

1. Provider Information & Introduction

Provider Name	The Kingham Hill Trust (Oak Hill College)
UKPRN	10010227
Principal Address	Address for Oak Hill College (<i>where courses are delivered</i>) Oak Hill College, Chase Side, Southgate, London N14 4PS Tel: (020) 8449 0467 Website: www.oakhill.ac.uk
Legal Address	Address for the Kingham Hill Trust Kingham Hill School, Kingham, Chipping Norton, Oxon OX7 6TH Tel: (01608) 658999
Charity Number	1076618
Company Number	365812

Oak Hill College is a theological college based in North London which aims to help prepare students from Anglican and Independent churches for Christian ministry in today's world. The College has around 120 students, and offers courses from Level 4 to Level 7 on the Framework for Higher Education Qualifications:

- Certificate of Higher Education (CertHE) Theology [Level 4]
- Foundation Degree Arts (FdA) Theology [Level 5]
- Bachelor of Arts (BA (Hons)) Theology [Level 6]
- Master in Theology (MTheol) Theology [Level 7: Integrated Undergraduate Master's]
- Postgraduate Certificate (PGCert) Theology [Level 7]
- Postgraduate Diploma (PGDip) Theology [Level 7]
- Master of Arts (MA) Theology [Level 7]

The College is an Enhanced Validated Partner of Middlesex University, with whom it has been in collaborative partnership since 1992. Its programmes offer vocational training for a range of ministries in Anglican and Independent churches in the UK and overseas, with a particular focus on pastoral leadership, youth and children's ministry and cross-cultural work. All of its programmes (except for the CertHE and PGCert) are approved training pathways for ordination in the Church of England.

History and Charitable Objects

The College was founded in 1932 by Charles Baring Young: having already established Kingham Hill School (1886) and the Kingham Hill Trust (1912) to provide education for disadvantaged young boys, Baring Young donated his estate in Southgate to found a college for young men who wished to train for Anglican ordination but could not afford a residential university course. Since 1932, the College has grown considerably: it now offers education to a higher academic level than originally envisaged; in support of a wider range of ministries; to an increasing number of people; and for the benefit of a wider variety of students (Independent as well as Anglican, female as well as male). That said, however, the College's essential orientation remains the same:

- In its Memorandum of Association, the Kingham Hill Trust continues to place a particular emphasis on the needs of those who are economically, socially or personally disadvantaged;
- Likewise, the College believes that every individual has value as one made in the image and likeness of God, no matter what their background, personal characteristics or immediate situation.

As such, Oak Hill is committed to widening access to, participation in, and progression from theological education at tertiary level for all those who feel called to ministry and have the ability and desire to study. The following Statement sets out some of the ways in which the College endeavours to achieve this.

2. Access to Higher Education

The College is a vocational training institution whose students are generally sponsored by sending churches and often come from a previous career in another profession. As such, a large proportion of prospective students fit a certain profile: they will generally be older (i.e. predominantly over 21) and will often have prior experience of higher education (on average, over the last three years, 55% of students enrolling have been graduates and a further 25% have been postgraduates).¹ By the same token, the constituency from which the College draws its students has an important determining role in the general make-up of the student body. That said, however, the College encourages access to higher education in various ways, for example the following:

1. The College encourages its academic staff to engage in **public speaking** in their area of expertise outside of the higher education arena, for example in churches and at Christian conferences: the impact of this is both general (making academic content accessible to a wider audience) and specific (raising the profile of the College and of vocational training). In addition to this, the College itself hosts occasional events which are designed to help church members think through the call to ordained ministry. The College hopes that these activities will result in a significant number of hearers entering higher education/vocational training who might not otherwise have considered doing so; it also serves to maintain the profile of the College with those who are in a position to offer advice to prospective students about potential training options.
2. The **marketing focus** of the College stresses the benefits that rigorous theological training can bring to students both personally and vocationally, as well as to the wide range of people and organisations that its graduates serve (including churches, mission organisations and chaplaincy services in schools, hospitals, prisons, the armed forces and private sector corporations). The College's publications intentionally showcase students from a wide range of ethnic and social backgrounds, with a view to encouraging those who might not initially consider Oak Hill to explore what the College has to offer.
3. The majority of the College's students are **full time**; however, all of the College's programmes can also be studied **part time**, facilitating access for those whose situation does not allow for full-time study; who would prefer not to uproot their families; or who are already in ministry. The College's programmes also offer a **clear progression route** from Level 4 to Level 7, with multiple stepping-off points along the way. One advantage of this is with respect to students who might not initially consider embarking on more than one year of study, whether for personal, practical or financial reasons: such students can enrol on a one-year CertHE and then progress if they wish to the two-year FdA; thereafter, they can choose to continue for a third year (the BA (Hons)) or even a fourth year (via the integrated undergraduate master's or one of the postgraduate programmes). The College finds that a number of students each year make use of this flexibility and extend their studies beyond the award for which they originally enrolled.
4. The College's **Admissions** process aims to ensure that everyone who enquires about the College's provision is able to make an informed decision about whether Oak Hill is the right place for them to train:
 - A wealth of general information is made available through the website and prospectus. The College launched a new website in Autumn 2018 (www.oakhill.ac.uk);
 - All enquirers are invited to attend an Open Morning (normally three per year): these consist of an introduction to the College, its ethos and programmes; a sample lecture; a tour of the College; and an opportunity to have lunch and spend some time with current students.
 - All those who submit an application form and who meet the basic admissions criteria are invited to an Interview Day: this provides more detailed information about the College's ethos and programmes; an opportunity to sit in on a real lecture with current students; a personal interview with a member of Faculty; and an opportunity to discuss issues such as accommodation, finance, family and health/learning support needs with the Admissions Team.
5. Where possible, the College endeavours to make use of **Recognition of Prior Learning (RPL)**, in particular for those who, for whatever reason, did not enjoy success in their schooling but have a heart for Christian ministry; who are committed to the importance of biblically-informed ministry practice; who have some experience in Christian ministry; and/or who can otherwise demonstrate an aptitude for academic study.

¹ Statistics derived from Annual Monitoring Reports submitted to Middlesex University for the last three years (intakes).

Admission Profile

The following table sets out the broad profile of the students admitted to the College over the last three years with respect to some of the categories discussed later on in Section 4: age, mode of study, disability, gender and ethnicity. Because of the small numbers involved, the data below combines three intakes (2015, 2016, 2017):²

AREA	CATEGORY	% OF INTAKE
Age	Under 21	4%
	21-30	52%
	Over 30	44%
Mode	Full Time	81%
	Part Time	19%
Disability	Disabled	21%
	Non-Disabled	79%
Ethnicity ³	White	91%
	Black / Minority Ethnic	9%
Gender	Male	87%
	Female	13%

With respect to the national average,⁴ these figures compare well in terms of access for mature and part-time students and those declaring a disability, and less well with respect to gender and ethnicity; however, as noted above, the entry profile of College students will inevitably vary from that of many other HEIs both because of the very specific type and context of the training being offered, and because of the College's relatively small intakes: for all of these reasons, the College's admission profile is unlikely to be reflective of trends in the wider sector.

3. Participation in Higher Education

Once students have enrolled, the College's aim is to ensure that they are able to participate as fully as possible in the educational opportunities that are available to them, and to progress and develop both personally and in the context of their professional formation. Some of the ways in which the College seeks to do this are as follows:

1. At the start of each academic year the College hosts a dedicated **Welcome Week**, during which students enrol (face to face) and have a number of opportunities to meet with teaching and support staff, get to know other students on their programmes, and begin to understand the environment in which they will be learning. Sessions on learning together and student life combine with further information about the College's programmes, advice on tackling assignments, Library tours, personal tutorials and an opportunity to explore the local area in which the College is set. The content and structure of Welcome Week is reviewed each year to ensure that it effectively facilitates the transition from applicant to student and helps new students to settle into College life as quickly and as smoothly as possible.
2. Following on from this, the College seeks to provide dedicated **study skills training** through the year. Over the last three years, the College has significantly developed its study skills programme, which now combines formal plenary sessions (covering reading, academic writing, preparing for exams and using bibliographical software) with an informal system of mentoring to assist with study skills development – particularly in areas where new skills are required, such as in the study of the biblical languages. During the current academic year, the College hopes to expand this provision to include more formal one-to-one support, in particular for those who are new to higher education or are returning after a significant gap.
3. The College is also committed to **pastoral support**. Full-time students are supported through a network of Fellowship Groups, each of which brings together around twelve students of varying ages, backgrounds and personal situations across the full range of the College's programmes, led by a member of Faculty who acts as Personal Tutor for the group. Part-time students likewise meet together regularly with the College's House-Parents and receive academic support from the College Director. In August 2018, the

² Statistics derived from Annual Monitoring Reports submitted to Middlesex University for those years (intakes).

³ These figures exclude those who chose not to state their ethnicity.

⁴ Comparative figures taken from AdvanceHE's, *Equality+ Higher Education: Students Statistical Report 2018*.

College additionally appointed a Director of Pastoral Care to help coordinate pastoral support across the College and to develop a pastoral care strategy for the future.

4. The College makes every effort to ensure that its provision is accessible for students with **physical and other disabilities**. With respect to the estate, this includes lifts, disability access ramps and a dedicated disabled-accessible residential room. In addition, support is provided for those with **dyslexia and other specific learning difficulties**, for example by means of educational allowances for coursework and exams, and a lecture recording system (which allows all students to review what they have heard in the classroom at their leisure). All prospective students are encouraged to discuss any particular needs with the College during the Admissions process to facilitate the provision of appropriate support.
5. In financial terms, all of the College’s undergraduate programmes, as well as the MA Theology, are specifically designated for **student loan support**. Provision is also made each year for **bursaries** with a view to assisting students who are not eligible for loan support or who feel for whatever reason that they do not have the necessary financial resources to commit to theological training: during each of the last three years, the College has allocated an average of £17,300 to students in the form of bursaries, and continues to develop partnerships with churches, individuals and organisations with a view to increasing this provision. In addition to College bursaries, hardship grants are also made available by the Student Common Room Committee to SCR members who experience unanticipated financial difficulties once they have commenced the programme or who need a one-off contribution for practical purposes.
6. The College is committed to broadening the **ethnic diversity** of the student body, and to ensuring that **women** perceive the College to be a good place to train for Christian ministry. In this regard, the Church of England’s Periodic External Review Team in 2016 particularly endorsed the work that the College has been doing, and encouraged it to continue in this endeavour. A number of new activities have recently been embedded into College life, aimed at increasing awareness of diversity and helping all students, irrespective of their background, to deal positively and constructively with difference.
7. Last but not least, given the nature of the College’s (largely residential) student body, **support for families** is very important. This includes support for spouses (through Monday Fellowship); assistance with childcare (including a limited crèche facility and a weekly ‘mums and tots’ group); a formal Spouses Programme (which offers four-hour taster sessions on eight Saturday mornings over a two-year period, mirroring the major subject areas covered in the academic programme); and provision for spouses to audit individual modules, either in person or using the lecture recordings made available on the Virtual Learning Environment (VLE). This is an important priority for the College because it allows students and spouses to prepare together for a lifetime of ministry in which the whole family will be involved.

Progression and Retention Rates

The College’s track record with respect to retention and progression from one year of study to the next is very solid. Data on progression rates is submitted each year to the University as part of annual monitoring activity, and progression rates are normally between 90% and 100% across the full range of undergraduate and postgraduate programmes, in both full-time and part-time modes. For example, over the last three years:⁵

Academic Year	Undergraduate Progression Rates		Postgraduate Progression Rates	
	Full-time	Part-time	Full-time	Part-time
2017-18	99%	96%	92%	100%
2016-17	100%	94%	91%	100%
2015-16	100%	86%	100%	83%

In addition to this, as indicated previously, a number of students each year also choose to extend their studies beyond the award for which they originally enrolled, staying on for an additional one, two or even three years in order to leave with a higher qualification.

⁵ Statistics again derived from Annual Monitoring Reports submitted to Middlesex University over the last three years.

4. Achievement in Higher Education

The following tables set out attainment rates amongst the student body, focusing in particular on some of the key widening participation areas within the sector: age, mode of study, disability, gender and ethnicity. Because of the small numbers involved, the figures are aggregated across three leaving years (2016, 2017, 2018).

1. AGE ON ENTRY TO THE COLLEGE						
Levels 4 and 5						
Outcome:	Pass	Fail/W-drawn	Incomplete ⁶			
Under 21	100%	0%	0%			
Aged 21-30	84%	8%	8%			
Over 30	100%	0%	0%			
Level 6						
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁶
Under 21	0%	50%	50%	0%	0%	0%
Aged 21-30	15%	70%	15%	0%	0%	0%
Over 30	7%	83%	7%	0%	3%	0%
Level 7						
Outcome:	Merit/Distn	Pass	Fail/W-drawn	Incomplete ⁶		
Under 21	0%	0%	0%	0%		
Aged 21-30	50%	30%	10%	10%		
Over 30	35%	60%	0%	5%		

2. MODE OF STUDY						
Levels 4 and 5						
Outcome:	Pass	Fail/W-drawn	Incomplete ⁶			
Full time	90%	0%	10%			
Part time	88%	12%	0%			
Level 6						
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁶
Full time	12%	74%	13%	0%	0%	1%
Part-time	11%	67%	11%	0%	11%	0%
Level 7						
Outcome:	Merit/Distn	Pass	Fail/W-drawn	Incomplete ⁶		
Full time	43%	48%	5%	5%		
Part-time	33%	56%	0%	11%		

3. DISABLED (Education Allowances / All Declared Disabilities) OR NON-DISABLED						
Levels 4 and 5						
Outcome:	Pass	Fail/W-drawn	Incomplete ⁶			
Disabled (EA)	75%	0%	25%			
Non-Disabled	91%	6%	3%			
Disabled (All)	71%	0%	29%			
Non-Disabled	93%	7%	0%			
Level 6						
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁶
Disabled (EA)	13%	63%	25%	0%	0%	0%
Non-Disabled	12%	74%	12%	0%	1%	1%
Disabled (All)	7%	67%	27%	0%	0%	0%
Non-Disabled	13%	74%	11%	0%	1%	1%

⁶ *Incomplete* means that a small amount of assessment (e.g. for one or two modules) is yet to be submitted or graded; at postgraduate level, it may mean that a student is in the 'writing up' phase of their dissertation.

3. DISABLED (Education Allowances / All Declared Disabilities) OR NON-DISABLED						
Level 7						
Outcome:	Merit/Distn	Pass	Fail/W-drawn	Incomplete ⁷		
Disabled (EA)	75%	25%	0%	0%		
Non-Disabled	35%	54%	4%	8%		
Disabled (All)	57%	43%	0%	0%		
Non-Disabled	35%	53%	4%	8%		

4. ETHNICITY						
Levels 4 and 5						
Outcome:	Pass	Fail/W-drawn	Incomplete ⁷			
White	88%	6%	6%			
BAME ⁸	100%	0%	0%			
Level 6						
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁷
White	12%	76%	12%	0%	0%	1%
BAME	17%	50%	25%	0%	8%	0%
Level 7						
Outcome:	Merit/Distn	Pass	Fail/W-drawn	Incomplete ⁷		
White	39%	48%	4%	8%		
BAME	33%	67%	0%	0%		

5. GENDER						
Levels 4 and 5						
Outcome:	Pass	Fail/W-drawn	Incomplete ⁷			
Male	83%	8%	8%			
Female	100%	0%	0%			
Level 6						
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁷
Male	13%	75%	11%	0%	1%	1%
Female	8%	62%	31%	0%	0%	0%
Level 7						
Outcome:	Merit/Distn	Pass	Fail/W-drawn	Incomplete ⁷		
Male	41%	48%	4%	8%		
Female	33%	67%	0%	0%		

Achievement Profile

The relatively small populations within these groups mean that it is difficult to be definitive about any trends in the figures, and also that particular caution needs to be exercised when looking at percentages in some of the smaller 'splits' (especially mode of study, ethnicity and gender). That said, overall attainment rates across all programmes and levels of study are excellent, with very few *fails*, *incompletes* or *withdrawals* and with a good number of students achieving a 2:1 or above at Level 6 or a Merit/Distinction at Level 7, something which is regularly commented upon by the College's External Examiners in the context of the hard work of the students and the high-quality academic and personal support provided for them.

5. Progression from Higher Education

As is true for any educational or vocational institution, the College hopes to see as many students as possible progressing into the ministries for which they have been training. As such, the College's aim is to ensure both that it is providing students with the knowledge and skills that they need now, and also that it is enabling them

⁷ *Incomplete* means that a small amount of assessment (e.g. for one or two modules) is yet to be submitted or graded; at postgraduate level, it may mean that a student is in the 'writing up' phase of their dissertation.

⁸ Black and Minority Ethnic

to continue learning so that they can be resilient, develop and adapt whilst remaining faithful to scripture and to the promises that they will make on entering the ministry.

Promoting Employability within the Curriculum

1. In terms of **practical ministry skills**, many of these are taught through individual modules within each programme, and are often assessed through tasks carried out on placement, such as giving a sermon, leading a Bible study, or planning and leading a service. Other core skills are learned through participating in daily chapel services or through other aspects of the College's provision: for instance, compulsory safeguarding training exposes students to an area of their life and work which will be very challenging and fast-moving, and helps to instil good practice from a very early stage in their career.
2. If graduates are to continue learning and adapting, then **reflection and self-understanding** will be important skills. In the classroom, a number of modules include a focus on the spiritual life of the minister, while others (particularly placements) encourage systematic reflection on what is being learned. Outside the classroom, Personal Development Plans provide a way for students to reflect on what they have learned to date and on what they hope to focus on in the year ahead. This year the College has been developing a Graduate Profile which aims to set out the core skills, competencies and characteristics required for ministry in today's world: during 2018-19, the Profile is being used as a reference point within the PDP cycle with a view to helping students establish areas in which they have existing strengths and areas in which they would like to develop further during their time at College.
3. A commitment to **servicing others** is also an important mark of a minister. This is rarely something that the College needs to teach its students; nevertheless, each full-time student is encouraged to join a 'volunteer serving team' for an average of one hour a week during their time at Oak Hill, providing a way for students to serve their peers by putting their practical skills to use; many students also help with Open Mornings and Interview Days throughout the year. Where time and skills allow, students are also encouraged to get involved in volunteering and other activities outside the College, for example helping with local school assemblies, taking part in teaching trips to a theological College in Uganda, or participating in local sports teams.

Involvement of Employers in the Curriculum

4. The College has very good **links with employers** through its relationships with the Church of England, Free Church organisations such as the Fellowship of Independent Evangelical Churches (FIEC), mission organisations and para-church organisations. It also has good links with serving ministers in the local area (some of whom are graduates) through its placement scheme. As such, it is able to involve employers both in the development and delivery of its curriculum.
5. In terms of the **development of the curriculum**, the College endeavours to involve employers in its programme validation and review procedures to make sure that its provision is up to date and reflects the realities of the ministries that College students will be entering: this can include both participation in validation/review panels and also involvement in market research as new provision is developed. As an approved institution for the training of Anglican ordinands, the College takes account of the Church of England's particular requirements, for example by mapping its provision against the Formation Criteria and against the promises that students will make when they are ordained. Beyond this, the College takes the opportunity to discuss its training provision informally with those who come to visit the College: this includes Bishops, Diocesan Directors of Ordinands and ministers of other denominations who come to visit their students, preach in chapel or provide guest lectures or lunchtime talks.
6. With respect to **delivery of the curriculum**, all of the College's teaching staff are practitioners in the sense that they are actively involved in local churches and are able to bring their own ministry experiences to bear in their teaching. In addition, the College also involves practitioners through its placements scheme and through visiting lecturers who are often working full-time with local churches or para-church organisations. The College's graduates sometimes have a role to play as placement supervisors (if they settle locally) or as guest lecturers in particular fields. Several of the College's current staff are alumni, including staff teaching in the areas of New Testament, Ministry and Doctrine & Church History.

Developing the Workforce

7. The College is also seeking to develop its provision in such a way that it is able to offer a measure of **continuing professional development** for those who are already in ministry but who would like to continue studying in some form. At the present time, the College is looking at a number of ways in which it might be able to help resource local churches and ministers: these include the annual School of Theology (which was re-launched in July 2018); language refresher courses in Greek and Hebrew; and a pilot scheme making certain of the College's modules accessible to those who might like to come in on a crediting/auditing basis - either for their own interest/personal development or as a way of exploring whether a full- or part-time programme might be appropriate for them at some point in the future.

First Destination and Employment Rates

In common with other higher education institutions, the College collects information on graduate entry into **employment and/or further study**. Over the last three years, on average, 71% of College graduates have gone straight into employment on departure from the College, while another 16% have gone immediately into further study. For the last two years, the College has also participated in the DLHE Survey which focuses on the position six months after graduation: in 2017, 95% of graduates were in employment or further study within six months of graduation (90% in professional/managerial positions); in 2018, these figures rose to 100% in employment or further study (with 95% in professional/managerial positions).

6. Contribution to the Public Good

In a very real sense, building on the aspirations of its founder, the Trust's particular mission and focus means that all of the College's activity is directed towards serving the public good, whether that is by serving prospective students who aspire to ministry, or through contributing to the work of the wider national church in seeking to honour the Lord Jesus Christ in the UK and in the wider world. There are also a number of ways in which the College seeks to serve its local community and local churches in the surrounding area, for example:

- Through public speaking engagements undertaken by academic staff (as noted on p.2);
- Through providing opportunities for continuing professional development (as indicated on p.8 above);
- Through active participation by students in local churches – whether by means of the College's formal placements scheme (predominantly in Years 1 and 2) or of their own volition (thereafter);
- Through the involvement of students in local schools – for example by leading assemblies;
- Through special events which are opened up to the local community (e.g. the annual carol service);
- Through the College Library: the collection of 56,000 items is open not only to students and staff but also to visitors (by paid subscription) and to placement supervisors (free of charge): in 2018-19, visitors made up 18% of the Library membership and placement supervisors a further 14%. In addition, the Library also has agreements with seven other theological libraries (e.g. with respect to ILLs) and students from other theological colleges are welcome to join the Library as visitors.

7. Conclusion

By all of these means, the College is seeking to raise aspirations, to remove barriers (whether real or perceived), and to facilitate the participation and academic attainment of all those who feel called to the ministry, no matter what their background, personal characteristics or immediate situation. It is also seeking to make a significant contribution to the public good, both through its graduates and through the use of its facilities and resources.

Document Created:	January 2017
Updated:	January 2018 and January 2019
Approved by (with Date of Approval):	Senior Student & SCR Secretary: 14 December 2018 Management Briefing Group: 17 December 2018 Chair of Trust & Chair of College Council: 19 December 2018
Next Review:	December 2019