

Access & Participation and Public Good Statement

The Kingham Hill Trust (Oak Hill College): UKPRN 10010227

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

1. Provider Information and Introduction

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 90 students, and offers courses from Level 4 to 7 on the Framework for Higher Education Qualifications:

- Certificate of Higher Education (CertHE) Theology [Level 4]
- Diploma of Higher Education (DipHE) 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 a Validated Partner of Middlesex University, with whom it has been in collaborative partnership continuously 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, 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;
- Both Trust and College emphasise 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 College 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, around 41% of students enrolling have been graduates and a further 38% 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 in terms of the decisions made within local churches and denominations about who to send forward for training. That said, however, the College encourages access to higher education in various ways, for example:

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 or ministry within the independent churches. 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 publicity material 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**,² 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 DipHE; 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). 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 information is made available through the website (www.oakhill.ac.uk).

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

² With the exception of the final two years of the MTheol programme, which can only be studied on a full-time basis

- 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 live 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 attend an Interview Day: this provides more detailed information about the College’s ethos and programmes; a personal interview with a member of Faculty; a short conversation with the Director of Pastoral Care; and an opportunity to discuss issues such as accommodation, finance, family and health/learning support needs with the Admissions Team.
 - The annual schedule of Interview Days encompasses different days of the week, different times of day and different modes of delivery (in-person and online by Zoom) in order to make them as accessible as possible for applicants and their families.
5. Where possible, the College endeavours to offer **Recognition of Prior Learning (RPL)**. The College's RPL Policy is currently being updated; in the meantime, the Student Transfer Policy (last updated in October 2022) provides an outline of where and how RPL will generally be considered.
6. In April 2021, the College launched a new **Access Bursary Scheme**, which is designed to increase the breadth of its student body and to provide support for those from under-represented/disadvantaged groups. The most up to date information about the Access Bursary Scheme, and who may be eligible to apply, can be found on the College’s website at: <https://www.oakhill.ac.uk/bursaries-for-students/access>).

Current 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 this document (Section 4): age, mode of study, disability, gender and ethnicity. Where possible, these have been compared with data published on the OfS Access & Participation Dashboard.³ Because of the small numbers involved, the data below combines three intakes (2019, 2020 and 2021), both for the College’s data⁴ and for the OfS Dashboard/HESA data:

AREA	CATEGORY	% OF INTAKE	Ofs Data	HESA Data
Age on Entry	Under 21	3%	80%	38%
	21-29	33%	20%	40%
	30 and over	64%		22%
Mode of Study	Full Time	81%	82%	Not given
	Part Time	19%	18%	Not given
Disability ⁵	Disabled	9%	18%	15%
	Non-Disabled	91%	82%	85%
Ethnicity	White	72%	77%	74%
	Black / Minority Ethnic	28%	23%	26%
Gender	Male	79%	Not given	43%
	Female	21%	Not given	57%

NOTES:

1. Age: The OfS Dashboard has only two categories: Under 21, and 21 and over; the HESA boundaries are very slightly different for the first two categories (their age groups are 20 and under; 21-29; and 30 and over)
2. Mode of Study: The OfS figures are for undergraduate entry in 2021-22 only; the PT figure includes 4% apprenticeships
3. Ethnicity: The OfS figures given are for 18 year olds entering undergraduate study

With respect to the national averages, as expressed in the OfS Dashboard and in the HESA data, these figures compare well in terms of access for mature students; are on a par for mode of study; are within 10% of the

³ See: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> (accessed Jun 2023) and https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he#widening_participation (also accessed Jun 2023).

⁴ College statistics are derived from Educational Monitoring & Enhancement Reports submitted to Middlesex University.

⁵ The College figure includes both recognised disabilities and specific learning differences, and other declared long-term physical/mental health problems that have the potential to impact a student's ability to study.

averages for disability and ethnicity; and compare less favourably with respect to gender. However, as noted above, the College's entry profile will inevitably vary from that of many other HEIs both because of the very specific type/context of the training being offered, and because of the relatively small intakes (which can make differences seem greater than they really are, in particular as regards some of the smaller 'splits'): for both reasons, the admission profile is unlikely to be fully reflective of trends in the wider sector, although the College notes that the profile has broadened to some extent since the introduction of the Access Bursary Scheme in 2021, in particular with regard to gender and ethnicity.

3. Participation in Higher Education

Once students have enrolled, the College's aim is to ensure that they are able to participate fully in the educational opportunities 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 achieve this are as follows:

1. At the start of each academic year the College organises a dedicated **Welcome Week**, during which students enrol and have a number of opportunities to meet with teaching and support staff, to get to know other students on their programmes, and to 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 **learning skills training** through the year. The programme combines formal plenary sessions (covering time management, theological/self-reflection, reading, academic writing, preparing for exams, writing a large research project 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.
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 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. For part time students, the primary locus of pastoral support is within their sending church, but academic and pastoral support is also available from a dedicated member of the Faculty team. More generally, the College has an overarching Director of Pastoral Care, who helps to coordinate pastoral support across the College; in this he is supported by other members of staff and leads in the College's **Safeguarding** and **Prevent** activities.
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 differences**, for example by means of educational allowances for coursework and exams/ tests, 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. Provision is made each year for **bursaries** with a view to assisting students who find that they have a small shortfall in their financial resources or face sudden unanticipated expenses. Last year (2021-22), the College allocated approximately £21,500 to students in the form of such bursaries; during the current year (2022-23), this is risen to around £35,400. The College also continues to develop partnerships with churches, individuals and organisations with a view to increasing this provision (e.g., through the Partnership Bursary Fund and the 'Closing the Gap' Bursary Fund: see www.oakhill.ac.uk/bursaries-for-students/overview). 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. 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. The College is also working hard to build up and develop relationships with a broad spectrum of sending churches, and is working with/supporting existing minority and female students to ensure that they have the best possible learning experience during their time at Oak Hill and are able to act as advocates for the College both during their studies and post-Graduation. The Access Bursary Scheme also has a part to play here in providing additional financial support for these and other groups who are presently under-represented within the College community.
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 the Spouses Network and the wider Spouses Programme); provision of a dedicated community space for the weekly 'mums and tots' and other groups to meet in; the Equip Programme (a series of practical, standalone teaching events held on Saturday mornings and repeated on Thursday evenings, available to spouses free of charge); and provision for spouses to audit individual modules, either in person or using the lecture recordings made available on Acorn, the College's 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.

Continuation and Completion Rates

The College's track record with respect to continuation and completion is very solid. Data on both of these areas is submitted to the University as part of annual monitoring activity (the EMER), and the data for the last three cohorts (2019-20, 2020-21 and 2021-22) was as follows:

COHORT	Continuation: the proportion of students from a given cohort who had progressed (i.e., who had re-enrolled from Level 4 to Level 5) or who had qualified at a given census date					
	CertHE Theology		DipHE Theology		BA (Hons) Theology	
	Re-enrolled	Did not re-enrol	Re-enrolled	Did not re-enrol	Re-enrolled	Did not re-enrol
2021-22	67%	33%	100%	0%	85%	15%
2020-21	0%	100%	100%	0%	96%	4%
2019-20	100%	0%	100%	0%	97%	3%

As noted in the EMER for 2021-22, whilst there were a small number of students during the reporting period who did not progress/re-enrol, in particular for the BA (Hons) in 2021-22, these non-returns all related to personal circumstances and did not raise any particular academic or support-related concerns. With respect to completion rates, the following figures were reported to the University during the reporting period:

QUALIFICATION	Completion: the proportion of students from a given cohort who had (not) qualified or who were (not) still studying at a given census date		
	Cohort	Qualified/Still Studying	NOT Qualified/Still Studying
CertHE Theology	2021-22	67%	33%
	2020-21	0%	100%
	2019-20	100%	0%
DipHE Theology	2021-22	100%	0%
	2020-21	100%	0%
	2019-20	100%	0%
BA (Hons) Theology	2021-22	84.6%	15.4%
	2020-21	95.8%	4.2%
	2019-20	96.6%	3.4%
PGCert Theology	2021-22	N/a	N/a
	2020-21	100%	0%

	2019-20	N/a	N/a
PGDip Theology	2021-22	N/a	N/a
	2020-21	N/a	N/a
	2019-20	100%	0%
MA Theology	2021-22	100%	0%
	2020-21	100%	0%
	2019-20	100%	0%

In terms of continuation and completion data, it is worth reiterating that, as indicated on p.2, a number of students each year 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.

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. Given the small numbers involved, the figures are aggregated across three leaving years (2020, 2021 and 2022).

1. AGE ON ENTRY TO THE COLLEGE							
Levels 4 and 5							
Outcome:	Pass	Fail/W-drawn	Incomplete ⁶				TOTAL PASS
Under 21	N/a	N/a	N/a				N/a
Aged 21-29	77.8%	22.2%	0%				77.8%
30 or Over	68.8%	12.5%	18.8%				68.8%
Level 6							
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁶	TOTAL PASS
Under 21	0%	66.7%	33.3%	0%	0%	0%	100%
Aged 21-29	15.3%	61.0%	18.6%	0%	3.4%	1.7%	94.9%
30 or Over	23.3%	55.8%	7.0%	0%	7.0%	7.0%	86.0%
Level 7							
Outcome:	Merit/Dist	Pass	Fail/W-drawn	Incomplete ⁶			TOTAL PASS
Under 21	N/a	N/a	N/a	N/a			N/a
Aged 21-29	50.0%	33.3%	0%	16.7%			83.3%
30 or Over	55.5%	30.0%	0%	15.0%			85.0%

According to the OfS Dashboard, from 2020 to 2022 an average of 78.6% of students under 21 and 71.9% of students aged 21 and over achieved an undergraduate qualification;⁷ HESA data for students graduating at Level 6 in 2021-22 suggests that pass rates (i.e., a third-class degree or above) were 97.3% for students under 21, 95.0% for students aged 21-29, and 92.3% for students aged 30 and over.⁸ Oak Hill students performed well in comparison with these national averages, especially given that the majority of ‘incompletes’ related to deferred assessment which is likely to be made good at the next available assessment point.

2. MODE OF STUDY							
Levels 4 and 5							
Outcome:	Pass	Fail/W-drawn	Incomplete ⁹				TOTAL PASS
Full Time	87.5%	12.5%	0%				87.5%
Part Time ¹⁰	64.7%	17.6%	17.6%				64.7%

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. These figures remain higher than usual across the board in this year’s statement because of the impact of the Covid-19 pandemic, especially in 2020 and 2021.

⁷ See: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>.

⁸ See: <https://www.hesa.ac.uk/data-and-analysis/students/outcomes>.

⁹ *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. These figures remain higher than usual across the board in this year’s statement because of the impact of the Covid-19 pandemic, especially in 2020 and 2021.

¹⁰ Where part or all of the programme was studied on a part time basis: this would include students who changed mode part way through e.g., completing their CertHE year in part time mode and then switching to full time mode for their DipHE year.

Level 6							
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁸	TOTAL PASS
Full Time	17.7%	63.3%	14.4%	0%	1.1%	3.3%	95.6%
Part Time ⁹	20.0%	33.3%	13.3%	0%	26.7%	6.7%	66.6%
Level 7							
Outcome:	Merit/Dist	Pass	Fail/W-drawn	Incomplete ⁸			TOTAL PASS
Full Time	50.0%	34.6%	0%	15.4%			84.6%
Part Time ⁹	66.7%	16.7%	0%	16.7%			83.3%

3. DISABILITY (Specific Learning Difference and ESL / All Declared Disabilities) OR NOT DECLARED							
Levels 4 and 5							
Outcome:	Pass	Fail/W-drawn	Incomplete ⁸				TOTAL PASS
SpLD/ESL	100%	0%	0%				100%
Not Declared	68.2%	18.2%	13.6%				68.2%
Declared [ALL]	85.7%	14.3%	0%				85.7%
Not Declared	66.7%	16.7%	16.7%				66.7%
Level 6							
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ⁸	TOTAL PASS
SpLD/ESL	9.1%	45.5%	36.4%	0%	0%	9.1%	90.9%
Not Declared	19.1%	60.6%	11.7%	0%	5.3%	3.2%	91.5%
Declared [ALL]	13.0%	52.2%	26.1%	0%	4.3%	4.3%	91.4%
Not Declared	19.5%	61.0%	11.0%	0%	4.9%	3.7%	91.4%
Level 7							
Outcome:	Merit/Dist	Pass	Fail/W-drawn	Incomplete ⁸			TOTAL PASS
SpLD/ESL	33.3%	33.3%	0%	33.3%			66.7%
Not Declared	55.2%	31.0%	0%	13.8%			86.2%
Declared [ALL]	50.0%	25.0%	0%	25.0%			75.0%
Not Declared	54.2%	33.3%	0%	12.5%			87.5%

According to the OFS Dashboard, from 2020 to 2022 an average of 74.0% of students declaring a disability and 76.6% of students not declaring a disability achieved an undergraduate qualification;¹¹ HESA data for students graduating at Level 6 in 2021-22 suggests that pass rates (i.e., a third-class degree or above) were 95.0% for students declaring a disability, and 94.6% for students with no known disability.¹² The data in Tables 2 and 3 above needs to be treated with a degree of caution because of the small data sets involved; nevertheless, bearing in mind the comments made previously in relation to the 'incomplete' outcomes, the results achieved by the College's students again compare reasonably well with these national averages.

4. ETHNICITY							
Levels 4 and 5							
Outcome:	Pass	Fail/W-drawn	Incomplete ⁸				TOTAL PASS
White	75.0%	15.0%	10.0%				75.0%
BAME	60.0%	20.0%	20.0%				60.0%
Level 6							
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ¹³	TOTAL PASS
White	18.6%	61.9%	11.3%	0%	5.2%	3.1%	91.7%
BAME	12.5%	25.0%	50.0%	0%	0%	12.5%	87.5%
Level 7							
Outcome:	Merit/Dist	Pass	Fail/W-drawn	Incomplete ¹¹			TOTAL PASS
White	58.6%	27.6%	0%	13.8%			86.2%
BAME	0%	66.7%	0%	33.3%			66.7%

According to the OFS Dashboard, from 2020 to 2022 an average of 79.5% of students describing themselves as white and 66.2% of students from BAME backgrounds achieved an undergraduate qualification;¹⁴ HESA data for students graduating at Level 6 in 2021-22 suggests that pass rates (i.e., a third-class degree or above) were

¹¹ See: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>.

¹² See: <https://www.hesa.ac.uk/data-and-analysis/students/outcomes>.

¹³ *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. These figures remain higher than usual across the board in this year's statement because of the impact of the Covid-19 pandemic, especially in 2020 and 2021.

¹⁴ See: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>.

94.9% for students describing themselves as white, and 94.6% for students from BAME backgrounds.¹⁵ Once again, the data in Table 4 needs to be treated with caution because of the small data sets involved; however, allowing once again for the effect of the ‘incomplete’ outcomes, these results remain positive, in particular when compared with the OfS data across the three-year span.

5. GENDER							
Levels 4 and 5							
Outcome:	Pass	Fail/W-drawn	Incomplete ¹¹				TOTAL PASS
Male	72.2%	16.7%	11.1%				72.7%
Female	71.4%	14.3%	14.3%				71.4%
Level 6							
Outcome:	First	Upper Second	Lower Second	Third	Fail/W-drawn	Incomplete ¹¹	TOTAL PASS
Male	20.4%	59.1%	12.9%	0%	4.3%	3.2%	92.5%
Female	0%	58.3%	25.0%	0%	8.3%	8.3%	83.3%
Level 7							
Outcome:	Merit/Dist	Pass	Fail/W-drawn	Incomplete ¹¹			TOTAL PASS
Male	55.2%	31.0%	0%	13.8%			86.2%
Female	33.3%	33.3%	0%	33.3%			66.7%

HESA data for students graduating at Level 6 in 2021-22 suggests that pass rates (i.e., a third-class degree or above) were 94.6% for female students, and 95.0% for male students.¹⁶ The same caution needs to be exercised with the data in Table 4 for the same reason; however, male and female students at all three levels (and in particular at Levels 6 and 7) are likely to achieve very solid outcomes by comparison once all of the ‘incompletes’ have been resolved.

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 ethnicity and gender). That said, overall attainment rates across all programmes and levels of study remain positive, with only a handful of *fails* and *withdrawals* and a relatively small number of *incompletes*, especially given the impact of the coronavirus pandemic in this regard.¹⁷ A good number of students continue to achieve 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.

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 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 sometimes assessed through tasks carried out on placement, such as giving a sermon or leading a Bible study. 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

¹⁵ See: <https://www.hesa.ac.uk/data-and-analysis/students/outcomes>.

¹⁶ See: <https://www.hesa.ac.uk/data-and-analysis/students/outcomes>.

¹⁷ The proportion of *incompletes* increased in 2020 and 2021 because of the impact of automatic deferrals in connection with the coronavirus pandemic: we would expect these numbers to decrease as the national situation eases during 2022.

students to an area of their life and work which will be very challenging and fast-moving, and helps to instil good practice from an 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, PDPs 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. The College has developed its own Graduate Profile which aims to set out the core skills, competencies and characteristics required for ministry in today's world: this has been incorporated into the PDP cycle, the admissions cycle and the College placement scheme, 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 the 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 'voluntary 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 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 playing 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 in the 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 Framework 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 (many of them in leadership roles) and are able to bring their own ministry experiences to bear in their teaching. In addition, the College also involves practitioners through its placement scheme and through visiting lecturers who are often working full time with local churches or para-church organisations. The College's graduates also 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 teaching staff are alumni, including staff teaching Independent Ministry, Pastoral Care and Hermeneutics.

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: this includes the annual School of Theology (which was re-launched in July 2018); language refresher courses in Greek and Hebrew; and the Flexible Learning offering (through which some of the College's modules are made available on a standalone basis to credit/audit - either for an individual's personal interest/development or as a means of exploring whether a full-or part-time

programme might be appropriate for them at some point in the future). The College currently offers one module free of charge to each of its alumni as a way of fostering life-long learning and development.

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, 83.4% of College graduates have gone into (or returned to) employment immediately on departure from the College, or have gone straight into further study (at Oak Hill or elsewhere). Although the College no longer participates in the Graduate Outcomes Survey, these figures would appear to compare well with the global data published by HESA for 2019-20 leavers: according to those figures, 80% were in paid or voluntary work at the time of the survey, with 19% pursuing further study (half of that group being employed at the same time).¹⁸

6. Contribution to the Public Good

In a very real sense, 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 noted on p.10 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 and teaching programmes which are opened up to the local community (such as the annual College Carol Service; the Equip Programme; and the Flexible Learning offering);
- Through the College Library: the collection of over 53,000 items (plus a growing number of electronic resources) is normally open not only to students and staff but also to visitors (by paid subscription) and to placement supervisors (free of charge). External visitors currently make up around 20% of the Library membership, and placement supervisors a further 10%. In addition, via ABTAPL, the Library is connected to the majority of the UK's theological libraries, making it possible to request inter-library loans.

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.

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¹⁸ HESA Open Data: Graduate Outcomes 2019-20 (16 June 2022): <https://www.hesa.ac.uk/news/16-06-2022/sb263-higher-education-graduate-outcomes-statistics>.