

1. Provider context

1.1. Regents Theological College was founded in 1925 by the Elim Pentecostal Church with the aim of training ministers to serve in the church through ministry and mission. Today, that focus has widened considerably, and whilst many students still enter the Elim ministry or a connected church-based activity, others go on to a wide range of careers following graduation. Such careers include healthcare, public service, business and third sector charitable work.

1.2. The College offers an undergraduate degree in Applied Theology with three tracks in Theology, Youth Ministry and Church Leadership, and an undergraduate degree in Applied Theology and Performing Arts. In 2022-23, there were 104 students registered on these programmes including 62 full-time students on the undergraduate Applied Theology courses and 13 students on the Applied Theology and Performing Arts course. Regents also offer postgraduate programmes.¹ Since 2011, the College has been validated by the University of Chester.

1.3. The programmes are delivered in person in five-week blocks of six modules per year to full-time campus-based and context-based students. Part-time context-based students study three modules over 10 weeks per year. Context-based students are those individuals who live and work in their home context and come to campus for a week during each module for in-person lectures. Modules are completed consecutively rather than simultaneously (i.e., one at a time). Each module typically consists of a focused face-to-face lecture week, and other learning activities, such as seminars, workshops and tutorials delivered either face-to-face or online (depending on whether the student is studying campus- or context-based). In addition, campus-based students are offered some modules that run on a weekly basis to enhance the residential learning experience, and both campus- and context-based students are offered specific placement modules to help maximise learning in their ministry environment. Placement-based learning forms a significant element of students' progression through their course.

1.4 Our mission is to prepare women and men for ministry within the Elim Pentecostal Church movement and elsewhere and to assist students in focussing on, and preparing for, their chosen career. As such, the College draws its students from a wide range of backgrounds. For example, analysis of College data for the years between 2017 and 2021 shows that the ratio of female to male students is 49% to 51%. More than half of our undergraduates live in POLAR Q1 to Q3, with more than 37% coming from Q1 and Q2. One-quarter of our undergraduates identify as non-White. Two-thirds of our undergraduates are mature students, and students who report disabilities make up on average 18% of the student body. Our most recent September 2022 undergraduate student intake indicates that the vast majority access the student loans system (92%), and most students qualify for a maintenance loan (94%).

1.5. As a Christian Pentecostal confessional College which seeks to resource the Church for ministry and mission, Regents' philosophy of education is characterised by a threefold focus: (1) "heads," (2) "hands" and (3) "hearts".² First, all programmes offered at Regents seek to develop the students' intellectual skills (heads) with an emphasis on increasing their theological knowledge and understanding, enhancing their cognitive skills, and providing an environment which helps them to become independent and interdependent life-long learners. Second, the education offered aims to develop the students' professional skills (hands) with an emphasis on applying theological learning in an informed manner to specific contexts, such as, church leadership, youth ministry, education, chaplaincy and the creative arts. Students are also encouraged to actively participate in placements and become reflective practitioners. Third, as well as providing intellectual and professional training, the programmes aim to facilitate the personal formation (hearts) of the students. Through theological learning, students' perspectives and views are broadened, which will

¹ Currently, there are 49 students on the MA in Applied Theology programme.

² Regents Theological College (RTC) website

help them increasingly to engage ethically and empathetically with the world around them. Students are also constantly encouraged to reflect on the implications of their theological studies on their own character and spiritual formation.

2. Student experience

SE1. Teaching, feedback, and assessment practices

2.1.1. The College regularly receives strong agreement from students through surveys that teaching is of an outstanding quality. The past three years of the NSS aggregate results indicates a 95% average agreement on teaching quality.³ Furthermore, students who responded to the NSS 2022 optional bank of questions agreed that 'The range and balance of approaches to teaching has helped me to learn' (88%) and 'My learning has benefited from modules that are informed by current research' (88%). Furthermore, 94% of graduates agreed that 'Practical activities on my course have helped me to learn'.⁴

2.1.2. The College employs 10 full-time lecturers and 13 part-time or adjunct lecturers: seven with doctorates and 12 with master's degrees. of our teaching staff are working towards doctorate degrees. Within the past four years, our faculty have collectively published 10 monographs, 20 journal articles and numerous other publications. In all, the majority of the College staff have 10 or more years' experience working in higher education. We also employ two Teaching Research Assistants (TRA) who have been drawn from our top graduates who progressed into postgraduate studies. TRAs provide teaching input that allows for a greater diversity of voices, models a learning and teaching community and encourages students to consider further postgraduate study. Our TRA scheme demonstrates the Regents' ethos of 'heads' and 'hands'.

2.1.3. The College engages with a range of regular and systematic student feedback processes, and these confirm the student perception that the quality of teaching and learning opportunities is high. Our validating university sends out a partnership survey to students at the end of every spring. That, coupled with our NSS results and end-of-module evaluations, indicate students agree that the teaching and learning experience is strong. Some of the comments received in the most recent results are: 'Faculty are well-prepared, and the lectures are enjoyable and engaging.' 'Teaching has been to a fantastically high standard.'⁵ 'The lecturer's teaching style and passion made it easy to engage with. The guest speakers gave added depth to the lessons.' 'Staff are generally passionate and engaged in the topics they are teaching and take a real interest in individual questions which help students to think and engage for themselves.' 'Well taught lecture weeks. Very stimulating and thought provoking. More often than not, very engaging and interactive. I very often come home feeling inspired and enthused.'⁶

2.1.4. At the end of every module, students complete a module evaluation, which includes a series of questions using a Likert 5-point scale and several open-ended questions. Students are asked to what extent they agree that lecturers are well prepared and communicate clearly, the clarity of the purpose and overall content of the module, the clarity of assessments and how they assessed students' learning, and the design of the module to encourage further study, among other questions. In 2021-22, the average aggregate score across all modules was 4.3 or greater, indicating that students agreed or strongly agreed with these statements.

2.1.5. The quality of the College's teaching team and assessment and feedback practices has been

³ NSS three-year average 2020-2022 for teaching providers - experimental statistics indicate a total of 87 responses for an 82% response rate (rr).

⁴ Optional NSS questions 2022, 17 students responded (55% rr)

⁵ Partner Student Experience Survey, University of Chester, 2022, 27 responses (15% rr)

⁶ NSS free text comments, 2022

recognised by external examiners. In the most recent reports⁷, one external examiner commented: 'There are many varied aspects of excellent practice and innovation to be celebrated in respect of the student experience.' 'The quality and depth of feedback comments continues to be outstanding, representing excellent practice.' 'Innovative forms of student assessment were also in evidence. ...I continue to identify excellent practice in relation to a number of modules that used live assessments (role plays, oral presentations, preaches).' Another examiner observed, 'I am very impressed by the level of teaching and assessment.' And a third examiner commented: 'The feedback is always excellent. It is supportive and signals to individual students ways they can improve whilst also raising questions and challenging students to examine ideas further where necessary.' There were also comments related to pastoral care: 'There were offers by several markers to meet in person with students who received failing marks. This pastoral concern for students within the college was expressed in a wider context across other modules: Even in regard to papers awarded very low marks, there was often something positive or encouraging that the marker had found to say amidst the developmental feedback. Marking in placement-based modules continues to evidence this pastoral concern, especially in so far as they interact with supervisor reports.' This pastoral concern represents both the 'heads' and 'hearts' elements of Regents' ethos.

SE2. Course content and delivery

2.2.1. Based on free-text comments from the NSS 2022 survey, the College knows that students are positive about the course content and its capacity to enhance their knowledge and skills. One student commented: 'I have learned how to research and find information and developed confidence in being able to look at things critically.' Another student commented: 'Regents has definitely given great opportunities particularly in focussed lecture weeks to explore big topics, to go in-depth as possible and to have good opportunities for discussion with both the lecturer and other students in the room. This has been particularly positive because it has given so many opportunities for growth in learning and understanding.' Another comment was: 'I have loved the last 3 years; I have grown [and] challenged myself and the course has provided a safe place for me to further my knowledge.' Out of 17 responses, 88% of students agreed that "The range and balance of approaches to teaching has helped me to learn" and "The delivery of my course has been stimulating." And 94% indicated that "Practical activities on my course have helped me to learn."⁸ These results are several percentage points better than responses from the 2021 survey.⁹ There have been fluctuations in agreement among students over the past four years—with the student population gradually decreasing over time and response rates also shifting up and down (see table and notes below).

⁷ 2021-22 External Examiner reports, Regents Theological College

⁸ Optional NSS questions, 2022, 17 respondents (55% rr)

⁹ Optional NSS questions, 2021, 25 respondents (74% rr)

| Percentage of students who agree | | | | |
|---|--------------------|--------------------|--------------------|--------------------|
| NSS Optional Bank of Questions | 2022 ¹⁰ | 2021 ¹¹ | 2020 ¹² | 2019 ¹³ |
| Course Delivery | 84.71 | 84 | 80 | 89.23 |
| Learning materials made available on my course have enhanced my learning. | 64.71 | 72 | 72.22 | 84.62 |
| The range and balance of approaches to teaching has helped me to learn. | 88.24 | 92 | 77.78 | 76.92 |
| The delivery of my course has been stimulating. | 88.24 | 84 | 88.89 | 92.31 |
| My learning has benefited from modules that are informed by current research. | 88.24 | 92 | 88.89 | 100 |
| Practical activities on my course have helped me to learn. | 94.12 | 80 | 72.22 | 92.31 |

Because Regents has a small cohort of students each year, a difference of a few students can make the percentages look significant. When we consider the data on course delivery, there are areas for improvement but also reasons why we think the levels of agreement are what they are. During the pandemic, students found accessing the learning materials challenging, and in response, teaching staff have increased the number of materials available through Perlego; time will tell if this move resolves the students' issues. The range and balance of approaches to teaching has improved due to staff team teaching across a module to take advantage of lecturer strengths and knowledge; to peer reviews that are structured to give and receive feedback on delivery of content; and to joint planning of modules to ensure consistent quality of delivery among teaching staff. Those staff who have completed fellowships of Advanced HE (see SE4) can feed into the teaching and delivery of content amongst all staff. Finally, a greater variety of assessments have been introduced to include more practical activities to support students' learning.

2.2.2. Placements are a requirement of students on the church leadership track and youth track. They are optional for students on the theology track and not required for students on the performing arts programme. Students take the initiative to apply for a placement. Based on the 2022 optional NSS questions for work placements, 100% of respondents agreed that the taught part of their course was good preparation for their placement. Almost 94% agreed that their placements were valuable in helping their learning; 87.5% agreed they received sufficient support and advice from Regents about the organisation of their placements, and almost 94% agreed that their placement helped them to develop their general life skills.¹⁴ The percentage of students who agreed on the placements questions increased by more than 10 points over against 2021¹⁵ and is up substantially from 2019 (see table below).

¹⁰ Optional NSS questions, 2022, 17 respondents (55% rr)

¹¹ Optional NSS questions, 2021, 25 respondents (74% rr)

¹² Optional NSS questions, 2020, 18 respondents (44% rr)

¹³ Optional NSS questions, 2019, 13 respondents (52% rr)

¹⁴ Optional NSS questions, 2022, 16 respondents (52% rr)

¹⁵ Optional NSS questions, 2021, 23 respondents (68% rr)

| Percentage of Students Who Agree | | | | |
|---|--------------------|--------------------|---------------------|--------------------|
| NSS Optional Bank of Questions | 2022 ¹⁶ | 2021 ¹⁷ | 2020* ¹⁸ | 2019 ¹⁹ |
| Work Placements | 91.25 | 80.87 | | 74.55 |
| I received sufficient support and advice from my institution about the organisation of my placements. | 87.5 | 86.96 | | 72.73 |
| My placements were valuable in helping my learning. | 93.75 | 73.91 | | 90.91 |
| My placements have helped me to develop my skills in relation to my course. | 81.25 | 82.61 | | 90.91 |
| My placements have helped me to develop my general life skills. | 93.75 | 91.3 | | 72.73 |
| The taught part of my course was good preparation for my placements. | 100 | 69.57 | | 45.45 |

Students have fed back to us the positive experience of their placements: 'The opportunity of placements has enabled me to take part in ministry work and reflect on both my own and others' activities'; 'I wouldn't change my placements; they changed my thinking of what youth work actually is'; 'Being able to work in my placement has allowed me to grow so much in so many ways, in so many areas of life.'²⁰ "It's been great to be in a position where you can apply what you've learnt straight away in the placement context."²¹ "Placement is invaluable and should not be changed as this is the major experience."²² The variety of course opportunities reflects Regents' philosophical focus on developing 'hands' and 'hearts'.

SE3. Research, innovation, scholarship, professional practice

2.3.1. As befits a theological college, staff also have professional and ministerial experience: 12 of the lecturers are ordained ministers. Nine are involved in professional associations. Seventeen of our staff are or have been involved in external leadership roles, some relating to quality systems and regulatory bodies. Others are qualified teachers or have substantive professional experience in other industries, so are able to support students in their varied professional development needs. The breadth of staff professional experience adds value to the 'hands' element of Regents' philosophy of education.

2.3.2. In 2022-23, Regents used a Science for Seminaries grant (£60k for two academic years) to employ a part-time lecturer for two academic years, as well as to provide learning resources and specialist visiting lecturers for helping students to engage with science-engaged theology. The grant was also used to facilitate an academic conference in Autumn 2022 aimed at students, academic theologians, and church leaders. The two-day conference was attended by 60 in-person and 15 online delegates, with half of the attendees being Regents students. The conference had four keynote speakers who are experts in the intersection of science and theology, and six Regents faculty presentations. The Science for Seminaries grant has enriched the learning experience of students at Regents and beyond, which is another aspect to the 'heads' and 'hands' elements of the College's values.

¹⁶ Optional NSS questions, 2022, 16 respondents (52% rr)

¹⁷ Optional NSS questions, 2021, 23 respondents (68% rr)

¹⁸ No data were collected on work placements in 2020.

¹⁹ Optional NSS questions, 2019, 11 respondents (44% rr)

²⁰ Optional NSS questions, 2022

²¹ Optional NSS questions, 2020

²² Optional NSS questions, 2019

2.3.3. Regents continues to work closely with the European Pentecostal Theological Association (EPTA) and its international peer-reviewed Journal of Pentecostal and Charismatic Christianity (JPCC). Our faculty serve on the association and journal editorial board. In addition, several faculty participated in the most recent conference in Summer 2022. The active engagement of Regents faculty with EPTA – and other similar academic societies – demonstrates the faculty's commitment for learning about and contributing to new developments in Pentecostal theology and practice, which benefits students in the programmes by offering rich, theologically-sound thought.

2.3.4. The Institute for Pentecostal Theology (IPT) was launched by Regents in January 2020. It hosts two annual public lectures and regular research seminars that are open to all students at the College. Researchers and practitioners present papers that can be used as learning resources in modules. The IPT, in partnership with other academic institutions, plays an increasingly important role in shaping the college's research culture, which reflects the 'heads' ethos of the College.

SE4. Support for staff professional development

2.4. The continuing professional development of the faculty is a key part of the College's "Learning and Teaching Strategy, 2020-2023." To facilitate this, the College has annual in-house staff development events with a focus on teaching, learning, and assessments. The University of Chester also offer annual learning and teaching conferences, which the College's teaching staff attend. In addition, all lecturers are encouraged and supported financially to gain professional teaching qualifications. In March 2022, one faculty achieved the status of Senior Fellow (SFHEA) with Advance HE, and currently, three other members of faculty are working towards their fellowships. As well as developing their pedagogical skills, faculty are also expected to stay up to date with their academic discipline. This includes having an allocated research day every week, publishing, attending and presenting papers at conferences, and undertaking further academic qualifications (e.g., PhDs). Each year budget is allocated to support faculty in these various CPD activities.

SE5. Supportive learning environment and academic support

2.5.1. Regents inducts students with a robust process which utilises existing Student Reps alongside members of staff. Students are given supporting materials for induction which they are encouraged to revisit during their time studying, especially in relation to academic support. In addition to induction, new level 4 students engage in six study skills sessions across their first two months of study which include academic writing, accessing learning resources and referencing correctly. These are recorded and available to revisit during the rest of the academic year. Students who start at levels 5 or 6 from another institution are also encouraged to engage with these sessions as well as receive individual support in transitioning to Regents. Returning students at levels 5 and 6 have sessions at the beginning of the year about academic expectations for their new level. Students at levels 4 and 5 have sessions towards the end of the academic year to explore their module options for their next level. As a result, 88% of students surveyed by NSS agreed that good advice was available to help them make study choices. This figure is considerably higher than in 2021 and the sector average.²³

2.5.2. At Regents all campus-based undergraduate students belong to a tutor group that meets one hour each week to develop relationships and receive mutual support and encouragement. Students also meet individually with their personal tutor over two one-to-one personal tutorials per year. Personal tutors are a student's primary point of contact with the College and are readily available to discuss issues at other times and to support the student in their holistic personal and spiritual development. At Regents all the full-time faculty operate an open-door policy, so students know that their concerns and questions can easily be raised. Students can also access the Pastoral Dean (a full-time member of the team) if for any reason they are unable to contact their

²³ NSS results, 2022, 26 respondents (84% rr)

personal tutor.

Although the academic support of context-based students is provided by the module leader of that 'teaching block', the ongoing personal tutoring of context-based students has been a challenge. Following student feedback 18 months ago, we have initiated a tutor group lunch (one hour) each time a student is on-site for their lecture week, and this seeks to replicate the experience of campus-based students. Context-based students have told us anecdotally they appreciate this support as it gives them added opportunity to get to know their tutor as well as a greater sense of continuity to their overall experience of Regents. A key benefit of this new initiative is that context-based students are increasingly arranging online one-to-one sessions with their tutor for support beyond a particular module. The support we provide our students in tutor groups demonstrates the 'hearts' ethos of the College.

2.5.3. Based on survey data²⁴, students have expressed appreciation for the way the College has provided academic support. Some comments from the survey include, 'I feel that the staff have gone above and beyond to assist me with this year's modules. There is always someone there to answer queries when needed'; 'The level of support that I have received from the staff has been exceptional'; 'Staff are really accessible, and we can talk to them any time really which is really helpful; and "Some staff go to great efforts to welcome context-based students when we visit for lecture weeks and make us feel included and valued'. 'I find all the staff at Regents very helpful and accessible. My views have been listened to and they have gone out of their way to assist me with issues related to my particular program of study'.

SE6. Physical and virtual learning resources

2.6.1. The students have access to ProQuest through our validating university where they can explore the millions of resources from scholarly journals, books, newspapers, videos and more. In addition, the College subscribes to Atla Serials+ with its more than 650 full-text journals, and Perlego with its one million+ eBooks on 950 topics. Regents still invests in specific titles to add to our collection of 470+ eBooks, and some titles to join the 37,000+ print collection. The library holds 200+ journal titles and, although we only subscribe to a few specific and mostly Pentecostal serials in print and online, the latter is particularly beneficial as most of our students are off campus. The access to scans of our holdings through the Copyright Licensing Agency's Digital Content Store also provides full access to all students whether on or off campus. Feedback from students include: "There were plenty of resources. The facilities were mostly of a good standard with an excellent library."²⁵ "Library resources are great for theology."²⁶ "As a context learner, I found the Chester University library excellent especially as most contemporary sources were available electronically."²⁷

As a result of feedback from students on library resources²⁸, we have deliberately invested in the online Perlego platform to support our context-based students, and this investment has accelerated during and after the pandemic to support all our students' needs. Although the College consistently scores lowest on the learning resources scale of the NSS, we have considered the reasons for this lower agreement among students. In some cases, e-book access is only for one user at a time, and e-books may only be accessed for a specific number of uses. There may be a misperception among students that context-based or campus-based students have an advantage over the other. However, Perlego provides full access to students with a subscription, and the subscription is now part of the students' fees. Furthermore, the library on campus has 24/7 access to registered students. A copy of all core textbooks is kept in the 'Reference only' section for

²⁴ Partner Student Experience Survey, University of Chester, 2022, 27 responses (15% rr) and 2021, 20 responses (10% rr)

²⁵ Optional NSS questions, 2021

²⁶ Optional NSS questions, 2019

²⁷ Optional NSS questions, 2020

²⁸ NSS results, 2022, 26 respondents (84% rr)

students to access only in that designated area. Assignment briefs include significant numbers of electronic resources, which all students can access. Teaching staff are encouraged to select texts that are available online to support student access to learning resources.

2.6.2. In 2013, the College introduced the Moodle-based virtual learning environment (VLE) and integrated Turnitin. Our VLE was developed in-house and has required a considerable investment in both its original design and development, and ongoing design and development, which is aimed at improving the range of learning resources the VLE hosts, as well as its accessibility to students. The College is currently trialling a new module format which has a cleaner design and will make access to the resources hosted within a module more straightforward. In addition to learning resources, the VLE provides the students with access to student handbooks, College policies, other guidance material and forms, such as those for requesting extensions. The VLE can be accessed by all students, and now provides them with access to a wealth of learning resources and a means of submitting assignments and accessing marks and feedback, irrespective of their location.

SE7. Engagement with students leading to continuous improvement

2.7.1. The College is committed to maximising student engagement in teaching and learning. Students are valued members on a range of college committees, including both the undergraduate and postgraduate programme committees, as well as the staff student liaison committee. Students are invited to present to the academic board where appropriate. Three-quarters of students surveyed agreed that they 'worked with staff to evaluate teaching/supervision and assessment in making improvements to [their] programme', and more than 90% responded that they had been 'given the opportunity to feedback on [their] academic experience'.²⁹ The College publishes a 'You Said, We Did' document annually for students based on their feedback to highlight how we are responding to the students' concerns, which is made available on the VLE and displayed on several prominent notice boards around the Malvern campus.

2.7.2. Regents schedules events throughout the academic year to support students in their vocation and careers decisions. The College offers sessions on Elim Pentecostal Church ministries—for those Levels 5 and 6 students who want to investigate in more detail what ministry in churches/chaplaincy would look like, and sessions on developing CVs and interview techniques. Tutors meet with level 6 students individually to discuss career aspirations. Level 6 students are invited to a seminar on 'How to Leave Well' that addresses how to transition emotionally, spiritually and practically from college. These events exemplify the College's values of 'hands' and 'hearts'.

3. Student Outcomes

SO1. Approaches that are highly effective in ensuring its students succeed and progress

3.1.1. Regents supports the student body at key points during their time at the College. This support happens during application, mid points of each year, and as a special focus on level 6 students in their final semester. Prior to admission, support is in the form of regular updates and information to enable students to prepare for the college environment, including a short welcome video from the Vice Principal of the College. Additional support is targeted at those students who may have disabilities. We send information about how to apply for disability support allowances to all students as soon as they accept their place at college. Over the last five years, this early targeting of support has increased the number of students who arrive in college with a support plan already in place, allowing those students to achieve their potential from day one.

3.1.2. During induction week (and early modules) there are study support sessions focussing on

²⁹ Partner Student Experience Survey, University of Chester, 2022, 27 respondents (15% rr) and 2021, 20 respondents (10% rr)

the basics of research and writing. This has proved effective in enabling students to develop their writing and research from there. The failure rate of students taking their second module has decreased. For example, in 2019, 13 out of 48 students (27%) failed the second module. Since instituting the study skills sessions, we have seen a drop to 3 out of 26 students (11%) who fail their second module.³⁰ When students were asked 'At the end of the induction week did you feel confident that you knew how to begin your studies well?' (1-absolutely, 5-not at all), the students returned an average score of

3.1.3. The College has developed an intervention scheme for students who have either taken deferrals, or not passed assessments. This involves personal tutors meeting with students to understand what has caused the issues the student has faced. Where appropriate, students are referred to the Pastoral Dean and/or Student Services for further study support (which may or may not be linked to a disability).

3.1.4. Tutors also have two individual meetings with their tutees across the year. These focus on three areas: Pastoral, Academic and Careers. The intention is to encourage our students to be reflecting on their post-college plans from an early stage and, where appropriate, to be linked to other staff members who can support and encourage post-college career thinking. The 'Future Thinking' programme at the College introduces students to thinking about ministry opportunities, both inside and outside church ministry contexts. This programme also works with level 6 students in their final semester to think more about leaving college and CV writing/job application workshops.

SO2. Rates of continuation and completion by students

3.2.1. Continuation and completion rates of students according to the core metrics are in line with the benchmark, with the completion rates being slightly higher. Mature students over 31 years of age fall below the benchmark in continuation rates over the past four years of published data, which follows the national average,³² but for students between 21 and 30, continuation rates are above the benchmark. More than half of our students are older than 21, with about the same number of 21–30-year-olds and 31 years old and older. The drop in numbers of continuation over the four years of core metrics represent 15 students. The table below shows the number of students entering full-time study and continuing into the next academic year for the most recent four years.³³

| Student Outcomes - Continuation | | |
|--|--|--|
| Academic Year | Number of full-time students entering study | Number of students continuing into next academic year |
| 2018-19 | 45 | 42 |
| 2019-20 | 48 | 41 |
| 2020-21 | 40 | 36 |
| 2021-22 | 22 | 19 |
| 2022-23 | 26 | n.d. |

³⁰ RTC data since 2019 shows a decrease in failure rate among students in their second module: 2019: 27%; 2020: 17.5%; 2021: 9%; 2022: 11%.

³² Office for Students, Continuation and Transfer Rates (<https://www.officeforstudents.org.uk/data-and-analysis/continuation-and-transfer-rates/>)

³³ Regents Theological College data

3.2.2. Based on HESA returns from 2017-18 going forward, we continue to see our students complete their studies and receive an award.³⁴

| Student Outcomes - Completion | |
|-------------------------------|--|
| HESA Return Year | Number of Awards (incl. full- and part-time) |
| 2017-18 | 39 |
| 2018-19 | 27 |
| 2019-20 | 41 |
| 2020-21 | 32 |
| 2021-22 | 36 |

Some of the students who begin full-time study switch to part-time study, and these numbers do not precisely reflect the number of students who enter education and the number who complete within a three-year full-time period. Moreover, we changed our programme delivery in 2017-2018, so within outcomes, some of the numbers reflect students who started on the previous programme and students who started on the new programme. We know that there are various reasons for why students are not able to continue and complete their studies, and academic tutors and Student Services stay in regular contact with students to understand their circumstances and to offer guidance, including following up with students who are on an interruption of studies to monitor their current circumstances and encourage them to return to study.

SO3. Rates of successful progression for students

3.3.1. The type of employment for which the students are prepared is accurately described as highly skilled. And, at the end of students' studies, the jobs taken by a large majority of graduates are of this nature, whether classified as professional, e.g., church leadership, school teaching roles, or as associate professional and technical occupations, e.g., youth or community workers. This includes work in the faith-based sector, the charitable sector, and areas of social care and engagement. A survey of graduates indicates that more than 72% of recent graduates (2019-22) are employed or volunteer in church ministry. Of those surveyed, 17% are currently pursuing further education. In all, a total of 90% are in medium to highly skilled work,³⁵ which is in line with the national average for theology degrees. These data are slightly above the TEF core metrics of Graduate Outcomes data for the three applicable years of coverage.

3.3.2. Based on the 2019-20 Graduate Outcomes survey (56% response rate), 80% indicated they were in some form of employment. Of those graduates who responded, 93% of graduates agreed that their current activity is meaningful. Seventy-nine percent agreed that their current activity fit with their future plans, and 62% agreed that they are using what they learned in their current activity. For the past three years of relevant available Graduate Outcomes data, the response rate is at least 55%. In 2018-2019, 75% of respondents were in some form of employment or further study, and more than 83% of graduates were working or volunteering in 2017-18.³⁶ Graduates, overall, also agree that their current activity is meaningful and fits with their future plans (see table

³⁴ HESA data, 2018-2022

³⁵ Graduate Information Survey, Regents Theological College, 2022, 36 respondents (34% rr)

³⁶ HESA Graduate Outcomes data, 2017-2019

below). Based on a survey of recent graduates (2019-22), students confirm that they are using their degree in their vocation (83%).³⁷

| Percentage of students who agree | | | |
|---|--------------------|---------|---------|
| Graduate Reflections | 2019-20 | 2018-19 | 2017-18 |
| My current activity is meaningful | 93% (86% national) | 92% | 97% |
| My current activity fits with my future plans | 79% (77% national) | 84% | 92% |
| I am utilising what I learnt during my studies in my current activity | 62% (71% national) | 62% | 68% |

3.3.3. The core metrics indicate that 59.1% of students in Quintile 1 are employed subsequent to graduation. That indicates that students are taking their knowledge, skills and abilities developed at Regents to areas of deprivation to make an impact in the local community.

SO4. Educational gains provider intends students to achieve

3.4.1. At the core of who we are as a theological college (see Provider Context), the educational gains intended for our students are expressed by the ethos of 'Heads, Hands, Hearts'. This three-part strategy is key to the future ambitions of the students. The assimilation of heads, hands and hearts is at the centre of Christian education and grounded in biblical principles.

Heads – The College expects our students to achieve a high level of academic success compared to their starting level. In 2022-23 we achieved a healthy range of results from strong 1st class degrees through to 3rd class degrees.³⁸ Due to our desire to increase social mobility we take in students with a range of academic abilities including mature students who take our English assessment due to limited academic qualifications and students who have degrees in other subjects who want to study theology. The College is proud of its academic achievements and has seen some students progress to level 7 studies. It is clear from NSS and PSES survey results that students at Regents appreciate the high quality of teaching, positive staff/student relationships, and the support built into the program which enables the majority to achieve their best.

Hands – The programme includes placements for any students specialising in church leadership or youth work. These placements see students applying their taught components to a variety of contexts. These placements are assessed via portfolios of work and many students achieve high grades in these assessments. This is due to the vocational nature of the course, and that the placements are strongly connected to the professional outcomes the students are aiming for.

Hearts – Part of our educational philosophy, as a confessional theological college, is that our students would learn about Christian lifestyle and discipleship through the College learning community. This is relevant to many of our students who are looking to move into Christian vocation and church ministry post-college. Much of the educational gain in this area comes from the wider curriculum of college, some of which is student led. For example, we have daily Christian devotional activities, with sung worship and a short devotional, often led and facilitated by our students.

³⁷ Graduate Information Survey, Regents Theological College, 2022

³⁸ Degree numbers for 2021-22 were three first class degrees; 11 2:1 and 10 2:2 degrees; three third class degrees. The results follow a standard bell curve exactly as expected.

3.4.2. Because we have students who live in their home context and participate in studies by a combination of coming on site for focussed learning weeks, and via online seminars, this context of study enables them to develop practical skills ('hands') alongside the more theoretical 'heads' approach of lectures and assessments. Therefore, the future vocational direction of most of our students are served by this explicit aim. We are enabling our students to engage with a wide range of educational opportunities that equip them theoretically, but also with skills and integrity to move into their chosen professional workplace.

SO5. Approaches to supporting our students to achieve these gains

3.5. The approach we take enables students to choose a pathway which best suits their current and future objectives. For example, those students who are studying to become church leaders would be expected to complete placement activities, and to contribute to the Christian devotional aspects of college life. Our tutor programme also enables regular contact with staff members who are able to support students with studies and personal challenges. The staff members have access to our database which contains up to date assessment outcomes and thus enables early intervention where needed.

SO6. Evaluates gains made by its students and demonstrates its students are succeeding

3.6. Regular evaluation of the student assessment outcomes takes place with any concerns passed to tutors or the Pastoral Dean of Students to consider appropriate intervention levels. The 'heads' and 'hands' aspects of students' learning have assessments linking to the modules on the course, which provides an objective method for considering student progression. Due to the small nature of the College, we are able to build strong relationships with students as individuals and are available to students to discuss any issues. The 'hearts' aspects of our educational aims are in many ways unassessed; however, we provide pastoral and counselling services to support students to work through issues they face, and it is an exciting aspect of our College to see students grow in their ability to lead and influence others utilising the practical skills they have learnt. We see many students go on into careers associated with the educational aims of the College.

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