianism. The focus is largely on ministering to women rather than on women as ministers. It is perhaps unfortunate that male ordinands taking these modules would be invited to see women as identified primarily by their childbearing or life stage status. We warmly **commend** the initiative in ensuring that women are made more visible in the curriculum, but we **recommend**: firstly, that the important issues around the pastoral implications of life cycle events are also explored in relation to men's lives (for example, by changing the module to reflect on the role of gender in the pastoral care of both women and men); and secondly, that the College carries out a mapping process to discover where the ministry of women is considered across the curriculum as a whole. For example, the history of the deaconess movement might be a helpful focus within the Anglican Ministry modules.
76. The level 6 curriculum has recently been remodelled so that the core modules offer a team-taught, interdisciplinary approach to the Bible. This approach builds on the structure of the six terms of the level 4-5 work, where Term 6 also aims to synthesise the different theological disciplines explored in terms 2-5. This change is founded on the desire to appreciate God's revealed truth as being 'integrated'. The College was careful to evaluate student responses in the first year of the new level 6 curriculum midway through the course as well as at its end, as well as to discuss the progress of the new modules with the relevant External Examiner. One result of the feedback on the first year of delivery was to add a practical task to the assessment regime.
77. The College's re-sit policy is about to be redrafted; at present there are multiple options for re-sitting assessments, which is out of line with Middlesex's practice. We would **urge** the College to ensure that this policy is brought into line with best practice. The policy on extensions is clear, with all requests having to go through the office and a maximum of two weeks, other than in very exceptional circumstances.

Recommendation 7

We recommend that the College reviews the Anglican Ministry modules to ensure that the taught material and assessments are given appropriate weight within the curriculum.

Recommendation 8

We recommend:

- **that the important issues around the pastoral implications of life cycle events are explored in relation to men's lives as well as in women's, for example, by having a module on the role of gender in the pastoral care of both women and men, and**
- **that the College carries out a mapping process to discover where the ministry of women is considered across the curriculum as a whole.**

G.ii There should be a proper balance between the academic, formational and practical aspects of training.

78. Review Team members were able to observe a wide range of teaching sessions at both bachelor's and master's level and to read assessed work and exam scripts. It is clear that ordinands experience a mixture of academic, formational and practical aspects of training, with a good balance between these and considerable integration between them. For example, the College recognises the value of using the same book of the Bible in chapel as in class, while Faculty who preach in chapel will draw on their own experience in ministry.
79. The College has recently identified further practical aspects to be incorporated in the training of ordinands; for example, managing volunteers, working in areas where they are responsible for several congregations, and conflict resolution. Interviews with alumni will be carried out to inform a decision, but at present a summer intensive programme is seen as the best way of offering this training.
80. While the different aspects of training are balanced, questions remain about the relationship between training and the rest of life. In 2009, Recommendation 8 was directed at this work-life balance. Both the total contact hours and the assessment load remain very high. The teaching timetable is very full, with some modules taught intensively within one term,

while others are spread over two or three terms. While a simple comparison with the HE sector is not appropriate because the College is teaching the practical application of the content as well as the content itself, the differences are still significant, and have been noted by one of the external examiners (2014-15). Working on the QCF norm of one credit for 10 hours of study, study being understood to include formal contact hours, preparation for these, private reading and study, and the completion of formative assessment tasks and revision, the amount of contact time and assessment time is very high. For example, the 5 credit module Pastoral Epistles and Pastoral Ministry requires 16+ contact hours over 2 terms, and is assessed with both a 2000 word essay and a test. Advanced Pastoral Counselling, a 20-credit module, currently involves 3 contact hours per week over two terms, and is assessed by a 2000 word essay, a 2000 word reflection, and a two-hour unseen exam.

81. In 2013 the College merged some smaller modules, reduced the number of assessments, and added in reading weeks in January; these are also intended to allow the staff to keep on top of the amount of marking required. The decision to use only a limited markscale in the Foundation degree years was also motivated partly by the need to reduce Faculty marking time. But the sheer number of modules, in Levels 4 and 5 in particular, still makes for a crowded curriculum. At Level 4, a core module for ordinands – Word of God and Studying Theology – involves 15 contact hours in Term 1 and a 1500 word essay, yet carries no credit weighting.
82. There are currently assessment points at the end of each term plus two exam periods; the third term remains a crux, as both Faculty and students confirmed to us. The College's focus on reducing workloads has so far been the third term of the second year, where some submission deadlines have been staggered, but we noted that for students about to be ordained there is still a very short period between the final deadline and their pre-ordination retreats. The College is already considering returning to a two-semester year, which would reduce the number of assessment periods. We **recommend** that in considering the return to a two-semester year, the College takes up the opportunity to merge more modules and to reduce the number of assessment components for each module.
83. The College is producing new study skills initiatives to help students cope with deadlines, including podcasts on the VLE and face-to-face sessions spread out over the academic year. We would **urge** the College to explore

and consider using Middlesex University's online materials here.

84. Students confirmed to the Review Team that the message given to them is that work does not need to be 'perfect' and that 'good enough is good enough' but, as the Faculty accepts, the high level of commitment and focus of the student body (their 'drivenness') makes it hard for them to hear this message. While the Review Team has sympathy with the fact that the ordinands will be going into contexts where prior experience of juggling competing demands will be useful, we want to reinforce the 2009 recommendation to model a good work-life balance which will enable effective ministry.

Recommendation 9

We recommend that the College seeks to merge more modules and to reduce the number of assessment components for each module.

G.iii Learning programmes should be varied in format and method, with use of student experience, courses, seminars, tutorials, one-to-one, groups, placements and private study.

85. We observed a range of taught classes. The best sessions mixed teaching modes within a single session, where appropriate, including lecturing, discussion in smaller groups or pairs, and time for questions, in which lecturers were often skilled in exploring the question with students so that it was the students who reached the answer for themselves. Tasks set in class were clear and their relationship to the learning outcomes was explicit. External examiners' reports also praised the mixture of assessment modes, and students also told us how much they appreciated this range. We **commend** the practice by which all teaching sessions are recorded and made available on the VLE, so that students who have to miss a class can catch up, but in normal circumstances it is not clear when students find time to go back to review them. Within classes, handouts often include space for notes after each session. The large number of contact hours inevitably reduces the time for private study and reflection.

G.iv There should be an appropriate learning environment, with adequate resources including library and information and communications technology.

86. The library is staffed by a very experienced part-time librarian with previous experience of working on the VLE. As part of their service to the College, students assist with shelving, thus freeing the librarian's time for her professional tasks. Students when questioned considered that, with over 55,000 books, the library is very well-stocked, although feedback in the last round of student evaluation forms asked for more copies of the core texts. The Library's resources are enhanced by online resources and by copying sections to distribute in lectures and via the VLE. In addition, books from the onsite Latimer Collection can be delivered to students within a day.
87. The various levels of overnight and short loan are being considered by the librarian with a view to finding the best method of using these categories. At Master's level, the librarian encourages students to join the British Library or Dr Williams' Library, and to use the collections of other TEIs. The librarian offers learning resources support to both students and Faculty and works on the VLE with the IT manager. She checks reading lists against library holdings and is given a generous and flexible budget for new acquisitions. There is dedicated study space provided in the library and in another part of the College so that students travelling in from other places or who have small children at home can find a quiet place to work.

G.v Staff should provide students with constructive formal and informal feedback assessment, against published assessment criteria, in terms of both academic progress and preparation for beginning public ministry.

88. Feedback to students was praised by an external examiner as 'warm and encouraging'. There is a standard form for feedback which allows students to understand why their work has been graded in a particular way. However, in 2014-15 one external examiner noted that 'marking practices vary between tutors' while another external examiner commented that one marker was not using the same criteria as the others. We **recommend** that the College continues to keep under review its induction process for markers to ensure conformity of approach. An external examiner's report in 2012-13 noted that weaker students may regard assessment 'as an opportunity to defend their preferred position on disputed questions', and in further reports the same examiner repeated this point but observed that more attempts were being made to design assessments so that this was less likely to occur.

89. As a result of the QAA Review in June 2012, which picked up delays in students receiving feedback on their assessed work, the College clarified the deadlines for return of work and added a question on the student evaluation forms to monitor this. From this they discovered that student satisfaction with the speed with which their marked work is returned fell to 74% in 2013-14. However in 2014-15 it was up to 93%, with satisfaction with the content as well as the timeliness increasing. We saw evidence that administrative staff try to balance staff marking loads, for example giving more second marking to those with smaller classes. They also closely monitor the clear deadlines for the different stages from submission to return; the total time allowed from submission to return is 4-5 weeks. While Faculty have dedicated marking time, the Review Team believes that there is an issue with the sheer size of the marking load.

Recommendation 10

We recommend that the College keeps under review the induction of all markers so that they use the set criteria.

<p>The Review Team has confidence with qualifications with regard to Criterion G: Teaching and learning: content, method and resources</p>

H Practical and pastoral theology

H i. The institution's learning structures and formational activity should integrate theory and practice and enable students to grow as theologically reflective practitioners in the context of the developing and diverse society in which they will minister.

90. The Faculty is aware of the challenges of having many students who have substantial ministerial experience and training in church situations prior to college and others who have little or no such training and experience. The College's recent self-evaluation addresses this issue: 'We are thinking through how to engage with this most effectively, so as to ensure that those with little experience do not miss out, while those with a lot do not simply repeat the basics. This is a work in progress, and an area on which we will continue to reflect over the coming months.'
91. A crucial factor in this area is the provision of suitable placements. Consequently, before the arrival of students at College the Director of

Placements assesses the practical and pastoral needs of training by examining the student's application form, their BAP report, and via a telephone conversation with their home incumbent. He will then choose a suitable weekly placement, usually in a church of their own tradition, which the student will follow through for the whole of their first year. Many of the students come from large city evangelical churches where they may have been an intern or lay minister for one or more years, and often they have expectations built upon ministry in such churches where there is a large number of people in their 20s and 30s. The College is aware of the culture change that many require. At this stage it is often necessary to give experience of a much smaller church and one where the congregation is more elderly, in order to prepare them for what they will find in many parishes after ordination.

92. In either their first or second year a student will take part in a weekend mission. So far these have been in evangelical churches but the Director of Placements is exploring possibilities of such weekends outside of their tradition. He is also looking at the possibility of multi-church mission weekends in which several teams would go to a variety of churches within one deanery which would provide opportunities to consider the strengths and challenges of outreach within different church traditions when they reflect on their experience with their tutor and peers. We **commend** this desire for engagement with wider church traditions in the training and reflection on mission and evangelism.
93. In the summer vacation at the end of their first year a student is required to do three weeks of block placement, two weeks in a church and one in a chaplaincy situation (e.g. hospital, prison, armed forces). In their second year they have another weekly church placement. Either the block placement or the weekly one must be in a church of another tradition (or both can be out of their own tradition if the student desires).
94. This requirement to have experience in a church of another tradition was shown to be effective when some former students returned to reflect with us on the way in which the College had prepared them for ministry in various dioceses, north and south, in which they were serving. Those who were still in their first curacy recognised that the likelihood was that they would go on to serve in parishes outside of their tradition and were not fazed by that prospect. One was now an associate minister in the large London church where he had served his title, but all recognised that this progression is only

possible for the few. Two other priests, one woman and one man, were in the initial year of their first 'incumbency' post and both were in churches of different traditions from the evangelical ones in which they had been nurtured. All testified to the value of the training they had received in College and in their various placements which had given them the adaptability to exercise their ministry in a variety of situations and traditions. This observation offered a different perspective from comments received from some Bishops and DDOs who told us of difficulties they had encountered with placing some former Oak Hill students after their first curacy because of their (perceived) inability to cope with churches of other traditions. Our sense is that the college has taken note of these problems over the past few years and that the issue may be becoming less of a problem. However we would strongly **urge** the college to continue to work hard at this as it clearly affects both the lifetime ministry of their ordinands as well as the reputation of the College in the dioceses.

95. A number of training incumbents also came to College during the week and reflected on their experience of students' adaptability, teachability and desire for ongoing learning which they had observed in the curates whom they had received from the college in recent years.
96. The College places particular importance on the role of the placement supervisors, providing a twice yearly training and review day for them, keeping in regular contact with them throughout the year, and looking to them for the primary assessment of the student's performance and learning within the placement. They also receive a 50% reduction for attendance at the College's summer school, a free pass to study in the library, and several free meals in College each year. There was opportunity to meet with a number of Placement supervisors during the Review and they spoke appreciatively of the students they had trained during the past few years as well as the value of their links with the College. We **commend** the care with which the College respects and nurtures the role of its placement supervisors.
97. Various the student's tutor as well as the Director of Placements will reflect with the student on items within their placement and often the tutor will visit the church when the student is preaching. In addition, the Homiletics lecturer listens to, reads and assesses sermons given on placement and provides written feedback. Further integration between placement and in-college learning is provided by a number of assessments

done within the placement context: i.e. Biblical Theology, Cross-Cultural Studies, Contemporary Missiology and Practice, Doctrine of Grace, Doctrine & History I and Apologetics.

98. Given the increasingly multi-cultural context in which we minister, we **commend** the recent development of a compulsory module on cross-cultural studies. This is highly valued as it is helping students consider situations and challenges which they recognise but previously have done very little to evaluate biblically and theologically. During our visit students engaged enthusiastically with two imaginative and informative teaching sessions on the migrant crisis, considering the worldwide facts and statistics on migrants and refugees, the extensive biblical material, and consideration of the challenges of helping a local church engage with the issues in a Christian and generous way.

The Review Team has Confidence with regard to Criterion H, Practical and pastoral theology.

SECTION FIVE: STAFF AND STUDENTS

Reviewers will consider the recruitment, expertise, resourcing, appraisal and development of staff.

I Teaching staff

1.i The gender, lay/ordained and denominational balance of ministerial and teaching staff should model appropriate patterns of learning and of ministry and comply with denominational guidelines.⁴

99. The breakdown of the 13 core and 5 associate teaching staff currently at Oak Hill is:

	Core	Associate
a. Male:Female	11:2	5:0
b. Ordained:Lay	5 :8	2:3
c. UK:Other	8 :5	5:0
d. Anglican:Other	5 :8	3:2

100. Oak Hill's teaching staff is academically very gifted; the College sets a high bar for academic excellence which places pressure on ensuring the diversity of its Faculty. In particular, the College has struggled to attract suitably qualified female candidates from within the conservative evangelical constituency as, they argue, there are so few of them. The College is seeking to address this issue through actively seeking to encourage female alumni to continue their academic training so that they might in the future be eligible to apply for posts. However the Review Team would also encourage the College to look beyond the conservative evangelical constituency to actively encourage applications from women (and men) across the evangelical spectrum. Both female members of the Faculty are ordained, one as a Deacon and the other about to be priested.

⁴ Church of England policy is that any residential college recognised for the training of women should have at least one full-time female member of staff, who should be either an experienced minister in Orders or an accredited lay minister, with some parish experience and able to exercise a ministerial role within the institution. Failing that, a female member of staff with the necessary experience should be appointed part-time. Courses and Schemes should include a woman meeting these criteria as a full or associate staff member. In all cases they should be fully integrated into the policy-making, teaching and tutorial work and life of the college.

Recommendation 11

We recommend that the College continues to strive toward a more gender-balanced Faculty as and when vacancies occur; and continues to build capacity for the future through encouragement of and engagement with potential theological educators.

The Review Team has confidence with qualifications with regard to Criterion I: Teaching Staff

J All staff

J.i Staff recruitment and selection procedures should be transparent, fair and consonant with the policies of the relevant partner bodies.

101. The appointment of core staff at the college, Faculty and support staff, is in line with good practice. There is a clear procedure: job descriptions and person specifications are prepared, advertisements placed online and in various professional publications and applicants undertake at least one interview. Teaching staff are required to prepare and teach a short class. Although not infallible, the appointment process appears to be robust in giving staff an accurate picture of the role to which they are then appointed.

102. We became aware of one instance which raised questions for us about induction processes for Faculty. This is being followed up with the Leadership Team separately to this Report. Other Faculty members describe a comprehensive and pastorally supportive induction which goes to great lengths to make new staff feel valued and welcome.

103. Appropriate checks are carried out to ensure that staff are entitled to work in the UK and Visas obtained for Faculty where required.

J.ii Job descriptions, terms of service and reporting lines should be clear at the time of appointment and reviewed at regular intervals.

104. The majority of staff have up to date job descriptions. A small number of support staff are affected by the ongoing restructuring process and new job descriptions will be issued when this process is complete. Terms of Service are clearly set out in the Kingham Hill Trust Staff Handbook and in the Faculty and Support Staff Handbooks. The restructuring of the Leadership

Team in 2014 and subsequent review of support staff roles has resulted in much clearer lines of accountability. Staff commented that they felt that there was less blurring of responsibilities in the new structure. Changes to roles have been negotiated fairly.

J.iii There should be an effective programme for the continuing professional development of staff, including annual appraisals for all staff.

105. Support staff reported that they had not had annual appraisals since the restructure but we are assured that these will happen once the new roles have settled. One of the roles still to be appointed in the new structure is for a HR professional who will support the processes of appraisal and development of all staff. Support staff CPD is currently managed in an ad hoc fashion but is generous and supportive; this process will be reviewed by the new HR manager to ensure greater consistency.

106. A process of peer review and annual appraisal is now in place for Faculty; however, the Review Team did note some examples where the reviews lacked depth. This, alongside our observations regarding the induction process, leads us to **recommend** that the College ensures that induction support and Peer Reviews are undertaken by colleagues who are themselves expert in the content of the material being taught. Time is set aside in weekly Faculty Meetings for the discussion of best practice in pedagogy, supplemented by lunch meetings during which staff share their recent research. One member of staff has recently completed an MA in Higher Education and another is pursuing an MSc in Digital Technologies and has just been admitted as a Fellow of the HEA (Higher Education Academy).

J.iv Staff should be sufficient in number and expertise, and resourced to fulfil their role adequately for the institution's and students' needs.

107. Support staff reported that the issues highlighted in the last Inspection regarding workload have now been all but resolved; there are still 2 more appointments to be made which will complete the restructure. 2015-2016 is a stretching year for the Academic Administration team as they have 3 inspections to cope with (a postgraduate programmes review, this PER, and QAA in June) as well as a first HESA (Higher Education Statistics Agency) return later in the year. Once completed, the team is confident that they will

return to a more normal pattern of work.

108. While the College makes clear in the Faculty Handbook and elsewhere that the central responsibilities of Faculty are focused on teaching, pastoral work and administration, writing and research are seen as 'highly desirable' in supporting the College's aims. Research is shared through teaching and at the weekly Faculty meeting, but publication is also encouraged. During our Review we heard a female member of Faculty present a summary of her academic work on the development of resilience in church leaders which is about to be published and was well-received by the Faculty. The different roles expected of Faculty are held in tension, but we would **commend** the opportunities given to Faculty members to attend relevant academic conferences as part of their personal and professional development and the provision of College funding to enable such attendance. The College has recently reintroduced the possibility of applying for study leave after five years' service, with a guarantee required from successful applicants that they will remain at Oak Hill for a further year.

Recommendation 12

We recommend that the College reviews processes for induction support and Peer Review to ensure that they are always undertaken by colleagues with appropriate subject knowledge.

<p>The Review Team has confidence with qualifications with regard to Criterion J: All Staff</p>
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K Students

Reviewers will examine procedures for student admission, welfare and support, appraisal and discipline.

K.i Policies on students' admission, welfare, complaints, discipline, assessment, reporting to sponsoring churches and arrangements for first appointments should be publicly available; and there should be evidence that they are applied.

109. The Programme Handbook provides students with information about their programme of study and the College's regulations. The Faculty Handbook describes the relevant procedures and regulations and is regularly reviewed

(last reviewed/reissued in Autumn 2015).

110. The College has a range of external counselling available for students who want it, some of which is given at no cost. The College showed evidence that 'signposting' to professional support was given to students.

K.ii The institution's decision-making structure should enable students to take an appropriate part in its governance.

111. Students are represented by two members on the College Council, the Senior Student and the SCR Secretary, and they report that their opinions are sought and respected. The same students meet weekly with the VPs and feel similarly involved in decision making. The representatives are well-regarded by the student body who express confidence that the students' comments and suggestions are promptly communicated to College authorities.

112. A number of other groups are involved in running the College's academic activities. Those on which the students are represented, include:

–The Courses Evaluation Committee which meets three times per year to consider the teaching and learning of the previous term and to review student feedback on its provision. The Student Body is represented on the CEC and report as having influence, citing the implementation of changes to the scheduling of the timetable as an example;

–The Monitoring & Evaluation Panel comes together at the request of the Academic Board to examine particular issues; its membership will be made up of staff and students as appropriate to the matter in hand (e.g. for an issue relating to the postgraduate courses, the Director of Postgraduate Studies and Postgraduate Student Rep might be called upon).

The Review Team has Confidence with regard to Criterion K, Students.

SECTION SIX: GOVERNANCE, MANAGEMENT AND FINANCE

L Organisation and governance

Reviewers will examine the effectiveness of the institution's governance structures and processes, recognising that these will be proportionate to the scale of the institution and will not apply identically to, say, a college and a diocesan course:

L.i The institution should have clear financial, administrative and management structures and an up-to-date governing document, and the governing body should be constituted in line with it.

113. This is an area of particular strength for the College. Appointed in 2014, the new Operations Vice Principal, in consultation with the Chair of the Finance and General Purposes Committee and the Leadership Team, has instituted a wide-ranging review of structures, roles and policies within the College. A new Strategic Plan is being developed which is comprehensive and backed up by strong financial modelling. The College has a good relationship with the over-arching Kingham Hill Trust which provides much of the financial support for the College and has, hitherto, provided HR advice and support. The review of staffing identified an increasing burden relating to compliance and it was decided to bring this role in-house. The Operations VP has a very good attitude to compliance generally: the IT system has recently been replaced to comply with the Prevent agenda and the College is undertaking a wide-ranging review of its Fire Policy to ensure best practice.

L.ii There should be evidence that the governing body recognises and discharges its role and legal duties in respect of stewardship of the assets; setting and safeguarding the vision, values and reputation and effectiveness of the institution; operational and staff oversight and support.

114. The governing body is clearly constituted in the 'Oak Hill College Council Constitution' adopted in November 2014. It sets out its composition, roles and responsibilities, the process for selecting new members, and its relationship to both the College Leadership Team and the Kingham Hill Trust. There is a clear Code of Conduct for the Committee including a requirement that all members share the ethos and objectives of the College, which are also those of the Kingham Hill Trust. Council Members are

required to support and annually sign the Kingham Hill Trust statement of faith (see para 11) and 'to demonstrate godliness that accords with sound doctrine as understood by the Articles [of the Trust]'

115. The Chair of the Council has considerable business and financial acumen. He is in regular contact with the Principal and Operations Vice Principal (who is the Clerk to the Council). The Chair provides both operational expertise and an element of spiritual counsel to the Principal. The Chair of the F&GP Committee is also in regular contact with the Operations Vice Principal and provides ad hoc support and advice as required. Both Chairs have high pressure roles in the City but take time to be available to the College when needed.

L.iii It should have the mix of skills and experience appropriate to its role; there should be a clear understanding of the respective roles of trustees and staff, with job descriptions for key officers; induction for new trustees; and ongoing training needs should be met.

116. The quality of the Governing Body generally is exceptional. It is well balanced, comprising men and women from the business world, ministry and academia. There is a female ordained priest on the Council, a Diocesan Bishop, a member of General Synod, and two Student Reps; all are given time and encouragement to contribute. It is a prayerful body, frequently pausing to pray for items on the agenda and each other. There are clear role descriptions for the Chair, Vice Chair and Clerk to the Council.

L.iv There should be evidence of a structured contribution made all community members - teaching staff, ancillary staff, the student body and individuals - so that they play an effective role in decision-making.

117. The Review Team reviewed minutes from the College Council, the F&GP Committee, and Faculty Meetings. We attended the College Council, Faculty meeting, Admin Staff weekly meeting, and the Leadership Team (Operational) meeting. We also interviewed staff and students. We gathered good evidence that communication within the College is timely and effective, and appropriate consultation and engagement with decision-making happens.

L.v The institution's audited annual reports should be produced in good time and filed with the Charity Commission/Companies House as appropriate.

118. The Kingham Hill Trust consolidates the accounts for Oak Hill and the Kingham Hill School into a single set of audited accounts. They are of a high standard.

<p>The Review Team has confidence with regard to Criterion L: Governance, Management and Finance</p>

M Business planning and risk management

Reviewers will look at evidence for the existence and implementation of the institution's strategic policies. Subject to considerations of scale, as at section L:

M.i There should be a regularly-updated long-term strategy document agreed by the trustees and, in line with it, a business plan covering 3-5 years which identifies short and medium term aims and objectives and identifies how the institution intends to meet them.

119. At the time of writing, the Council is reviewing the latest iteration of their strategic plan. Drafts appear to be well-thought through and underpinned by good financial analysis. The F&GP committee reviewed a number of alternative scenarios and presented the most reasonable to the Council. Underpinning the overall strategic plan there is a strategy for Learning, Teaching and Assessment, for Fundraising and Development, and for the further development of the College site to maximise its potential.
120. The Review Team raised the question of preparedness for developments in Resourcing Ministerial Education with the Principal, Operations VP, the Chair of Council and the Chair of the F&GP committee. We believe that whilst the current engagement with RME is sufficient for short term planning, more could be done in this area to work strategically with the Church to deliver training which meets the College's aspirations for high quality training and formation but within an increasingly tight ministerial training budget. We **recommend** the development of creative, strategic partnerships which will be critical in developing a robust strategic plan with appropriate risk mitigation measures. Stronger relationships with Diocesan Secretaries as well as Bishops and DDOs would assist this process.

Recommendation 13

We recommend that the College and Council strive to build creative, strategic partnerships with the local Diocese(s) with regard to developing new patterns of training which fit with the College's ethos but are more financially sustainable for the Church.

M.ii Annual budgets should be prepared in line with the business plan.

121. Annual budgets are produced in line with the business plan.

M.iii There should be an effective risk assessment, review and management process, which should include physical (eg health & safety and fire), financial, business and reputational risks.

122. There is an effective risk assessment, review and management process. The Risk Register is reviewed by the F&GP Committee and the Council annually. Council minutes show that the Chair of Council takes a particular interest in this document.

<p>The Review Team has confidence with regard to Criterion M: Business Planning and Risk Management</p>
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N Financial policies

Reviewers will consider the effectiveness of day-to-day operating processes:

N.i The institution should have policies to control and manage investments, expenditure and borrowing, and the annual report and accounts should contain an appropriate reserves policy.

123. All assets are owned and managed by the Kingham Hill Trust. The College's reserves policy is 3 month's operating expenditure. The College's cashflow is well understood and carefully managed and the Trust has in the recent past made short term loans to the College to cover unexpected expenditure.

N.ii Management accounts showing performance against budget should be produced at least quarterly and reviewed regularly by the trustees.

124. Management accounts are produced every one - two months and reviewed by the Leadership Team and the Chair of Council and Chair of the F&GP committee.

N.iii The institution should consider its sources of income and have strategies to identify and raise the funds it needs.

125. The Operations Vice Principal is to be commended for his approach to this matter. He inherited a culture of cost-cutting to match decreasing income but identified that within the College's constituency were people willing and able to give large sums of money sacrificially for a compelling vision. Oak Hill is about to appoint a 'Partnership Manager' whose role is to attract financial partners willing to give money to share in the mission of the College. The Review Team questioned why this ostensibly 'fundraising role' required a GOR (Genuine Occupational Requirement). The answer is that 'we will not just be asking for money but inviting people into Gospel partnership.' It is our opinion that this is a vision worth sharing more widely in the Church.

126. The College's increasing reliance on strategic financial partners raises a need for a clear policy on accepting donations. At the moment, the decision whether or not to accept money is taken by the Principal in consultation with the Leadership Team; a donation was once returned as it was not felt to be appropriate to accept it. The Review Team suggested that a clearer statement of criteria would be helpful in sharing responsibility for this task and this suggestion was accepted by the Principal and Operations Vice Principal as helpful.

127. The College is changing the way that it communicates the cost of training to its students. At the moment the College subsidises all students to some extent – around £1,350 pa for ordinands – and feels it is important that this is made more transparent. The intention is that students will become more aware of the value of the training that they receive and thereby reduce any underlying feeling of 'entitlement' in the student body.

N.iv The institution should have adequate financial controls aimed at minimising waste and loss, and should be appropriately advised on tax-efficiency.

128. Tax matters are handled by the Kingham Hill Trust. The Review Team saw evidence that appropriate measures are taken in operational areas to

minimise waste and loss, eg the kitchen no longer serves an evening meal as it was proving uneconomic and wasteful. The kitchen has also switched to local sourcing of fresh food wherever possible.

The Review Team has confidence with regard to Criterion N: Financial Policies
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O Statutory and operating policies

O.i Proper books of account should be kept, with computerised data regularly backed up and stored offsite.

129. Management accounts are kept, backed up daily and stored offsite. The Kingham Hill Trust auditors ensure compliance to statutory policies and processes.

O.ii Bank mandates should be up to date, with appropriate authority levels.

130. Bank mandates are up to date and have appropriate authority levels.

The Review Team has confidence with regard to Criterion O: Statutory and operating policies
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P Accommodation

P.i The i) public ii) teaching and iii) provided private living accommodation should be fit for purpose and suited to students' needs, with an ongoing maintenance programme and forward planning for future needs.

131. The College is set in 60 acres of Metropolitan Open Land in Southgate, North London, 25 minutes from Central London on the underground and close to Junction 24 of the M25. All of Oak Hill's teaching and learning activities take place on this one campus (except for placements), with classes held either in the Main Building or in the Academic Centre (which also houses the College Library).

132. The majority of students and teaching staff live on site: a range of flats and study bedrooms are located in the Main Building, and there are a number of houses on campus as well. In addition, the College also owns a small amount of property offsite, and has several long-standing rental agreements

with local property owners. The College has been very supportive to families and couples when welfare needs arose – for example, adapting flats to rooms for single students. The ongoing, and prompt, maintenance and repair work on the living accommodation is well received by the staff and students.

133. The College has a football/rugby pitch, two all-weather tennis courts, a basketball court and an indoor gym. The Student Common Room is equipped with TV, DVD, video and music facilities and has tables for snooker/pool and table tennis.
134. The Academic Centre (which opened in 2000) houses four teaching rooms: Lecture Room 1 can seat up to 150 students in a banked auditorium (80 at desks); Lecture Room 2 can seat 60 students at desks and up to 100 theatre style; Seminar Rooms 3 and 4 seat approximately 20 each, and a folding partition between the two rooms can be opened up to provide a larger space. Within the Main Building there are three further teaching rooms: the Beech Room seats 46 at desks; the Ash Room seats 32 at desks; and the Dogwood Room seats 12 around a large table. The Academic Centre has a generous provision of space for refreshments between lectures.

P.ii There should be adequate provision for the needs of disabled students.

135. The Academic Registrar is also the College's Disabilities Officer. She reported that some 10% of the students have recognized learning difficulties and that these were catered for by: viewing and printing options from the VLE for those visually impaired; loop systems in the chapel and teaching spaces were installed (and updated in the last few years) for the auditory impaired; and, extra time and marking discretion could be applied for those needing it. She organises assessments and needs assessments for students with any kind of disability; she ensures that their needs are met and provides them with access to pastoral support. She has received appropriate training at the College's expense.
136. The nature of some of the building makes adaptation for students and visitors with visual impairment or limited mobility extremely difficult. There is one wheelchair-accessible bedroom and bathroom. The College reported that previously there had been students with mobility difficulties and that building adaptations (ramps, lifts and levelling of surfaces) had enabled full

access. The Lecture Rooms and the Ash and Beech Rooms were all fitted with Loop Systems for those with hearing impairments. The College has been open to making adaptations to academic programmes as well as buildings to ensure that all students have full provision. Although the Green 'Exit' buttons which open electronically secured doors worked well they were not all best positioned for use by a wheelchair user. The next Buildings Audit/Fire Review will reconsider their repositioning.

The Review Team has Confidence with regard to Criterion P, Accommodation.

CONCLUSION

Overall outcome: The review team has Confidence with Qualifications in Oak Hill College for preparing candidates for ordained ministry.

Summary of Recommendations

Recommendation 1

We recommend that the College engages with Ministry Division and the House of Bishops to agree a plan which ensures the flourishing of the College in the context of the Five Guiding Principles.

Recommendation 2

We recommend that the College work with Ministry Division and Durham University to ensure that it is consistent with the Church of England's current policy on Common Awards as soon as is practically possible.

Recommendation 3

We recommend that more members of the Faculty take up the opportunities offered by their validating university to reflect on their teaching and to learn about practice within the HE sector more broadly.

Recommendation 4

We recommend:

- **that the same broad equality and diversity statement in the Kingham Trust's Handbook be used in all policy documents and publications, and**
- **that the particular experiences and gifts of ethnic minorities are more actively encouraged and integrated into College life.**

Recommendation 5

We recommend:

- **that use is made of experimental liturgies from more meditative traditions to enhance the breadth and variety of worship, and**
- **that the projection screen above the chancel area be relocated to give a sense of spaciousness in worship and to restore the visual focus of the full-length hanging behind the Lord's Table.**

Recommendation 6

We recommend that:

- **a list of local spiritual directors from various traditions be drawn up for the use of tutors as they help students find a suitable person to accompany them on their journey in a confidential setting outside of the college and that they explore ways of preparing students to avail themselves of this support in their future ministries; and**
- **when further appointments are made, to consider including expertise in the traditions of Christian spirituality as part of the job description.**

Recommendation 7

We recommend that the College reviews the Anglican Ministry modules to ensure that the taught material and assessments are given appropriate weight within the curriculum.

Recommendation 8

We recommend

- **that the important issues around the pastoral implications of life cycle events are explored in relation to men's lives as well as in women's, for example, by having a module on the role of gender in the pastoral care of both women and men, and**
- **that the College carries out a mapping process to discover where the ministry of women is considered across the curriculum as a whole.**

Recommendation 9

We recommend that the College seeks to merge more modules and to reduce the number of assessment components for each module

Recommendation 10

We recommend that the College keeps under review the induction of all markers so that they use the set criteria.

Recommendation 11

We recommend that the College continues to strive toward a more gender-

balanced Faculty as and when vacancies occur; and continues to build capacity for the future through encouragement and engagement with potential theological educators.

Recommendation 12

We recommend that the College reviews processes for induction support and Peer Review to ensure that they are always undertaken by colleagues with appropriate subject knowledge.

Recommendation 13

We recommend that the College and Council strive to build creative, strategic partnerships with the local Diocese(s) with regard to developing new patterns of training which fit with the College's ethos but are more financially sustainable for the Church.