

## Ministry Council: Periodic External Review Report

# Oak Hill College

**Conducted onsite, March 2022**

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## Glossary

ASE	Annual Self Evaluation
CA	Common Awards
CofE	Church of England
DDO	Diocesan Director of Ordinands
IME1/2	Initial Ministerial Education Phase 1/2
KHS	Kingham Hill School
KHT	Kingham Hill Trust
OHC	Oak Hill College
PER	Periodic External Review
QAA	Quality Assurance Agency
RRA	Recommended Reasonable Adjustment
SCR	Student Common Room
SWOT	Strengths, Weaknesses, Opportunities, Threats
TCC	Theology for Crossing Cultures
TCY	Theology & Praxis for Children's and Youth Ministry
TEI	Theological Education Institution
VLE	Virtual Learning Environment

## Reviewers

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**Mrs Debby de Haes**, Director, Renew Consultancy, specialising in organisational design and development and governance (Peterborough Diocese).

**Revd Ian Luke-Macauley**, Curate of St Barnabas, Clapham Common (Southwark Diocese), and former senior social care manager.

**Ven Dr David Jenkins**, Archdeacon of Suffolk, St Edmundsbury & Ipswich Diocese

## The Periodic External Review Framework

Periodic External Review (PER) is part of the Church of England’s quality assurance for its ministerial training institutions (‘Theological Education Institutions’ or TEIs), whereby the church conducts an external quality check of each TEI against national standards and expectations for ministerial training and formation.

On behalf of the church, review teams are asked to assess the TEI’s fitness for purpose in preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of its life and work. The reviewers’ report is made to the House of Bishops acting through the Ministry Council.

Church PER teams are appointed by the national Ministry Development Team from a pool of reviewers nominated by bishops and TEIs.

For TEIs that offer Durham-validated Common Awards programmes, representatives of Durham University’s Common Awards team will sometimes carry out their own academic quality assurance review in parallel with the church’s PER, to inform the university’s decision-making on: (i) renewal of the Common Awards partnerships with approved TEIs; and (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

### Recommendations and Commendations

PER reports include Recommendations which are either developmental, naming issues that the reviewers consider the TEI needs to address, or encourage the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers wish to highlight. The reviewers’ assessment of the TEI is expressed as much through the balance of Recommendations and Commendations in their report as through its criterion-based judgements.

### Criterion-based judgements

Reviewers use the following outcomes with regard to the overall report and individual criteria A-E:

#### **Confidence**

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

Criterion level: aspects of an institution’s life which show good or best practice.

#### **Confidence with qualifications**

Overall outcome: likely to include commendations as well as a number of recommendations, including one or more of substance that questions the generally acceptable standards found in the review and which can be rectified or substantially addressed by the institution in the coming 12 months.

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

**No confidence**

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

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

## Review of Oak Hill College

### Introduction

Oak Hill College (OHC) was founded in 1932 by Charles Baring Young. He had founded Kingham Hill School in 1886 and subsequently donated his estate in Southgate, North London to found Oak Hill College for the purpose of preparing students for evangelical ministry in the Church of England and other protestant denominations. The Kingham Hill Trust owns both the assets of Oak Hill College and Kingham Hill School, but they exist as separate managed entities within it. The Board of Trustees meets three times a year and is made up of members of the Oak Hill College Council, together with governors of Kingham Hill School. The governance of OHC is delegated to the College Council, the Finance and General Purposes Committee (F&GP) and the College Leadership Team which comprises the President, two Vice Principals and the Director of Finance and Operations. The College Council is primarily responsible for overseeing the strategic direction of the college and leadership of the college reporting to the Kingham Hill Trust: Board of Trustees. Financial matters, business planning and risk assessment is delegated to the F&GP Committee and the day to day operation of the college to the College Leadership Team.

OHC states that its aim is ‘to serve the church of Jesus Christ by preparing men and women for a lifetime of ministry in a diverse and changing world.’ It ‘seeks to advance Christian education in accordance with the Protestant and evangelical faith, preparing students to love the triune God and their neighbour, and to embrace the gospel, living it out with faithfulness and integrity in their own lives and sharing it among the people they are called to serve.’ This remit is captured in its Graduate Profile which draws upon the nature of Christian ministry as described in scripture, models of ministerial formation and the experience and knowledge of church leaders and practitioners. Describing Christian character, competencies, and core knowledge, OHC states that the Graduate Profile gives a ‘holistic vision of the ministers God seeks for his church’ and the kind of TEI it aspires to be. It is the key formation document and is used to ensure that the communal life, curriculum, pedagogy and partnerships with local churches, align with its vision for ministry.

There are currently 108 students registered in the College 45 of which are ordinands. The remainder of the student body are independent students 56 studying for undergraduate awards and 7 for a postgraduate award.

The academic programmes are delivered by 12 faculty staff and 8 visiting lecturers. All faculty staff except the President act as tutors to a group of approximately 12 students who meet weekly as a Fellowship Group. The OHC faculty is well supported by the Director of Operations and Finance and the Academic Administration Team. It employs a wide range of staff including a site and facilities manager, marketing and digital communication officer, librarian, and IT officer. It is a well-resourced TEI, occupying an impressive estate in North London with very good facilities.

There is a strong sense of community at OHC. Most staff and students live in close proximity in college accommodation on or near by the campus which is set in spacious parkland. Their life together is built around learning, worshipping and hospitality. Fellowship Groups are an important strand in community life and each member of faculty facilitates a group with two student leaders. The community life is highly valued by staff and students and it plays a central part in OHC's vision.

## PER Process

The team of reviewers representing the Church of England's Ministry Development Team visited OHC in March 2022. The lead reviewer also visited OHC in December 2021. At that time, the College was still operating under Covid restrictions, but she was able to meet with the President, Vice Principal and Quality Assurance Officer.

The reviewers were very appreciative of the hospitality and engagement with the PER process by both staff and students. They were impressed by the support they received, and the efforts made to ensure that all the documentation, access to online resources and any other requests for information were dealt with efficiently and securely.

All of the supporting documentation was made available in good time. Each section had an introductory overview to guide the reviewers, and they had access to the VLE and anonymised marked assignments. Along with the OHC documentation, the Review Team also received views in writing from stakeholders including sponsoring bishops, DDOs, placement supervisors and former students.

With the lifting of Covid restrictions the reviewers were pleased to be able to hold face to face meetings with staff, students, and support staff. The reviewers attended lectures, chapel worship, dined in the college refectory and were hosted for dinner in a staff and student home. They were also able to have online meetings with members of the College Council, the University Link Tutor, DDOs, IME2 Officers, and other stakeholders. One member of the team attended the meeting of the College Council in person and another via zoom. In total the Review Team participated in 24 meetings over the 48 hour period.

## General Observations

OHC is rooted in the Evangelical Protestant tradition and has a statement of faith set out in the Articles of Association of the Kingham Hill Trust and adopted by Special Resolution of the Charity on 26 June 1999. All members of the faculty staff sign up to this. The emphasis on the primacy of scripture and learning of biblical languages is evident in the curriculum across the programmes. All students are given the opportunity to study Greek and Hebrew so that they can interpret the Biblical texts in their original language and relate them to ministry and discipleship today.

In January 2018 Revd Jonathan Jukes took up the role of College President. This appointment followed the untimely death of Revd Dr Mike Ovey who was the College Principal during the previous PER. The current College Leadership Team is comprised of The President, two Vice Principals and the Director of Operations and Finance.

All of OHC's academic awards are validated by Middlesex University. This collaborative partnership was established in 1992 and until 2014 the college held Accredited Institution Status. This status was withdrawn by the University due to changes in the QAA Quality Code and the college became an Enhanced Validated Partner. However, this status was discontinued in 2021 due to there being only two partners with this status, and OHC currently has the status of Validated Partner. This is the only notable change in the relationship with Middlesex University since the PER in 2016.

OHC continues to value its partnership with Middlesex University. Since the previous PER in 2016, the following events have taken place in its validated programmes:

- In January 2019 OHC was reapproved as a collaborative partner institution and the current Partnership Agreement signed.
- The Undergraduate Programmes Review took place in October 2019. The CertHE, DipHE and BA (Hons) Theology were validated for the full six-year period and the operation of these awards was set out in the associated Memorandum of Cooperation.
- The Postgraduate Programmes Review took place in February 2022 in which the MTheol (Year 4), PGCert, PGDip and MA Theology were all validated for the full six year period and the operation of these awards will be set out in the associated new Memorandum of Cooperation.

There are five key themes which the Review Team deem to be important in introducing this report:

## **1. Common Awards**

Oak Hill has not joined Common Awards. Discussions have continued between Oak Hill, Durham University and the Ministry Development Team since the PER report in 2016 in which it was recommended that OHC ensured that it was consistent with the Church of England's current policy on Common Awards as soon as practically possible. It has now been agreed that any implementation of Common Awards can be delayed until Autumn 2024. For this to be achieved a successful validation event is necessary by September 2023 to admit students to Common Awards in September 2024. The Review Team had conversations with the President, Leadership Team and members of the College Council regarding this matter (see Section A).

## **2. Diversity**

Most students are white, male, and educated. Currently there is 1 female ordinand and 15 female students overall (14%). 88% of students enter OHC with a degree and less than 10% of the students are over 40 years of age. 68% of students are married and of the ordinands 77% are married. The students entering OHC in 2019 and 2020 were 86% and 90% white respectively. Likewise, most of the faculty staff are white male, 2/12 members of faculty being female. All 8 visiting lecturers are white male.

The community's limited diversity is a considerable challenge for OHC and one which they are actively engaged in dealing with. It is identified as an important factor in their vision and strategic planning. The Review Team paid particular attention to OHC's response to this issue and its approach to increasing the diversity of the college with respect to gender, ethnicity, disability, spirituality, tradition and social/educational background. They were attentive to how diversity and difference in the curriculum and formational life of the college were experienced and engaged with by both staff and students.

## **3. Recruitment and Reach**

OHC receives a considerable number of students through its relationship with several large evangelical Anglican churches who sponsor students for ministerial training both lay and ordained along with other churches within the evangelical protestant tradition. They also receive ordinands from a limited number of dioceses. Perceived threats to recruitment in OHC's solid base of supportive churches and the challenging national context for full time residential training are serious risks for the College's future and its role in training ordinands for the Church of England. The Review Team heard from the President of his efforts to build positive relationships with dioceses and invite key personnel to OHC. They also heard of OHC's anxiety regarding joining Common Awards and the possible impact of this on its recruitment of independent students.

## **4. External Perception and Reputation**

The Review Team paid particular attention to the views of stakeholders regarding the quality of the ordinands/curates they received from OHC. They were aware of some negative perceptions of the College and wanted to check out how recent students graduating from OHC were experienced. We heard overwhelmingly positive comments from stakeholders. Staff and students shared their experience of striving to overcome or deal with the misplaced preconceptions of others regarding OHC's reputation. The Review Team conclude that it is important for OHC to continue to host bishops, DDOs and church leaders to increase their awareness of what OHC has to offer the Church of England and the quality of its formation and academic programmes. We encourage the College to think more creatively about how to challenge and change the external perception of the College and publicise its strengths and its offering more effectively.

## 5. Leadership and Management

The Review team were impressed by the leadership and management of OHC. Since the arrival of the new President in 2018 a Director of Finance and Operations has been appointed and the College has a well-managed budget and has cut its deficit. The leadership team work well together and there are excellent relationships between them and the College Council. The President has several supportive relationships and is working with a strategic consultant as they look forward to the centenary of OHC in 2032.

### Summary of Outcomes

This report is written in relation to the PER Criteria in force for 2021-22 and available via the Ministry Development Team's quality assurance pages on the Church of England website.

<b>CRITERION</b>	<b>OUTCOME</b>
A Formational Aims	Confidence with Qualifications
B Formational Context and Community	Confidence with Qualifications
C Leadership and Management	Confidence
D Teaching and Learning	Confidence with Qualifications
E Ministerial Formation	Confidence
<b>Overall Outcome</b>	<b>Confidence with Qualifications</b>

## Section A: Formational Aims

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

1. Since its foundation from the legacy of Charles Baring Young, Oak Hill College [OHC] has prepared students for evangelical protestant ministry not only in the Church of England but other protestant denominations. The vision and values statement emphasises its desire for 'students to acquire the skills and knowledge required for ministry, but also to grow in their walk with Christ and in Christ-like virtues, recognising our dependence for all this on the work of the Holy Spirit.' The Graduate Profile develops this aim outlining the values and aims in detail and OHC claim that it provides them with a 'resource to ensure that our communal life, curriculum, pedagogy, and partnership with local churches align effectively and increasingly with this vision for ministry'.
2. All students participate in Personal Development Planning based on the Graduate Profile and identify goals which are discussed and reviewed with their tutor. Students described how this is stretching, encouraging and provides a framework for the core competencies for ministry.
3. The formational aims are also embedded in the pattern of community life which is clearly described on the OHC website. This provides excellent public facing information about the college, its story, community life, ethos and programmes. It was evident from the meetings the Review Team held with students, the leadership team, college council and other stakeholders that the formational aims are understood and owned within the TEI. However, the Review Team suggest that the formational aims are captured in one document made available on its website, which draws together the various strands described above.

#### **Recommendation 1**

**We recommend that OHC produces a document outlining its formational aims for its website.**

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

4. The Review team are satisfied that the formational aims are consistent with the Church of England's formation criteria for ordained ministry. Evidence from mapping documents support this, including a mapping exercise to the CofE's new formational framework.
5. We are also confident that the formational aims are in line with current church thinking. There are several compulsory modules on mission and evangelism, and DDOs and IME2 Officers commented positively on OHC's curates having experience of new congregations and planting and grafting. The College's formational emphasis on hospitality encompasses not only caring and learning from others but sharing Christ with others. Students have opportunities to work collaboratively in community as part of the work of the Student Common Room and various college committees, in fellowship groups, leading worship and on placement, where in their second year they are

required to investigate ministerial approaches to leadership and teamwork. DDOs and IME2 Officers shared with the Review Team that they found OHC's curates to be sincere and genuine in their engagement across traditions and have a desire to get things done.

6. OHC has taken seriously the Church's encouragements with respect to diversity, safeguarding and environmental matters and attempts to reflect these priorities both in their educational and formational programmes and in the life and work of the community. However, the Review Team were aware of the lack of diversity in the college as highlighted in the previous PER, ASE reports and Annual Monitoring Report. OHC notes this as a weakness in its SWOT analysis, stating:

*'The quality of a teaching programme is partly dependent on the people who deliver it, and the relative lack of diversity in the Faculty must have an impact here. The same can be said for the student learning experience: if the student body is not very culturally diverse, as it currently is not, then the range of voices and experiences that can be drawn on and heard in the classroom is not as broad as one would wish'.*

7. The Review Team note that OHC has implemented a number of actions to increase students' engagement with diversity but attempts to increase the diversity both in the student body and staff have yet to result in any notable changes. It is important that OHC makes faster progress on this issue than it has to date. However, we have confidence in the robust review processes in place both in the Leadership Team and College Council. This means that OHC has the means to respond to changes in the church's thinking and adapt its plans as it reflects on any changes/actions it has implemented.

## **Recommendation 2**

**We recommend that OHC continues to further its attempts to increase its diversity profile and implements a detailed action plan to address this weakness.**

8. The Review Team were satisfied that OHC is engaging with the church's thinking about diversity in a number of ways. We heard from the students of their awareness of this issue and the work of the diversity forum. The President and Leadership Team regularly engage with students from less well-represented groups to ensure that the College receives direct feedback on their experience. Furthermore, there is a women's representative, and diversity representative on the Student Common Room Committee and visiting speakers are selected with intentional attention to diversity. The Review Team were also encouraged to learn that the woman's representative was about to take up the position of vice chair of the SCR.
9. OHC has an entrance requirement of 2 Cs at A level and most of its students are graduates. In 2021 the Access Bursary Scheme was introduced to foster greater diversity amongst the student body. The Review Team remain concerned that access for those of non-traditional educational backgrounds is still restricted and that the College needs to create more ways to facilitate the inclusion of these potential students (see **Recommendation 29**).

10. The Review Team heard of a number of ways in which OHC encourages life-long learning and greater access to its teaching and learning. The School of Theology, Equip events, Primer and Commentary Publications and the flexible learning initiatives offer learning opportunities and resources to a wider constituency, and are commendable.

### Commendation 1

**The Review Team commends OHC for its learning outreach and access initiatives and encourages the College to develop and market these in ways which will increase diversity and encourage those from non-traditional educational backgrounds to study at OHC.**

11. OHC's current position regarding not being part of Common Awards (CA) was identified as requiring serious and urgent attention in the previous PER. This matter positions OHC outside the current Church of England policy on ministerial education and remains unresolved.
12. The Review Team had a number of conversations regarding CA during the review including with the leadership team, college president and members of the College Council. OHC continues to engage in a constructive dialogue with Ministry Division regarding this matter. The Review Team heard OHC's case for its hesitancy and its desire for assurances from the Ministry Development Team before making a decision on joining CA.
13. We understand that OHC's main points of concern are:
- a. *Resourcing Ministerial Formation* and the changing profile of the Church of England's theological training and commitment to full time residential training. The Church of England stands by its commitment to all training patterns – residential, non-residential and contextual – but it is true that the church does not in any way engineer the choices made by dioceses who are, in effect, free to purchase their training anywhere. Oak Hill is not alone in having to work with a degree of uncertainty here. As the College sees it, this context makes the cost/benefit analysis of adding the Common Awards programme, alongside the existing Middlesex programme, for an unknown number of Ordinands, a complex calculation.
  - b. *Organisational Bandwidth*: OHC values its partnership with Middlesex University. A significant institutional concern at the prospect of adding the Common Awards programme for Ordinands, alongside the Middlesex degree, is the resulting consumption of organisational bandwidth that may jeopardise the progress made towards a more diverse student community and, by consuming organisational energy, may disadvantage the rest of the student community, and reduce capacity to educate and train other students with parity.

The reviewers recognise the bandwidth challenge, although it would result partly from OHC's choice – if made – to continue to work with a second partner university in addition to the Church of England's preferred provider, and partly from the complexity of its extant module provision via Middlesex. We believe there is room to rationalise this provision as well as sufficient flexibility within Common Awards to accommodate many of OHC's existing modules.

- c. *Commercial Risk*: OHC is required to correct the enduring impression among some church leaders that OHC is an exclusively Anglican College, notwithstanding the fact that providing training for students from other denominational backgrounds, alongside Anglicans, has been one of the College's ecumenical goals and cherished realities from the beginning. For the current Leadership Team, a continuing commercial concern is that any perception (whether or not it is warranted) that, by offering Common Awards, OHC is entering into a closer partnership with the Church of England than already exists, may prove disconcerting to a range of Independent church leaders who currently send OHC their students, and furthermore, this may undermine the college's efforts to recruit more students from more diverse church networks.

Again, the reviewers recognise the point. Nonetheless, Common Awards is the church's chosen provider for the training of Anglican ordinands (with exceptions that meet defined criteria). OHC is not alone in additionally serving wider stakeholders and needing therefore to negotiate some complexity of provision. We believe that there are many advantages for OHC in joining Common Awards and that rectifying any incorrect perceptions regarding the theological positioning of OHC should be a priority for the college as part of its strategy and ongoing discussions.

14. That said, the Review Team have confidence – with some qualifications - in the quality of formation delivered by OHC for ministerial training in the Church of England and their desire to continue to do this. In their opinion, OHC occupies a unique position in ministerial training for the Church of England, providing high quality formation in the evangelical protestant tradition.
15. In the end, the reviewers cannot adjudicate the rival claims of Oak Hill's position and national church policy on Common Awards adoption. That remains a matter for dialogue between the College and the church's Ministry Development Team. We believe that there is room for OHC to be less anxious about the potential impact of adopting Common Awards; but equally that the national church might consider a policy of preferred rather than compulsory provision, with some permitted flexibility according to local context. We urge that this dialogue is pursued with goodwill on both sides and to a swift conclusion. The current process sets a milestone of September 2024 for OHC's action in respect of joining CA and we endorse this timeline.

### Recommendation 3

**We recommend that OHC continues in dialogue with the church's Ministry Development Team with a view to a mutually acceptable decision on Common Awards adoption in time for implementation by September 2024.**

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

16. The Review Team were impressed by the positive comments they received from stakeholders. Former students shared how they were well prepared for ministry, had had a positive Anglican

formation and experienced their training as intentionally Anglican. Receiving incumbents affirmed OH curates as being good at relating to those who were from a different tradition, tolerant of different views and well formed in the Anglican tradition. We also heard from DDOs and IME2 Officers of OHC students' very good knowledge of scripture and biblical languages and their training in theory and practice.

17. A Bishop commented 'I would not want Oak Hill to lose or diminish its unique reputation for the very highest quality biblical studies, or its significant contribution to the provision of ordinands for the Church of England. Its distinctive evangelical reputation therefore needs to be safeguarded and remain its focus'. Another wrote 'Oak Hill does an extremely good job of preparing students who know the challenges of contemporary ministry. They rarely have problems settling in parishes and they usually form strong and healthy relationships with Training Incumbents. They are professional and know what they are for and what they are doing'.
18. The Review Team were aware that OHC's public profile is not engaged with positively throughout the Church of England. Preconceived perceptions have on occasion led to antagonism towards it. The College President continues to make a concerted effort to build good relationships with Bishops, DDOs and Dioceses by inviting them as individuals to the College to experience its hospitality and foster fresh understanding of its formational aims and what it offers to the wider church. We encourage the president to continue and extend this work.

#### **Recommendation 4**

**We recommend that OHC hosts a number of events providing opportunities for them to showcase their vision and formational aims. This could include students sharing their experience of Oak Hill and some receiving incumbents etc.**

19. The Review Team were impressed with OHC's excellent website and social media presence. However, we recommend that this is enhanced to include videos of interviews with a range of students, female members of staff and receiving incumbents. The Review Team heard from some female students of their willingness to share their positive experience of studying at OHC to enhance OHC's public profile and combat some of the negative preconceptions in the public domain and wider church.

#### **Recommendation 5**

**We recommend that OHC enhances its website further to include video footage of students sharing their experience, a message from the President and other helpful material to positively inform its profile in the TEI sector.**

20. At the College Council meeting the Review Team heard of possibilities for developing the OHC buildings and site to make it more attractive to wider church groups and develop its profile and potential, as it strives to realise its vision for the future in accordance with the founding vision of

the college. It is evident that OHC has a very attractive estate and is a considerable asset to the church and the tradition it represents.

21. Throughout the review the team heard of OHC's concern and actions to increase the diversity of its student body but are concerned about the lack of impact to date. The Access Bursaries are undoubtedly going to be helpful in achieving this goal. However, the Review Team recommend that there should be more creative approaches to address this issue and that OHC may benefit from some external support in achieving this (see also **Recommendation 2**).

#### **Recommendation 6**

**We recommend that OHC reviews its marketing strategy and engages some external expertise/ consultancy to address the lack of diversity in its student body.**

**The review team has Confidence with Qualifications with regard to Criterion A: Formational Aims.**

## Section B: Formational Context and Community

### **B1 The TEI draws on partnership with theological educators in the region and local faith and community organisations to enhance formational opportunities for students.**

22. It was evident from the PER submission and interviews with the Vice Principal and University Link Tutor that the College maintains a strong relationship with Middlesex University who commented that they have a 'solid portfolio with OHC which has an enhanced status.' One of the benefits of this enhanced status is the provision of regular partnership meetings to discuss changes to enhance the academic programmes at OHC. The Review Team are satisfied that OHC has a positive relationship with Middlesex University which provides them with appropriate support for their academic programmes.
23. OHC's position outside Common Awards means that they do not benefit from the TEI Forum and other channels available to other TEIs for sharing good practice and enhancing their formational programme. It is notable that OHC's degrees are located in The School of Law of Middlesex University which does not have a Department of Theology and/or Religious Studies.
24. The Review Team encourage OHC to establish links with other TEIs in the region to reflect on good practice and to better inform their decision regarding Common Awards.

#### **Recommendation 7**

#### **We recommend that OHC establish links with other TEIs in the region to reflect on good practice and to better inform their decision regarding Common Awards.**

25. During various interviews involving current students, the Review Team heard of a range of placements including hospital and prison chaplaincy which they found both helpful and informative. Overall, we are satisfied that good partnerships exist for student placements but believe that these opportunities could be developed further.
26. In its SWOT analysis OHC notes that its location on the outskirts of London, provides easy access both to the UK's largest and most culturally and ethnically diverse city, and to towns and rural communities. Furthermore, it recognises that this gives it many opportunities, some of which undoubtedly remain unexplored and untapped. We urge OHC to seek ways of establishing relationships with churches and organisations that will enable its students to experience more fully the diversity easily available to it.
27. On its website OHC lists the following partners:
  - a. Crosslands which describes itself as evangelical, reformational and missional, with a strong emphasis on developing deep biblical and theological understanding for the local church by providing theological resources, training and networks for mission and ministry.

- b. Biblical Counselling UK.
  - c. Primer: a resource co-published by Oak Hill and FIEC (Fellowship of Independent Evangelical Churches) designed to equip and sustain church leaders in theological reflection.
  - d. Uganda Martyrs' Seminary Namugongo. This includes visits to Uganda of teams of Oak Hill staff and students who partner with UMSN students in thinking through preaching through a book of the Bible, praying together, learning about each other's lives, and talking together about opportunities and challenges in ministry.
28. We believe that OHC could make fuller use of contact with other Christian denominations and faith groups. The Review Team heard about students visiting a mosque and engaging with the Imam, and we were later told that other informal links and experience-sharing opportunities are in place. This is encouraging, but these were not referenced in the interviews, hence the review team did not have the benefit of exploring their impact during the review and in interview with students. Our sense is that such impact could be more fully realised and integrated into students' life and formation. We recommend that as part of OHC's strategy for realising the opportunity that its location makes available to it, it looks to develop relationships with other faith communities and links with other denominations.

### **Recommendation 8**

**We recommend that OHC seek ways of establishing and developing more relationships with churches and organisations (including more diverse chaplaincy contexts) and other faith communities that will enable its students to experience more fully the diversity easily available to it.**

### **B2 There are well understood and embedded practices of corporate life so as to enhance students' formation.**

29. We observed a well-established rhythm to the day throughout the review and a natural and seamless flow between lectures, corporate worship, lunch, fellowship groups, lectures and the evening meal. Conversations with students, faculty staff and visiting lectures all affirmed this structure and the positive impact it had on community life. However, we heard from the group of ordinands that they were aware of the danger of being too comfortable in the community and conscious of the need to be proactive 'in getting out of the bubble'.
30. OHC community includes full time ordinands and independent students and part time independent students. The majority of full time students and all full time faculty live on campus in either housing or flats.
31. The close proximity of the housing accommodation to each other and the strong sense of a well-integrated community, means that the resident families have to maintain vigilance in supervising young children.

32. A spouse told us, ‘when we leave College, I will have to school my child that it is not appropriate to just walk into someone’s house even if the front door is open.’ This suggests a safeguarding risk which appears to be mitigated by vigilance and good supervision by a parent. The Review Team encourages the College to follow this up and put some proactive procedures in place. These might include, for instance: reminder notes on front gates to be closed at all times; parents to alert each other promptly if they have an unexpected visit by a child from another family; parents could be encouraged to discuss and come up with their prevention strategies.

### **Recommendation 9**

**We recommend that OHC ensures that spouses are confident and knowledgeable concerning safeguarding procedures and that they operate in accordance with this on site.**

33. At the meeting of the College Council, the Review team were encouraged to hear that single and married students had been represented in a review of the College’s accommodation. The students had indicated a preference for singles and families to have more integrated accommodation on campus and we saw this being taken into account by the College. Throughout our visit and in the documentation, we were impressed with the level of student representation and the opportunities for student feedback in all areas of community life.

### **Commendation 3**

**The Review Team commend OHC for the level of student representation, and opportunities for feedback.**

34. Spouses are supported through the Spouses Network which runs a Welcome Programme organised by the Spouses Network Planning Group led by the Director of Pastoral Care. They organise Fellowship Groups, Training Events and spouses also can attend some module teaching. They run a Parent and Toddler Group which meets on campus. The Spouses Network webpage provides excellent information regarding all that the College offers families and spouses. The Review Team are satisfied with the support and opportunities that are provided for families and spouses.
35. The Review Team heard from part-time students that the College worked hard to ensure that they were integrated and part of the College community. This was enhanced by the provision for ad-hoc overnight accommodation if required.
36. Furthermore, on meeting a mixed group of independent students and ordinands, there was no evidence of ‘us and them’; instead we observed a well-integrated and mutually respectful community that is strengthened by shared interests and a common worship life based around the daily Chapel service. One student commented that ‘though I am an independent student, I have grown in appreciation of the liturgy at Chapel.’

37. The Review Team were struck by the number and openness of students with disabilities who commented that though the College has been able to take steps to respond to some of their individual needs, this had been largely responsive rather than proactive. Students reflected on the pressure of having to ‘advocate’ for themselves and suggested that consideration should be given to a lead member of staff for disability who will be able to ask ‘...how is it going...?’ and be fully aware of the appropriate support (pastoral, educational and technical) and the recommended reasonable adjustments (RRAs) for each student’s needs. We urge the College to consider this, and we are mindful that there was an officer who held this responsibility previously.

### **Recommendation 10**

**We recommend that OHC institutes a lead member of staff to oversee the support of students with disabilities. This member of staff is to be fully aware of the appropriate support (pastoral, educational and technical) and recommended reasonable adjustments for each student’s needs. They will act as an advocate for these students and brief faculty staff on each student’s RRAs. We advise any necessary training on these matters takes place for both this member of staff and the faculty team.**

38. Safeguarding procedures appear to be embedded in the community evidenced by a well-written set of policies and procedures with regular review dates. Each group of students and spouses who were interviewed, demonstrated awareness of the policy and the key contacts that they will turn to if there was a safeguarding concern.
39. However it was evident that the spouses interviewed had varying levels of experience and confidence in handling safeguarding matters and given that it is expected that the policy is explicit that ‘the welfare of children and young people is the immediate responsibility of those caring for them’ it is crucial that parent spouses are adequately resourced and supported in providing safe and consistent care, especially when their children interact with other children and are left in the company of other adults. Furthermore, it is important the College is confident that parent spouses are confident and knowledgeable to make a referral if they have a safeguarding issue (see **Recommendation 9**).
40. The Review Team noted that the Safeguarding Policy and Procedures (2021: p4) cites a practice guidance reference dated Dec 2015, which was replaced by a later document in October 2017 (at <https://www.churchofengland.org/sites/default/files/2017-12/Responding%20PG%20V2.pdf>). This was brought to the attention of the Director of Placements & Pastoral Care and the Safeguarding Officer, both of whom confirmed they would look into this upon receipt of the reference.

### **Recommendation 11**

**We recommend that the Safeguarding and Policy Procedures are updated to include the October 2017 practice guidance.**

41. It was acknowledged during our interview with the safeguarding officers that it is possible for a ‘student to go under the radar...’. The Review Team note from the PER documentation and website that the Fellowship Groups are the primary locus of pastoral care. However, from Faculty staff we heard of a lack of parity between tutors regarding the number of one to one tutorials students received each semester. The faculty lecturer role description advises one 50 minute tutorial per semester. Tutors expressed that they were available to students outside the formal tutorial but this clearly depends on the student’s initiative. The Review Team deem this to be insufficient for formational and oversight purposes. We therefore urge OHC to review its tutorial provision to increase the minimum number of tutorials per semester and ensure parity for students in this respect.

### **Recommendation 12**

**We recommend that OHC review its pastoral oversight and sets a minimum of three one to one tutorials for each student per semester.**

#### **B3 The provision of public social and private living accommodation is satisfactory.**

42. From conversations with students and staff and from our observation of the site, it is evident that the social space and private accommodation is fit for purpose, well equipped and well maintained.
43. The opportunity to have an evening meal in the accommodation of a family, confirmed the living conditions were good, spacious and well-decorated and felt ‘homely’ as described by one family.
44. The college provides good accommodation for families, married couples and single students. This includes: in Founders Court, study bedrooms for single students and dedicated single or twin study rooms for Faculty and student use. There are 40 houses and 22 flats (two-, three- and four-bed) for student and staff families within the college grounds, and offsite the College provides accommodation for an additional 12 single students (located on Chase Side about 10 minutes’ walk from the campus).
45. At the College Council Meeting, the Review Team heard about the opportunities presented by the campus and its accommodation, and of possible options with regard to housing/bed spaces and the optimisation of those areas onsite which are best suited to academic delivery and to potential hospitality - all to enable OHC to make use of its excellent site and facilities for conferences, workshops and retreats/awaydays for local churches.
46. The College has exceptionally good lecture theatres and flexible seminar rooms which are well maintained and equipped. During the COVID pandemic, OHC enhanced its AV equipment to a very high standard. This has provided them with the ability to deliver quality online teaching and opened up further opportunities for distance learning. The library is managed by a librarian, is well resourced and provides a good study space. It is open 24/7 with a self-service issue and return facility.

#### **Commendation 4**

##### **We commend OHC for the quality of their AV provision and teaching spaces.**

47. Students have a common room for their exclusive use. The campus also includes a well-equipped gym, within the spacious grounds there is a full-size football pitch and plenty of outdoor space for other sporting activities. Furthermore, the estate has an orchard, gardens and a vast area of open land and park land.
48. One of the challenges of such a generous space and the date and status of some of the buildings, is the degree and ease of disability access. We are confident that the College is attending to this matter and has plans to address it as part of their ongoing development and enhancement of the site.

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

49. There was a shared opinion from most students that while there was a strong emphasis on study and an intensity about the semester rhythm, chapel time was a 'welcome opportunity to reflect and refresh'.
50. This is corroborated in the Chapel Handbook (2021-22) which clearly sets out the aim, structure and guidelines for worship in the chapel. This is an excellent resource which includes an introduction to the place of the chapel and chapel worship in the life of the community and provides comprehensive guidelines for planning, preaching, leading worship and the role of the Fellowship Groups in worship.
51. According to the handbook, '...good theology leads to doxology...(and) Chapel is the place where we put that into practice.'

#### **Commendation 5**

##### **The Review Team commend OHC for the quality of the Chapel Handbook.**

52. We observed the change of rhythm during Chapel time, with time for quiet reflection and prayer before chapel worship began. The sequence of lectures in the morning, worship, followed by lunch, then Fellowship Groups before returning to further lectures has become established since 2018 and appreciated by both students and visiting lecturers who value the opportunity to worship with the community.
53. There is good evidence that the recommendations from the previous PER (2016) have been acted on in terms of better use of the worship space, increased use of silence and a more diverse use of liturgical resources.

54. The Chapel rota and lectionary (2021-2022) reflected a good range of worship taking place including females. This is appreciated by the community with one female student commenting that it has been ‘good to have more female voices included in the Chapel worship.’ The Review Team were satisfied that the pattern of rites detailed below from the PER submission is appropriate for the formation of ordinands in the Church of England:

*‘Common Worship contemporary material is used for three to four weeks; The Book of Common Prayer (traditional) option is then used on every fourth/fifth week. In addition, Independent students may, from time to time, use a Free Church liturgy for the Wednesday morning service, and we make occasional use of both overseas liturgies and historic liturgies (maybe once or twice a year)’.*

55. Furthermore, every Friday there is a service of Holy Communion which is compulsory for ordinands.
56. The Review Team found limited evidence of the use of resources that facilitate contemplation during the weekly pattern of worship. However, we were told that in response to the previous PER the College has modelled and encouraged more meditative practices, especially within the Wednesday service form. Examples include meditative resources from Lee Abbey, use of hymns read aloud, and poetry. Other modes such as drama, poetry and spoken word have added to the meditative dimension of worship. We also note that the Chapel Handbook stresses that chapel is not a substitute for personal devotion and prayer time and that students are encouraged to attend the College Quiet days which provide an opportunity to explore different methods of prayer.

### **Recommendation 13**

**We recommend that OHC continues to develop the range of resources and opportunities to experience and explore different spiritualities and different modes of praying as part of increasing its diversity of worship and prayer.**

57. There was no evidence of how students or the Fellowship Groups were reflecting on their role and ministry through their involvement in Chapel worship. While the Chapel handbook is clear on the expectation that each service is reviewed there is no systematic way or formal record of how worship is evaluated and how feedback is used as part of the student’s formation. The Review Team recommend that a template for the evaluation of Chapel services is implemented. This will also provide a record and evidence for report writing.

### **Recommendation 14**

**We recommend that OHC implement a feedback proforma for the evaluation and feedback of preaching and leading worship in College Chapel. This should be included in the Chapel Handbook and there should be a formal process for feedback involving a conversation between the student and their tutor.**

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

58. Students described good interactions with teaching staff in the context of a Tutor/student relationship which was not restricted to academic work. Staff shared how they worked out their own personal boundaries between family and college, and we were told how staff were involved in the local church and community.
59. The Review Team were mostly satisfied that the majority of students found tutors to be responsive to their pastoral needs and one student commented that there was nothing that he felt unable to share with his tutor whom he described as ‘friendly and offered a generous amount of contact time.’ Likewise, other students shared that they felt able to share any aspect of their lives with their tutor and commented positively on their tutor’s availability.
60. However, in our meeting with the Student Committee, we heard that they had to act on the concerns of some students that their tutors were not as responsive or available to them and this was taken up directly with the President and addressed promptly to the satisfaction of the students concerned (see **Recommendation 12**).
61. A principal point of focus between staff and students are the weekly Fellowship Groups which are comprised of the tutor and their tutees. The self-evaluation document describes the Fellowship Groups as establishing ‘communal rhythms of worship and relationship’. Tutors attend these groups and facilitate the leadership with two student leaders. There is no documentation outlining in detail the purpose, leadership, operational guidelines, and management of these groups.
62. The Review Team observed a Fellowship Group and received a number of positive comments from students. However, we heard examples of staff sharing their issues with students and disclosing personal concerns. Whilst on the one hand this may enhance a reciprocal relationship of trust, on the other, it reflects a blurring of boundaries and an inappropriate model for pastoral ministry. Given that tutors are also responsible for the assessment of students’ work and their suitability for ordination, we urge OHC to reflect on the tutor student dynamics in the Fellowship Groups and the role of the tutor within them. We suggest that the purpose of the Fellowship Groups is reviewed and clearly defined, that the tutor role and their participation in the group is clearly bounded and ground rules are put in place with respect to confidentiality and expectations on disclosure of personal information in the group.
63. We recognise that pastoral oversight is part of the tutor’s role and that the Fellowship Groups provide an important opportunity for this to take place. However, the Review Team are concerned that the group setting may inhibit some students from disclosing significant personal issues or encourage students to share aspects of their lives which might be exploited even with relevant safeguards in place. The Review Team is also concerned that the initiative for pastoral support

from a tutor appears to lie mainly with the student. Hence, we urge OHC to review this provision both in tutorials and in the Fellowship Groups.

64. Furthermore, the Review Team note that the college chaplain is a member of faculty staff and the role does not include offering confidential pastoral support outside the reporting structures of the College. We recommend that OHC considers how it can best provide this provision for all of its students and maybe considers employing a part time assistant chaplain for this purpose.
65. In a number of conversations, we heard of the role of the local church and placement churches for some degree of pastoral support. It is clearly stated on the VLE that for part time students the local church is the primary source of pastoral care. In the case of full-time students OHC seeks to offer comprehensive pastoral care in partnership with sending and placement churches.

#### **Recommendation 15**

**We recommend that the purpose of the Fellowship Groups is reviewed and clearly defined; and that the tutor’s role and their participation in the Fellowship Group is clearly boundaried and ground rules are put in place with respect to confidentiality and expectations on disclosure of personal information in the group for both the tutor and students.**

#### **Recommendation 16**

**We recommend that OHC considers how to provide confidential pastoral support outside of faculty staff and the reporting system and maybe considers employing a part time assistant chaplain for this purpose.**

66. The Review Team were impressed by the integration of staff within the life of the college. Staff and students attend worship, facilitate/lead Fellowship Groups and the whole community eats lunch together at which family members are also welcome.
67. The Review Team were aware of the high levels of commitment from staff to the College both Faculty Staff and Support Staff. The model of learning, worship and hospitality is embodied in the community and exemplified in the staff. Staff work hard and strive to model good practice. They participate in the life of the local church and as a staff team they participate in an overnight retreat and the Quiet Days twice a year.

**The review team has Confidence with Qualifications with regard to Criterion B: Formational Context and Community.**

## Section C: Leadership and Management

### C1 The TEI has clear and effective governance structures.

68. The Review Team are satisfied that OHC has clear and effective governance and accountability structures.
69. The management structure for OHC is clear and well understood. Reporting lines for all members of staff are clear, both in structure diagrams and confirmed through interviews. Most managers have reasonable spans of control, with fewer than five direct reports. The significant exception is the Vice Principal for Faculty, who has nine direct reports and, additionally, overall responsibility for visiting lecturers. This postholder also has responsibility for the Academic Board. The Team considers this broad span of control, in addition to significant academic responsibilities, to be unsustainable in the longer term. We would suggest the appointment of a Deputy, who could at least take over some of the line management responsibilities.

#### Recommendation 17

**We recommend that OHC introduce a new post of Deputy to the Vice Principal for Faculty to share both line management and academic responsibilities. The Deputy could have a specific role, such as Director of Postgraduate (or Undergraduate) Studies, or be a full Deputy. In either case, line management responsibilities should be split between the two posts.**

70. The Review Team considered accountability to the College Council, and beyond that to the overarching Kingham Hill Trust, to be clear and well understood. They were satisfied that these relationships work appropriately and well.
71. Administrative support for Council is good, with papers being sent out in good time. Agenda items at the observed meeting were relevant, with an appropriate length of papers to support each item. Presentations at the meeting were focused and added value to the papers. Council may find it beneficial to include an Action Log in addition to the minutes, setting out actions, responsible individuals, due dates, and updates at future meetings if the action is not complete. This ensures that actions that require more time to complete, do not become forgotten.
72. The Review Team considered stakeholder representation on Council could be stronger. There are no Anglican bishops or DDOs on Council, nor representatives from other sending denominations.

#### Recommendation 18

**We recommend that OHC recruit at least one Council member who is a senior representative of one of the sending denominations.**

73. However, there are strong links with other stakeholders, notably students, staff, past students, high level donors (Council members are well-networked) and Kingham Hill Trust (see below).

## Commendation 6

**We commend OHC on the inclusion of two students on Council and for their active contribution, to which Council has responded positively and which has clearly made a difference to OHC in certain areas.**

74. There is a slightly complex and potentially awkward relationship between OHC and its parent Trust, Kingham Hill Trust (KHT), which also oversees Kingham Hill School (KHS). However, in practice, these relationships are well managed and work well for all parties. KHT trustees are drawn half from KHS and half from OHC, ensuring parity of representation. The current chair is from OHC. Some key functions and skills are shared across KHS and OHC, such as finance and HR, which represents good value for money for both institutions and works well in practice. Facing different external circumstances and economic pressures, KHS and OHC can support each other, as and when necessary, through KHT. The structure was well understood by all concerned.

### **C2 The TEI has effective team leadership.**

75. The Review Team evidenced strong and supportive relationships between the President and Leadership Team and between the Leadership Team and Council. Discussions were open and honest; no one appeared afraid to raise difficult issues or to disagree with each other. The Review Team commends this high level of openness and trust, which was witnessed not only between Leadership Team members, but also between the President and Chair of Council. The Review Team was also impressed by the level of concern shown by Council, particularly in its private session (with no staff present), for the Leadership Team, their level of workload and stress being experienced through a variety of pressures.

76. Council and Leadership Team work collaboratively and well together. Each clearly understands the others' roles. The distinction between executive and strategic decisions, taken respectively by the Executive and Council, is well understood by all concerned. This was confirmed both by our observation and in our interviews. The Review Team witnessed good challenge from Council members, who held the executive to account both for performance and for implementation of OHC's values and mission.

77. The Review Team witnessed a strong motivational climate at OHC, with staff finding it a happy and supportive place to work. Many spoke to us of how much they enjoyed working in an environment with such clear and shared values, in line with their own.

78. The gender balance on Council could be better, with three female members (out of 13, including the two student representative observers). One incoming student rep is female (making it four out of 13). We understand the Council is actively trying to address this, and a further potential female member of Council was in attendance at the meeting observed. We urge OHC to continue to pursue greater gender equality on Council, and also to address other aspects of diversity, such as ethnic background and disability.

## Recommendation 19

**We recommend OHC continue to seek greater gender equality on Council as a matter of urgency, and also to address other aspects of diversity, such as ethnic background and disability.**

79. Whilst OHC has very clear mission and values, its strategic direction is currently under development. The Review Team understands that the Leadership Team is working on this, and it will be available by the end of June 2022. From this strategy follow all other key documents and decisions – such as the business plan, property strategy, approach to Common Awards, recruitment of students, further development of the website and marketing of OHC. The property strategy presented at the observed Council meeting was well researched and exciting, but unable to be taken further without reference to OHC’s overall strategy.

### **C3 Trustees are appropriately recruited, supported and developed.**

80. OHC has a strong Council comprising highly skilled and experienced Trustees. They have a wide range of relevant skills, including governance, property, finance, legal, marketing and investment, as well as serving ministers. One additional skill the review team consider would be beneficial, is housing management, given the number of rental properties and associated maintenance and management of such, plus the potential to enhance what is being offered in this area. This would have the additional advantage of providing a ‘sounding board’ for the Director of Operations in these matters.

## Recommendation 20

**We recommend OHC recruit a member of Council with housing management expertise.**

81. Trustees (and staff) have good induction, tailored to some extent to their own specific needs. Those interviewed (Trustees and staff) considered it appropriate, relevant and timely.
82. All staff were well-qualified for their roles, with appropriate skills and experience. All had job descriptions and we were told these were reviewed annually to ensure they still represented the tasks undertaken. Appraisals are held annually, with good appraisal documentation that supports development of the individual as well as achievement of desired objectives. Training is provided, and taken up, although, for administrative staff, this tends to focus on regulation or system change rather than personal development as such. We urge OHC to consider encouraging personal development for administrative staff as well as faculty.
83. Faculty members are given study leave, the exact frequency of this appears uncertain – although the staff hub on the VLE states that details are in faculty staff contracts. As there are significant members of faculty, this could mean that there is almost always at least one member of staff on sabbatical, and this may need to be more expressly built into the resourcing plan. At present other staff are covering, in addition to their many other responsibilities, which is generating additional workload at a time of significant stress.

84. Recruitment appears open and transparent – the Review team noted vacancies advertised on the OHC website, for example. Senior staff members and members of Council are required to sign up to the Statement of Faith. Although this could be seen as reducing the number of possible recruits, the Review team found staff and Council members to be well qualified, with, additionally, a strong sense of belonging and shared values. Given the distinctiveness of OHC, the Review team found this was not an obstacle to sound recruitment practice.

**C4 The TEI has effective business planning, fundraising, risk management and reporting.**

85. As mentioned above, OHC is currently in the process of updating its strategy in the light of the Covid-19 pandemic and, as such, the business plan for its operational outworking in the short and medium term is not yet in place. Once these are in place, key performance indicators will also emerge which will need to be closely monitored by Leadership Team and Council.

86. Financial planning is strong, with clear annual budgeting and excellent reporting against budget. We commend OHC for its clear and informative financial and performance reporting. Leadership Team and Council are well informed about the current situation in respect of the annual plan, including expected annual out-turn, any variances which may need to be addressed and action that may need to be taken to bring the budget back into balance. Resourcing is clear and there are good plans in place in respect of such issues as planned and responsive property maintenance.

87. OHC currently has an operating deficit, which is met by fundraising. This deficit has been reduced in recent years and there is a clear aim to remove it altogether, allowing fundraising to be used for specific initiatives, such as the recently introduced Access Bursaries. Financial threats, such as reduction in student numbers, are well understood and closely tracked. Actions such as open days, and networking with alumni and sponsoring churches, to mitigate such threats, were openly discussed at the observed Council meeting. OHC has access to significant fund-raising when required, although this is always subject to clear financial plans and desired outcomes, both financial and missional. It was not clear to us whether these outcomes are monitored after the event but it would certainly be good practice to do so.

88. KHT has good levels of reserves, representing nearly one year's turnover, well in excess of the minimum recommended by the Charities Commission of 3 months.

89. Risk management is reported to Council and includes an interesting three-year trend analysis of risks. However, the risk register presented to the Leadership Team and Council has a large number of risks which rarely change. The layout does not include raw risk scores, with identified mitigating actions reducing these to net risk scores. This means it is not possible to review whether the net risk scores reduce over time as a result of the mitigating actions, and if not, whether they are the right mitigating actions or have not been implemented well. Risks do not come on and off the register as risks are reduced and removed from the register, or new ones arise and are added to it. Neither does the risk register as currently formatted, identify the real few risks which are keeping

people awake at night. This means that Leadership Team and Council are in danger of not focusing their attention on addressing these few really key risks.

**Recommendation 21**

**We recommend that OHC review its risk reporting and draw up a key risks register (either in addition to or in place of its current register) to enable a sharp focus on its few really key risks, and the mitigating actions identified to address them.**

**The review team has Confidence with regard to Criterion C: Leadership and Management.**

## Section D: Teaching and Learning

### D1 The TEI offers programmes appropriate to the sponsoring church’s ministerial training needs.

90. OHC offers the following awards in Theology which are all validated by Middlesex University: Certificate of Higher Education, Diploma of Higher Education, Bachelor of Arts (Honours), Master in Theology (MTheol), Postgraduate Certificate, Postgraduate Diploma and Master of Arts in Theology.
91. All the College’s awards in Theology (including those specialising in Theological & Pastoral Studies) are approved pathways for ordination training by the Ministry Development Team except for the CertHE and PGCert.
92. The following Anglican Ordinand pathways are followed (all of them full time): DipHE Theology, BA (Hons) Theology. MTheol (3rd year entry), PGDip Theology, MA Theology.
93. Ordinands already holding a qualification in Theology may apply for the MTheol (3rd year entry), PGDip or MA. The MTheol is a full time pathway and ordinands take specific Anglican training modules alongside it.
94. The PGDip and MA are normally studied part time by Ordinands, who study a number of additional modules including the Anglican training modules to make the overall pathway full time. The pathways of current ordinands are given in the table below:

BA (Hons) Theology FT	Full Time	35
DipHE Theology FT	Full Time	2
MA (Ord) PT prog with additional modules to give a FT credit load	Full Time	3
MA FT	Full Time	1
MA PT	Part Time	1
MTheol FT	Full Time	3
<b>Grand Total</b>		<b>45</b>

95. The Review Team are satisfied that OHC offers programmes which are appropriate to the Church of England’s ministerial training needs. Formation mapping documents for each pathway confirm that the taught modules and non-assessed formational components of the programmes are configured to ensure that the national Ministry Development Team criteria are all assessed. The College has also mapped its curriculum against IME Phase 1 outcomes, as well as against Common Award learning outcomes and the Ordinal. In addition, as noted in their ASE Part B, OHC has sought to align their formational programmes with ongoing developments and mapped their curriculum against the new Formational Framework to ensure that their programmes fulfil this purpose.

96. In 2019/20 OHC introduced new undergraduate awards, replacing the Foundation Degree with Diploma in Higher Education and removing the Theology for Crossing Cultures (TCC) and Theology and Praxis for Children’s and Youth Ministry (TCY) tracks. The aim of this change was to broaden the ministerial focus of their Undergraduate Programmes in a number of core modules rather than confining them to specific modules or pathways. Hence, a number of new modules have been introduced which include: Scripture for Theology & Ministry (Level 4); Anglican Ministry and Independent Ministry (both Level 5); Word Ministry I and II (Levels 5 and 6); Pastoral Ministry I and II (Levels 5 and 6) and the Pastoral Epistles (Level 6). The modules have also provided an opportunity to increase the amount of reflective assessment.
97. The review team are satisfied that the programmes at OHC are world engaging. Modules such as: Worldview Anthropology and Culture, Christian Theology of World Religions, Global Theology and Practice and modules in Cross Cultural Mission demonstrate that within the programme, students have an opportunity to theologically engage with the diverse experiences of faith in the world and the challenge of responding to this in mission and ministry.
98. OHC’s website claims that every class is carefully designed to help students grow in their knowledge of God, Christian character, and readiness for life in ministry. The emphasis on scripture and biblical languages is reflected in the compulsory modules for each undergraduate award and this is consistent with OHC’s view of the primacy of scripture for each of the areas identified in their claims for the programmes. It was evident from students’ comments that the quality of the teaching and the opportunity to learn biblical languages and explore the bible in considerable depth was appreciated by the students and a key factor in their choice to study at OHC. The students described their training as full and rich.
99. The Review team heard that only two members of the faculty had an Advance HE qualification. This is out of line with the sector.

## Recommendation 22

**We recommend that all faculty staff undertake an Advance HE qualification either to Associate Fellowship or Fellowship within the next two years and that new staff (as appropriate) are required to enrol for the Associate Fellowship Award in their first year at OHC.**

100. The programmes are well designed with a structure that builds on the previous year’s learning. In the first year of study, students establish a firm foundation in theological study and spiritual growth. The second year learning aims towards integration of the sub disciplines for example biblical theology, doctrine, ethics, mission and pastoral ministry and the final year aims towards the application of this integrated understanding for ministry. The students are given more module choice options as they progress through Levels 4 to 6. Those who want to continue with biblical languages have the opportunity to do so to a level not commonly offered in many institutions in the sector.

## **Commendation 7**

**We commend the teaching and learning on offer and the recent developments and changes to the programme to enhance the opportunities for reflective practice.**

### **D2 The TEI's taught programmes are appropriately resourced, developed and quality assured.**

101. The faculty staff and visiting lecturers are all suitably qualified in their field. It is evident from the academic profile of the faculty staff that history, doctrine and biblical studies are areas of specialism for a number of staff, and as such, there is more than one member of faculty with the same subject specialism in a number of cases. The staff are research active and are encouraged to attend conferences, publish and network with the wider academy. Likewise, we heard from visiting lecturers of their continued engagement with research through journals, networks and conferences.
102. The Review Team note that there are no faculty staff members with worship, liturgy, practical theology, or ecclesiology as primary specialisms. These subject areas are integrated into a range of modules across the curriculum. The Review Team encourage OHC to consider introducing modules in these areas given their significance for ministry. We are also aware of the gender imbalance within the team with only two female members of faculty and no female visiting lecturers. All other faculty staff are white men. The female faculty staff both commented positively on being in the faculty and the willingness of colleagues to listen to their experience but responded warmly to the suggestion of a female mentor being made available to them. They believed that there was a genuine desire to recruit more women to the faculty. Furthermore, they perceived an openness on gender regarding different theological positions and both commented on the respect and appreciation they received from students.

### **Recommendation 23**

**We recommend that the two female faculty staff are provided with a female mentor for support and personal development.**

### **Recommendation 24**

**We recommend that the leadership team consider making future faculty appointments to increase/broaden the specialisms of the faculty staff team and reduce overlap.**

### **Recommendation 25**

**We recommend that the leadership team continue to be intentional in their recruitment of female lecturers and consider inviting some women as visiting lecturers as well as providing more opportunities for women to give occasional lectures in modules in accordance with their specialisms.**

103. The staff/ student ratio (1:9) is high for the sector and in addition to the faculty staff OHC employs 8 visiting lecturers. The Review Team were impressed by the level of communication between OHC. We learned that visiting lecturers receive a weekly summary of matters from the faculty and were well briefed on academic processes and any relevant changes. They shared with the Review Team that they feel connected with the OHC community and valued their relationship with the college. Many of the visiting lecturers attend chapel and eat lunch in college on their teaching days. The Review Team heard from the group that they were aware of the necessary channels of communication for any student concerns and knew who to contact with any issues which impacted on their role. Overall, we found the visiting lecturers to be very positive about their role at OHC and well supported in it. They all had contracts, received payment, were part of the peer review process and were appropriately integrated into the life of the college.

### **Commendation 8**

**We commend the level of communication and support that OHC provides for its visiting lecturing staff.**

104. The Review team were impressed with the detailed information available for staff on the VLE Staff Hub. It is a well indexed and managed resource for lecturing staff, where they can find the following:
- Information related to the delivery of the academic programmes and processes
  - Information related to practical matters and daily operations
  - Information for Faculty staff concerning their specific responsibilities
  - Information for Visiting Lecturers about their specific responsibilities
105. Overall, we found evidence of outstanding academic administration and good communication between OHC and its visiting lecturers.
106. All Faculty staff have an annual appraisal with the Vice Principal. There is study leave for staff - details of which are in the staff contracts.
107. All teaching staff are nominally involved in a peer review process, which takes the form of tutor triplets for Faculty staff and visiting lecturers are reviewed by a member of Faculty.

### **Commendation 9**

**We commend the academic administration, processes and support provided by OHC to its faculty and visiting lecturers.**

108. OHC has a well-resourced library with a full-time librarian. It is open 24/7 and has over 55,000 items to support student learning. In response to the recent COVID pandemic it has increased its

electronic resources. The library provides study space, electronic search facilities and self-service issue and return.

109. The college has excellent teaching spaces that have recently been equipped with state-of-the-art AV equipment to facilitate and enhance remote access and enable hybrid teaching. There is a dedicated IT Officer to provide technical development and support. Students were very appreciative of the efforts made by the College during COVID 19 to support their learning and the developments made in hybrid teaching.

### **Recommendation 26**

**We recommend that OHC continues to develop ways to make full use of its excellent resources to grow its student numbers and develop its potential to serve the church in theological education and Christian formation.**

110. OHC has processes in place and offers support to students with disabilities and special educational needs. However, we heard from some students that they would appreciate someone to accompany them after receiving a diagnosis. They shared how they found it challenging to come to terms with what their diagnosis meant for them, and how to ensure that they received both the technical and pastoral support necessary to enable them to flourish in their studies (see **Recommendation 10**).
111. The VLE has an excellent 'study' section providing all the necessary information to support students in their studies. It is easy to navigate and comprehensive in its content.
112. The Review Team are satisfied that the College has an effective process for curriculum review. This is described fully in the ASE B document and includes: the Courses Evaluation committee which meets twice a year, the Academic Board, and the Assessment Board. The regular Faculty meeting also sets aside time for programme performance, including termly reviews by teaching staff and reflections on student and External Examiner feedback. They are required to prepare an Annual Monitoring Report for Middlesex University.
113. It is evident that OHC involves student representation in its review and development processes appropriately and effectively. The student representatives are members of both the Academic Board and the Courses Evaluation Committee. The Student Academic Representative is also a member of the Quality Enhancement and Compliance Committee. Student representatives are allocated a set of modules to keep a watching brief on during the semester and an extra feedback point has been added in Semester 1 to assess the implementation of the new Undergraduate Programmes.
114. The Review Team are satisfied that OHC's programmes are quality assured via Ministry Division and Middlesex University. The college has a good relationship with Middlesex described by the University Link Tutor as 'happy and solid'. We heard that OHC were diligent in addressing any programme changes. The University Link Tutor mentioned the following issues: lack of diversity

amongst the student body, mixed level teaching, student workload, number of modules and some confusion regarding formative assessments. She stressed that she was aware that the college was attempting to address diversity and that they had implemented some changes regarding student workload.

115. The Review Team note that there are a number of instances of mixed level teaching and although Middlesex University has approved this as part of its Quality Assurance process, in the teaching observed by a member of the team there was no discernible difference between UG and MA teaching in the class room. We have particular concern about mixed UG and MA teaching and encourage OHC to reconsider this practice as it could have a negative impact on the perceived quality of its MA.
116. Furthermore, the Review Team noted the inconsistency concerning formative assessments and encourage the Vice Principal to ensure that there is a clear rationale for formative assessments that makes their purpose clear to staff and students and there is consistency across modules to ensure that all modules have a formative assignment.

#### **Recommendation 27**

**We recommend that OHC ensures that there is a clear rationale for formative assignments and consistency across all modules.**

117. During the pandemic OHC moved from paper to online submission. They will maintain this practice and are exploring moving to Moodle as the platform for their VLE hosted by Common Awards.
118. It was noted from interviews and from PER submission documents that automated plagiarism checks are not in place for online assignments and the PER Team suggest that there might be a misplaced level of trust by failing to address this. The Review Team are encouraged by the exploration of transitioning to Moodle and urge OHC to adopt using Turnitin software to check for plagiarism as part of this development.

#### **Recommendation 28**

**We recommend that OHC as part of its proposed move to Moodle adopts plagiarism detection software - for example Turnitin.**

119. The Review Team are aware that the new Strategic Plan for OHC is under development but note that the Interim Strategy For The Enhancement of Learning Teaching and Assessment has been reviewed in 2022 and will be reviewed again when the Strategic Plan is finalised and published. The Review Team encourage OHC to consider the following in their next review of the LTA Strategy: the positioning of their portfolio of modules in the sector, its responsiveness to the challenging and changing landscape of contemporary mission and ministry in equipping ministers for life long ministry, building on the strength of staff expertise, monitoring module take up,

market research for MA module development, criteria for the removal of modules, and rationale for module development with reference to strategic criteria.

120. We are aware that the leadership is working on its strategy for the next 5 years and recommend that they outline a strategy for their programmes within this. The strategy should also include actions to increase the number of students enrolled on the PGDip and MA in Theology- this could include attracting alumni, leaders of local churches, CME, and developing modules which equip leaders for specific challenges. Furthermore, we advise OHC to reduce the number of modules it currently offers by removing modules that have not been taught for 3 years or over, combining modules where there is obvious duplication or overlap, and removing modules (as appropriate) that remain in the programme that were created by and taught by staff who are no longer at the College.

**D3 There is a good mix of teaching and learning styles and assessment methods, and students are engaged.**

121. All members of the Review Team observed some teaching. Overall, we were satisfied with the teaching and engagement of the students. In module evaluations 98% of modules scored 81% or higher for module approval.
122. One External Examiner reported ‘Oak Hill students are exceptional students. Their work regularly meets or exceeds the quality I’ve seen at other colleges and universities, including Oxford (where I also serve as an external examiner). To me this bespeaks not only the high standards of admissions, but also the care of the faculty, who take students in some cases from no knowledge of theology (as seen in, e.g., BDM1.1) to sophisticated dissertations on deep topics of the Christian faith. There is a real culture of excellence at Oak Hill that I never fail to be impressed by.’
123. Another commented ‘Across the modules I reviewed there is a good diversity of assessments, including presentations, reflective writing, essays and one exam. It is very important in practical theology subjects to include presentations and reflective work. The College is making particular progress in its use of reflective assessments (at least partly in response to my comments) and those responsible are to be commended for this.’
124. Feedback to students has also been affirmed by External Examiners who commented on the depth and quality of feedback as excellent.
125. It is notable that most students (88%) are graduates and young with 9 students over the age of 40. Hence there are few mature students returning to education after several years and relatively few with little prior education experience. As part of the increasing diversity agenda and in line with OHC’s vision the Review Team encourage the Leadership Team to consider widening access to their programmes to include those who have relatively little prior education experience.

## **Recommendation 29**

**We recommend that OHC explores introducing a Foundation Award to widen access to those with little education experience.**

126. However it was noted that students have raised concerns about mounting workload and the word count for assignments was described as ‘mad at some point and hardly reflective of the credits awarded.’ OHC is urged to monitor this.

### **D4 There is provision for students’ progression and development over the course of the learning programmes.**

127. We heard from the students that they found the programmes stretching and intense with a high level of contact hours. However, they commented positively about their learning experience and the structure of the programmes.

128. The Review Team are satisfied that the module portfolio enables students to meet their learning outcomes. As stated in 100, the number of elective modules increases as students progress from 20 credits at Level 4 to 60 credits at Level 6. However, the Review Team noted that the module in Christian Leadership and the Short Dissertation/Project were not compulsory for ordinands. We consider that the Christian Leadership module is essential for ordinands’ ministerial formation and recommend it becomes compulsory for that pathway. It is also the case that although we consider that the programme allows the students to develop their study skills, and critical thinking, we note that for those on the BA programme the dissertation/short project is optional. This limits the opportunity for students to develop their research skills and pursue a topic/issue of particular interest.

## **Recommendation 30**

**We recommend that for Ordinands the Short Dissertation/Project and Christian Leadership become compulsory modules.**

### **D5 Students are helped to integrate their academic learning and ministerial development.**

129. The Review team were encouraged to read of OHC’s recent programme developments to increase the integration of learning into their ministerial development. This was recorded on their recent ASE A Report which notes how OHC has increased the amount of reflective assessment and the value it places on experiential learning. We encourage the programme to take this further and consider developing a module on Introduction to Theological Reflection and Practical Theology.

## **Commendation 10**

**We commend OHC for its recent developments in reflective practice and its study skills support with the introduction of a session on theological/self-reflection.**

130. There are several modules in the programme that explicitly integrate different disciplines and an External Examiner has praised one module in particular as ‘a highly creative module which is at the forefront of the kind of integration of personal development and theoretical learning that is vital on a course of this nature.’
131. The introduction of a new placement scheme has also facilitated the development of reflective practice requiring students to write a reflective diary throughout the year. In Year 1, they are encouraged to explore their own approach to theological reflection and in year 2 to evaluate the models of leadership and teamwork they observe in their placement church.
132. The Review Team commend the processes for oversight, and assessment of placements set out in the Placement Handbook and the use of the placement experience in a number of modules.
133. The Review team note that students have commented positively on the recent developments in the Programme Evaluation, especially on the way in which the programme has contributed to their personal development and preparation for ministry.

**The review team has Confidence with Qualifications with regard to Criterion D: Teaching and Learning.**

## Section E: Ministerial Formation

### **E1 The TEI's programme of ministerial formation enables students to grow into the ministerial qualities and competencies sought by the sponsoring church.**

134. There is an emphasis in the programme content on scripture and this is presented as the rationale for OHC's community life, learning programme and practice of hospitality. In the introduction to The Graduate Profile, it is stated that the College's desire is to help students become God's best possible gift to his church – whatever form of ministry they hope to enter. The Graduate Profile is a detailed document that sets out the kinds of attributes that are important in the key areas of Core Knowledge & Skills, Competencies and Character. Each area has 10 or 11 attributes all supported by verses from scripture. In the recent ASE Section A they state 'the first run of the new undergraduate programmes provided a helpful opportunity fully to embed the Graduate Profile through admissions, College-based activity and placement learning'. Our conversation with ordinands confirmed that they found this a useful framework for development in the core competencies for ministry. It enabled them to be stretched but was also a source of encouragement in their formation for ministry.
135. The past students and ordinands we interacted with on our visit were very clear and eloquent about their Anglican identity. In addition, the comments from stakeholders were almost entirely positive and indeed frequently very complimentary. There was some concern expressed primarily by bishops and DDOs, that Oak Hill students on occasion struggle to relate well to peers of a more liberal and inclusive perspective. We do, however, recognise that on occasion the Oak Hill students were subjected to the preconceptions of others and often exuded more grace than they received.
136. The college operates a robust and challenging Student Placements scheme which seeks to offer significant parish experience over two Weekly Church Placements each stretching over an academic year. These placements are highly structured with clear learning outcomes and assessment. They also contribute to assessments in reflective practice in a number of modules. Both the student and the supervisor for the placement regularly reflect and feedback on the student's progress. They enable students to observe, evaluate and/or participate in ministry activities under the supervision of the minister or other mission leader. Students set individual goals and gauge growth by reflecting critically on their experiences. Students also receive critical appraisal of their own participation from their placement supervisor. It was clear from our interaction with both students and supervisors that these placements are highly valued, formative and well managed.
137. In addition, Ordinands, for whom BAPs make such a recommendation, undertake a Ministry/Mission Experience Placement to be done in a setting outside of the student's usual experience. Again, this is a significant piece of work designed to broaden the experience of the

student. However, the Review Team consider that this should be undertaken by all ordinands as part of their growing awareness of the breadth of the Church of England.

### **Recommendation 31**

**We recommend that OHC ensures that all Anglican ordinand students regardless of whether it is a BAP recommendation are being sufficiently pushed beyond their ‘comfort zones’ in training and undertake a placement experience in a setting outside their preferred tradition and setting, in order to prepare effectively for ministry in the wider context of the Church of England.**

#### **E2 Students have a desire and growing ability to share in mission, evangelism and discipleship.**

138. There is a strong emphasis within Oak Hill upon the word of God and its effective transmission to others. This permeates everything the students do, including worship and biblical studies. The website states under Our Life Together that ‘reaching out to others to care for them, learn from them and share Christ with them is the heart of ministry’. Furthermore, the academic programmes offer modules on mission and evangelism at each level. These include: 3 modules in Cross Cultural Mission, Evangelism and Apologetics, Evangelical Public Theology for Mission.
139. As part of the Ministry and Mission placement the students are required to reflect on a number of questions regarding Evangelism and Discipleship within the particular context in which they are placed. They also have the opportunity to focus on cross-cultural mission through the availability of two month-long overseas placements under the oversight of the Director of Global Mission, which provides them with an opportunity to engage in research as part of the module: Cross-Cultural Mission Placement.
140. The Review Team are satisfied that through module teaching and placement experiences students have a good foundation in mission and evangelism. However, as noted by OHC in their SWOT analysis ‘Although we believe that our teaching on mission is strong, there is often a gap between this and students’ actual missional engagement’. This in part is due to the varied placement experience of the students and the dependency on placements for growing the students’ experience of mission and evangelism. Therefore, the Review Team encourage OHC to ensure that it introduces more opportunities for students to engage in mission.
141. The students we encountered both in conversation and in class were highly articulate and theologically literate. However, the Review Team note that there is nothing explicit in the programme or documentation concerning nurturing others in their discipleship. We acknowledge that the formation of Christian character is the focus of the Graduate Profile but conclude that this is about personal development and self-evaluation rather than developing others. We also recognise the attention given to nurturing others within the pastoral care and ministry modules, but those too are not focused on enabling others to grow in faith and discipleship. Therefore, we believe it is important for OHC to introduce into their formational and/or academic programme an

opportunity for students to learn about and experience nurturing others in their discipleship and vocation. This may take the form of peer learning and reflection and the introduction of teaching on Christian Formation, Vocation and Discipleship.

142. The Review Team note that the compulsory module Introduction to Christian Ethics and modules in Cross Cultural Mission enable students to engage with the Common Good and reflect on different cultures and the challenges they present for ministry and mission. Furthermore, placements, in particular those in different chaplaincy settings, enrich students' understanding of ministering in secular contexts. However, we believe it is important that students are encouraged to engage more proactively with the world in which they will be ministering.

### **Recommendation 32**

**We recommend that OHC ensures that there are opportunities for all students to engage in the practice of mission and evangelism.**

### **Recommendation 33**

**We recommend that OHC provides into their programme opportunities for students to learn and engage in nurturing others in discipleship and vocation.**

#### **E3 Pioneer ministry training - not applicable**

143. OHC does not formally offer training for pioneer ministries.

#### **E4 Students are growing in personal spirituality and engagement with public worship.**

144. The College is to be commended on its engagement with preparing students in preparing and leading worship. In particular, the placing of the Chapel services within a daily pattern of work, prayer, and study which moves 'from theology to doxology and then into hospitality' encourages a creative reflective interaction between these differing aspects of the Christian life.
145. There is an attractive and accessible chapel handbook which is an exemplar of its genre. The pattern of worship provision is well structured and comprehensive with an emphasis on helping students to prepare for leading Anglican worship. At its heart is the Daily Office with regular opportunities for student participation in reading, preaching and leadership. The weekly pattern set out for the semester ensures that ordinands are well versed in the use of Common Worship and BCP (in the traditional form). This includes attending/participating in a Holy Communion service every Friday. The college pattern of worship is supplemented by attendance at placement churches/contexts and the diversity of corporate worship on offer there.
146. Preparation for worship leadership is also taught through the Anglican Ministry module (MP2.3). This seeks to 'equip students with principles for planning, leading and reflectively critiquing corporate worship in an Anglican church setting' and provides valuable opportunity for reflection and critique.

147. The Review Team are satisfied that ordinands are well schooled in the liturgies for corporate worship in the Church of England and are enabled to meet the expectations of leading acts of corporate worship.
148. Following on from the recommendation in the last report that greater use might be made of experimental liturgies to enhance the breadth and variety of worship the college has clearly taken this seriously. The College has sought to ensure that appropriate space is allowed for contemplation and meditation within services (for example, incorporating periods of quiet both before and at the end of worship to encourage a reflective, prayerful response). In particular, the Wednesday worship 'slot' is a space where students are encouraged to be creative.
149. Feedback and evaluation of the creation and leading of worship by students, is primarily based on self-evaluation within the Fellowship groups. The Review Team recommend that this is strengthened by external feedback from peers and staff to enhance this important learning opportunity and develop the skill of giving constructive feedback (see **Recommendation 14**).
150. The PER of 2016 recommended that the projector screen be relocated to enhance the visual effect of the holy space. This has now been achieved and the college recognises and celebrates the obvious enhancement of the visual and aural space.
151. In relation to personal spirituality and discipline the 2016 PER also recommended that staff might be more proactive in helping students to access spiritual direction. This is being addressed by both the college chaplains and students but the Review team heard that not every ordinand takes up this opportunity and we encourage OHC to make this compulsory for ordinands.

#### **Commendation 11**

**The Review Team commend OHC on the care and sensitivity and the high degree of 'professionalism' in the worship they experienced on their visit.**

#### **Recommendation 34**

**We recommend that each ordinand has a spiritual director or soul-friend during their time at OHC.**

#### **E5 Students' personality, character and relationships.**

152. Stakeholders spoke frequently about the high calibre of Oak Hill students and their readiness for ministry. They are described by one bishop as 'earnest, hard-working, courteous and respectful'. Another commented on their high level of emotional intelligence and their professionalism. We certainly experienced these characteristics during our short stay at the college.
153. Students described their experience of training at OHC as intense, with a fast rhythm and that they found the workload stretching. They valued the chapel service in the middle of the day to slow things down. Some commented that the high level of teaching hours helped some and not others. They also commented positively about their discussions on resilience and busyness and reflected

on the tension between valuing being able to explore things deeply in class and time for formation and space.

154. In class the Review Team witnessed students as engaged, eager to learn and making thoughtful contributions.
155. The Graduate Profile used by Oak Hill is an excellent tool for self-reflection and evaluation. We commend it. It ensures a systematic and consistent monitoring of the personal development of the students, calibrated against biblically attested Christian attributes. The scriptural referencing and grounding of each attribute within the Personal Development Plan enables the student to read further and deepen their knowledge of scripture and how the Word might impact on our lives as Christians. Hence, it models theological reflection and what it means to grow in Christian character. Students commented on how it enabled them to identify challenging personal goals which were discussed and monitored with their tutor. They described it as both stretching and encouraging and as a framework which was laid upon their academic programme. Nonetheless, given the safeguarding context in which modern ministry necessarily operates, and in the wake of the 31:8 report, we make the recommendation below for its further improvement.

#### **Commendation 12**

**We commend the Graduate Profile used by OHC as excellent tool for self-reflection and evaluation.**

#### **Recommendation 35**

**We recommend that the college consider making a heart for safeguarding one of its Graduate Profile Attributes under effective church leadership.**

156. The students described the process of report writing which involved their personal review of their progress and formation, discussion with their tutor, agreement on comments in the report, before the report goes to the President for final comment.
157. Some DDOs spoke of a lack of critical rigour in the reports on ordinands for the dioceses and the fact that some issues were not always highlighted in the final reports. The Review Team encourage the Faculty Staff to review their report writing in the light of these comments and to consider ways in which they can benefit from good practice in this important aspect of their role.
158. We experienced a very positive staff and student community. However, we encountered a few instances of students struggling and not feeling able to express how they felt in community. The Review Team encourage OHC leadership team to reflect on the place of confession and lament in the life of the community and how students are being equipped to deal with their struggles both spiritually, personally and pastorally.

## Recommendation 36

**We recommend that increased attention is given to the consideration of lament, confession and dealing with struggles, failure and disappointment in ministry in the life of the OHC community.**

159. With regard to professional boundaries and training for Safeguarding in ministry the college paperwork makes it clear that all full-time and part-time students are required to complete the Church of England's Foundation module prior to arrival at the College and to submit a certificate of completion to the Academic Office as part of the Enrolment process. During their final year, students are also required to complete four additional units covering Leadership, Safer Recruitment, Domestic Abuse and 'Spiritual' Abuse.

### **E6 Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community.**

160. The Graduate Profile document, and especially the Effective Church Leadership section, lays out in detail the college's expectations of its students training for ministry. This is a very detailed and creative tool for which the college should be commended.

161. The Anglican Ministry module (MP2.3) also seeks to lay the foundations for 'leadership competencies, wisdom and godliness for Anglican church settings'. Furthermore, the Advanced Christian Leadership module develops the students' understanding and reflection on appropriate leadership styles for ministry. This is not a compulsory module and we recommend it becomes so (see **Recommendation 31**).

162. The Review Team received comments from some of the episcopal and other diocesan stakeholders expressing concerns about the ability of some Oak Hill students to relate well to colleagues of a different and more liberal tradition and they reference an 'angularity' in some of those relationships. Set against that, those who have trained at Oak Hill, both recently and some time ago, felt that students emerged from the college well able to integrate and collaborate.

163. There is also some current episcopal concern expressed around leadership in the evangelical church tradition in the light of the 31:8 report into Jonathan Fletcher and Emmanuel Church Wimbledon. This is not relevant only to this institution, but it is something that the college is alert to and the Review Team were confident in the way this was being addressed in leavers receiving additional training in leadership, safe recruiting, spiritual abuse and domestic abuse (see E5).

164. The Review Team commend OHC for the implementation of the Diversity Forum and its engagement with the LLF materials. This provides students with an opportunity to listen, receive from and ask questions of others who they may perceive as different from themselves.

**E7 Students' sense of calling to ministry within the sponsoring church is growing, realistic and informed.**

165. As mentioned earlier the ordinands and graduates we met had a strong sense of Anglican identity and of their place within the modern Church of England. We met placement supervisors from a wide range of church contexts and they all spoke highly of the ability of their placement students to inhabit the context.
166. Diversity is an issue for the college both in terms of gender and ethnicity. Both women and students from ethnic minorities are underrepresented in the student body and the college staff. This is a matter of concern for both the PER team and for the college. Currently there is one woman training for ordained Anglican ministry at Oak Hill. The students we discussed this with, felt that the college was on a journey in this area and was trying hard to make the institution more attractive for female candidates and staff. The Review Team were left in no doubt that OHC takes this matter seriously and continues to make efforts to address it (see **Section A** and **Recommendations 2 & 6**).
167. Following on from the previous PER report, the Review Team are confident that The Five Guiding Principles hold an appropriate place in the curriculum in the Anglican Ministry modules for ordinands.
168. DDOs and IME2 officers commented that they experienced OHC curates as being sincere and genuine in their engagement across traditions, with 80-90% being affable, intentionally wanting mutuality and self-aware in their relationships with others.
169. It was stressed by several interviewees that Oak Hill students were Anglicans by conviction. Training alongside questioning Free Church peers meant that they needed and were able to be robust in their understanding of what it meant to be an Anglican and why they had made that choice. We heard from DDOs that OHC ordinands were serious about Anglicanism and its history and what it meant to be an Anglican. It was evident that this was integrated into their sense of vocation.

**E8 The TEI has sound procedures for the interim and end-of-training assessment of students' knowledge, skills and dispositions, reporting on their achievement and identifying further learning needs for the next stages of training and ministry.**

170. There is written evidence that the student tracking processes are detailed and effective. The use of the Personal Development Plan and the Graduate Profile are key tools in helping the student and the staff track an individual's progress through college across a range of skills and attributes. Furthermore, development needs identified on the BAP Report are fed into the selection of placements and the personal goals to be achieved.
171. A key context for the development of ministerial skills is placements. These are assessed through a reflective portfolio which includes the supervisor's report and the student's response. The

placements also include a range of opportunities for supervisor's to offer feedback on sermons/talks and the leading of a Bible Study.

172. The undergraduate programmes include at least one compulsory module on Pastoral Ministry and two for BA students. In the ASE Section A OHC note 'the ongoing use of counselling triads in Pastoral Ministry modules to help students reflect on their own strengths and weaknesses and gain valuable experience in an activity that, for many, will be central to their ministry'. In recent years OHC has increased the range of modules which involve theological reflection on practice which has been commended by External Examiners.
173. Overall, the Review Team are satisfied that the level of integration of theology and ministerial practice within the assessed taught programmes enables the College to assess their students' knowledge, skills and dispositions in key areas and identify development needs beyond IME1.
174. Students, placement supervisors, and staff all spoke of a creative learning environment that was rigorous and self-reflective. In addition DDOs and IME2 officers described Oak Hill curates as 'wanting to do more theological study' and commented on a positive shift towards character and leadership formation.
175. There was consensus from all the key stakeholders that Oak Hill students emerged confident and articulate in the faith. This was witnessed during our visit to the college.

**The review team has Confidence with regard to Criterion E: Ministerial Formation.**

## Conclusion

**The review team has Confidence with Qualifications in Oak Hill College in preparing students for Ordained Ministry in the Church of England.**

## Summary of Commendations

### **Commendation 1**

The Review Team commends OHC for its learning outreach and access initiatives and encourages the College to develop and market these in ways which will increase diversity and encourage those from non-traditional educational backgrounds to study at OHC.

### **Commendation 2**

The Review Team commend OHC for the placement experiences it currently offers students.

### **Commendation 3**

The Review Team commend OHC for the level of student representation, and opportunities for feedback.

### **Commendation 4**

We commend OHC for the quality of their AV provision and teaching spaces.

### **Commendation 5**

The Review Team commend OHC for the quality of the Chapel Handbook.

### **Commendation 6**

We commend OHC on the inclusion of two students on Council and for their active contribution, to which Council has responded positively and which has clearly made a difference to OHC in certain areas.

### **Commendation 7**

We commend the teaching and learning on offer and the recent developments and changes to the programme to enhance the opportunities for reflective practice.

### **Commendation 8**

We commend the level of communication and support that OHC provides for its visiting lecturing staff.

### **Commendation 9**

We commend the academic administration, processes and support provided by OHC to its faculty and visiting lecturers.

### **Commendation 10**

We commend OHC for its recent developments in reflective practice and its study skills support with the introduction of a session on theological/self-reflection.

**Commendation 11**

The Review Team commend OHC on the care and sensitivity and the high degree of ‘professionalism’ in the worship they experienced on their visit.

**Commendation 12**

We commend the Graduate Profile used by OHC as an excellent tool for self-reflection and evaluation.

## Summary of Recommendations

### **Recommendation 1**

We recommend that OHC produces a document outlining its formational aims for its website.

### **Recommendation 2**

We recommend that OHC continues to further its attempts to increase its diversity profile and implements a detailed action plan to address this weakness.

### **Recommendation 3**

We recommend that OHC continues in dialogue with the church's Ministry Development Team with a view to a mutually acceptable decision on Common Awards adoption in time for implementation by September 2024.

### **Recommendation 4**

We recommend that OHC hosts a number of events providing opportunities for them to showcase their vision and formational aims. This could include students sharing their experience of Oak Hill and some receiving incumbents etc.

### **Recommendation 5**

We recommend that OHC enhances its website further to include video footage of students sharing their experience, a message from the President and other helpful material to positively inform its profile in the TEI Sector.

### **Recommendation 6**

We recommend that OHC reviews its marketing strategy and engages some external expertise/consultancy to address the lack of diversity in its student body.

### **Recommendation 7**

We recommend that OHC establish links with other TEIs in the region to reflect on good practice and to better inform their decision regarding Common Awards.

### **Recommendation 8**

We recommend that OHC seek ways of establishing and developing more relationships with churches and organisations (including more diverse chaplaincy contexts) and other faith communities that will enable its students to experience more fully the diversity easily available to it.

### **Recommendation 9**

We recommend that OHC ensures that spouses are confident and knowledgeable concerning safeguarding procedures and that they operate in accordance with this on site.

### **Recommendation 10**

We recommend that OHC institutes a lead member of staff to oversee the support of students with disabilities. This member of staff is to be fully aware of the appropriate support (pastoral, educational and technical) and recommended reasonable adjustments for each student's needs. They will act as an advocate for these students and brief faculty staff on each student's RRA. We advise any training on these matters takes place for both this member of staff and the faculty team.

### **Recommendation 11**

We recommend that the Safeguarding and Policy Procedures are updated to include the October 2017 practice guidance.

### **Recommendation 12**

We recommend that OHC review its pastoral oversight and sets a minimum of three one to one tutorials for each student per semester.

### **Recommendation 13**

We recommend that OHC continues to develop the range of resources and opportunities to experience and explore different spiritualities and different modes of praying as part of increasing its diversity of worship and prayer.

### **Recommendation 14**

We recommend that OHC implement a feedback proforma for the evaluation and feedback of preaching and leading worship in College Chapel. This should be included in the Chapel Handbook and there should be a formal process for feedback involving a conversation between the student and their tutor.

### **Recommendation 15**

We recommend that the purpose of the Fellowship Groups is reviewed and clearly defined; and that the tutor's role and their participation in the Fellowship Group is clearly bounded and ground rules are put in place with respect to confidentiality and expectations on disclosure of personal information in the group for both the tutor and students.

### **Recommendation 16**

We recommend that OHC considers how to provide confidential pastoral support outside of faculty staff and the reporting system and maybe considers employing a part time assistant chaplain for this purpose.

### **Recommendation 17**

We recommend that OHC introduce a new post of Deputy to the Vice Principal for Faculty to share both line management and academic responsibilities. The Deputy could have a specific role, such as Director of Postgraduate (or Undergraduate) Studies, or be a full Deputy. In either case, line management responsibilities should be split between the two posts.

### **Recommendation 18**

We recommend that OHC recruit at least one Council member who is a senior representative of one of the sending denominations.

### **Recommendation 19**

We recommend OHC continue to seek greater gender equality on Council as a matter of urgency, and also to address other aspects of diversity, such as ethnic background and disability.

### **Recommendation 20**

We recommend OHC recruit a member of Council with housing management expertise.

### **Recommendation 21**

We recommend that OHC review its risk reporting and draw up a key risks register (either in addition to or in place of its current register) to enable a sharp focus on its few really key risks, and the mitigating actions identified to address them.

### **Recommendation 22**

We recommend that all faculty staff undertake an Advance HE qualification either to Associate Fellowship or Fellowship within the next two years and that new staff (as appropriate) are required to enrol for the Associate Fellowship Award in their first year at OHC.

### **Recommendation 23**

We recommend that the two female faculty staff are provided with a female mentor for support and personal development.

### **Recommendation 24**

We recommend that the leadership team consider making future faculty appointments to increase/broaden the specialisms of the faculty staff team and reduce overlap.

### **Recommendation 25**

We recommend that the leadership team continue to be intentional in their recruitment of female lecturers and consider inviting some women as visiting lecturers as well as providing more opportunities for women to give occasional lectures in modules in accordance with their specialisms.

### **Recommendation 26**

We recommend that OHC continues to develop ways to make full use of its excellent resources to grow its student numbers and develop its potential to serve the church in theological education and Christian formation.

### **Recommendation 27**

We recommend that OHC ensures that there is a clear rationale for formative assignments and consistency across all modules.

### **Recommendation 28**

We recommend that OHC as part of its proposed move to Moodle adopts plagiarism detection software - for example Turnitin.

### **Recommendation 29**

We recommend that OHC explores introducing a Foundation Award to widen access to those with little education experience.

### **Recommendation 30**

We recommend that for Ordinands the Short Dissertation/Project and Christian Leadership become compulsory modules.

### **Recommendation 31**

We recommend that OHC ensures that all Anglican ordinand students regardless of whether it is a BAP recommendation are being sufficiently pushed beyond their 'comfort zones' in training and undertake a placement experience in a setting outside their preferred tradition and setting, in order to prepare effectively for ministry in the wider context of the Church of England.

### **Recommendation 32**

We recommend that OHC ensures that there are opportunities for all students to engage in the practice of mission and evangelism.

### **Recommendation 33**

We recommend that OHC provides into their programme opportunities for students to learn and engage in nurturing others in discipleship and vocation.

### **Recommendation 34**

We recommend that each ordinand has a spiritual director or soul-friend during their time at OHC.

**Recommendation 35**

We recommend that the college consider making a heart for safeguarding one of its Graduate Profile Attributes under effective church leadership.

**Recommendation 36**

We recommend that increased attention is given to the consideration of lament, confession and dealing with struggles, failure and disappointment in ministry in the life of the OHC community.