

## **TEF Submission**

### **Approach to evidence-gathering**

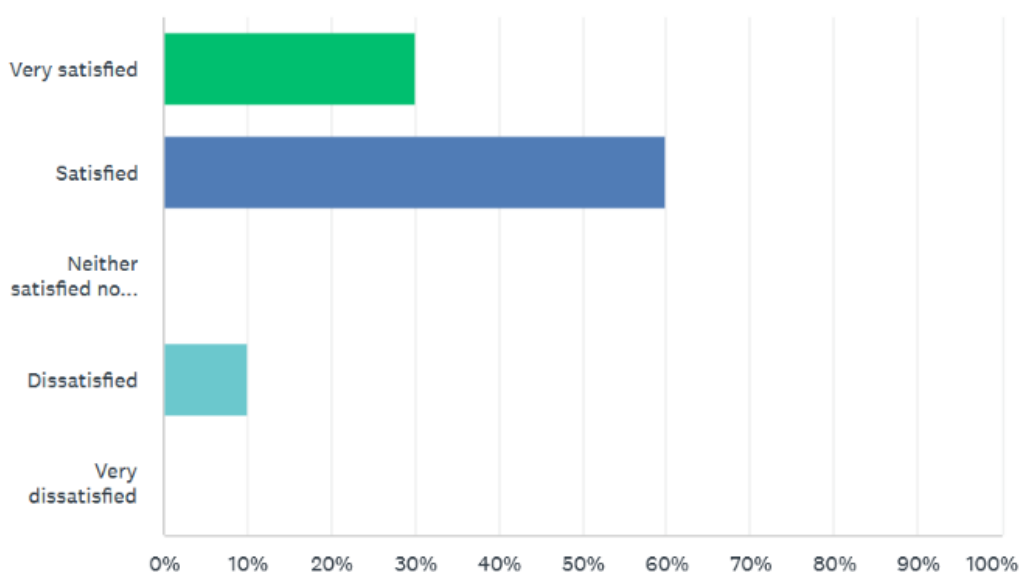
Within this submission, I found it vital to get the most honest and authentic response from the students on site. To achieve this goal, I, as head of the student union alongside the student academic representative, distributed a survey for all the students to complete. The survey was sent to students from all years and on all four of our tracks (Applied Theology, Applied Theology and Youth Work, Applied Theology and Church Leadership, Performing Arts and Applied Theology). Of the total 42 campus students this survey was sent to, 20 responded to this and some of those were also being interviewed for greater information on their opinions. This survey was anonymous allowing individuals to share their minds and be honest without the fear of any repercussions or judgements. I have gathered these results and presented them later in this document. I created these questions based upon the information requested looking at SE1 – SE7 with student experience features as well as S01 – S06 looking at student outcomes features. We wanted to gather a create the fullest picture possible.

We also sought to gather information and create this fuller picture with an additional evidence-gathering strategy. We also decide on those who were willing we'd like to interview and host one-to-one discussions. Again, allowing and encouraged them as much as possible to speak their minds and be honest and transparent in the thoughts they shared. This allowed us to gather information to a greater depth and allowed us to explore deeper reasons and factors to contribute to the understanding of the student experience and student outcomes here at the college.

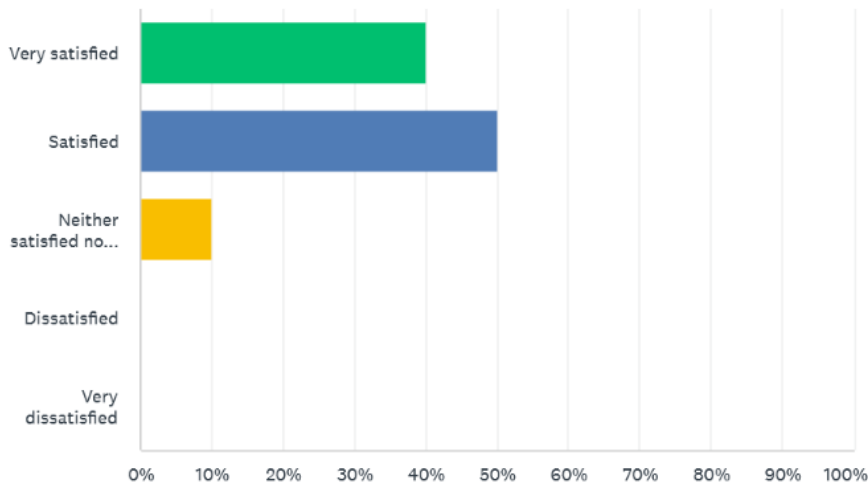
### **1. Student experience**

Here are the wider survey results we sent out and the results presented.

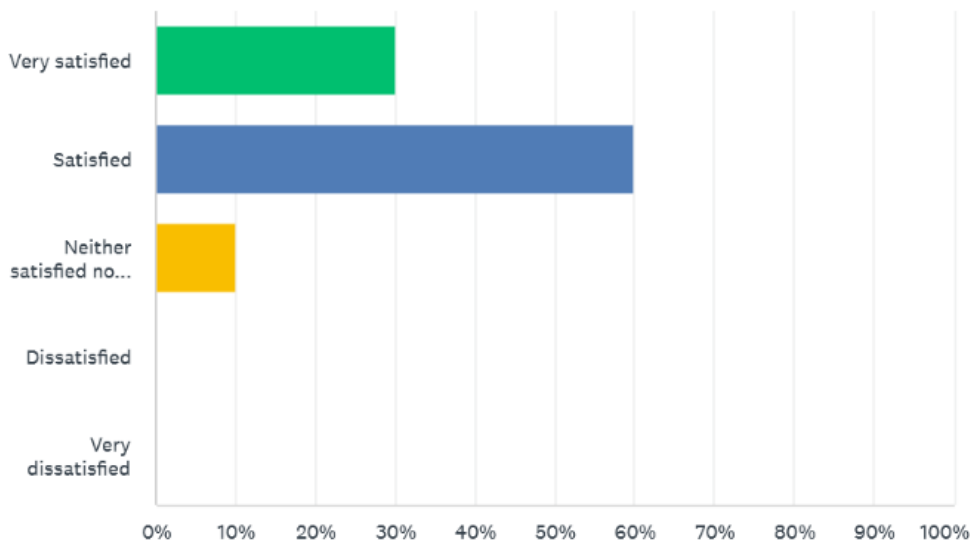
#### **Q1. How well do you feel the teaching, feedback and assessments support students' learning, progression, and attainment?**



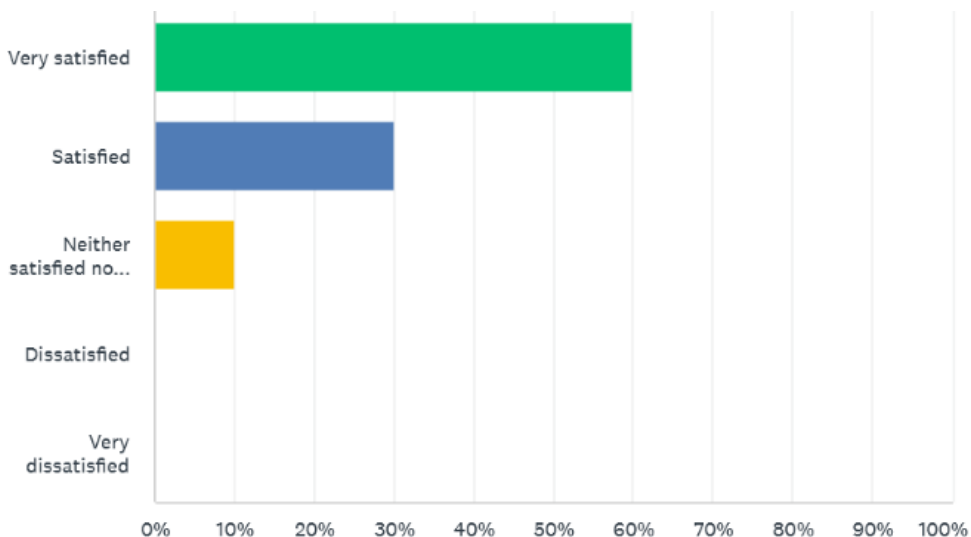
**Q2. How well does the course content and delivery engage students in their learning, and stretch students to develop their knowledge and skills?**



**Q3. How far does the research in different areas contribute to the student's academic experience?**



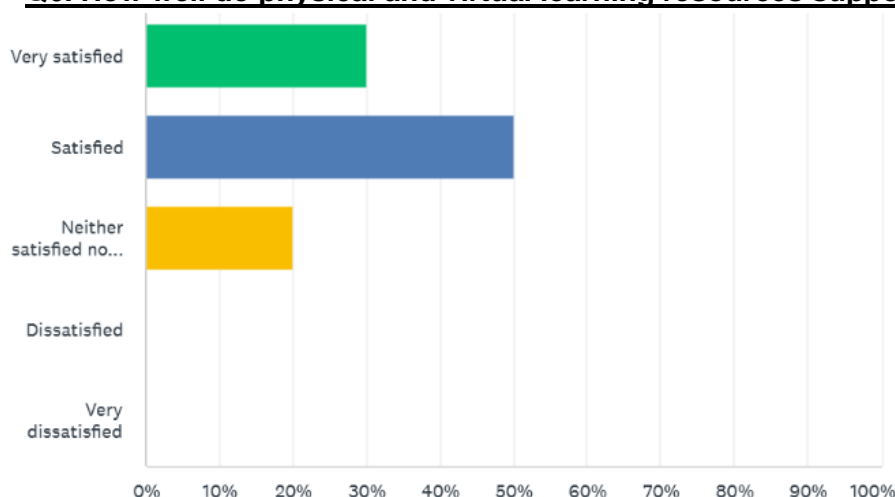
**Q4. How well do the college staff support professional development and academic practice?**



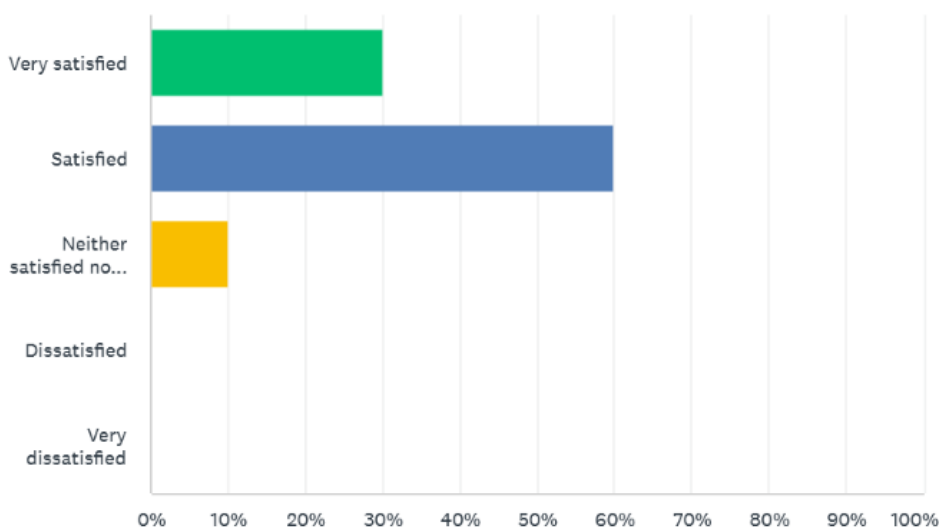
**Q5. How supportive do you feel the learning environment is, and how accessible is academic support to students?**

- "Very satisfied. With tutors and lecturers, both available to contact and speak to it makes academic support very easy to access."
- "Very supportive. Lecturers are always available via email, and they are normally receptive to requests for help during the day in their office or the canteen."
- "I think it's very supportive."
- "Very supportive, and academic support is easily accessible."
- "It's good. However, I would say that the response to emails for some [lecturers] is poor which is a bit annoying, and others have had the same issue. So overall it is good but could do with some faculty replying to emails."

**Q6. How well do physical and virtual learning resources support teaching and learning?**

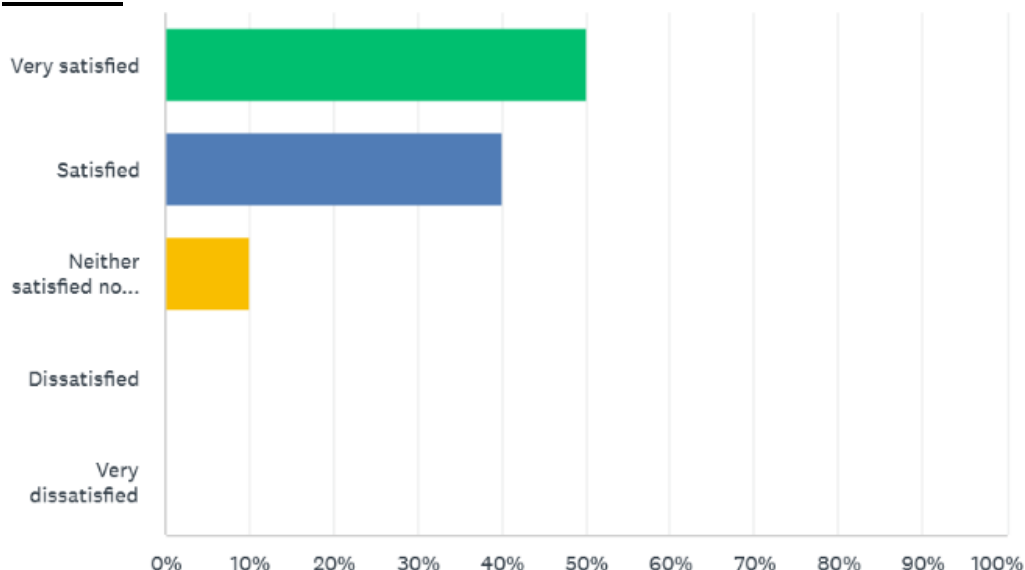


**Q7. How well does the college engage with its students, leading to improvements in the experience and outcomes of its students?**



## 2. Student Outcomes

### **Q8. How well does the college support its students to succeed and progress in their studies?**



### **Q9. What educational gains (Academic, personal development and work readiness) does the college intend for its students to achieve, and how relevant these are to its students?**

"The college really wants to prepare students for life after college - the devotional times, tutor groups and nature of the lectures are really helpful."

"Being teachable, being proactive."

"Pastoral abilities, ability to teach and be taught."

"A greater theological understanding, very relevant for all students to have."

"Most of the 'achievement' I see and hear of is based in Church ministry."

### **Q10. How well does the college support its students to achieve these gains? And any other final comments?**

"College support well with 'Church ministry achievements' however, this is not everyone's desire so it can be hard sometimes to achieve the gains college sometimes feel like is pressuring."

"It does really well." (4 people said)

"I feel the college does support its students well though I feel it can sometimes feel inconsistent. I know I could probably access support more than I do but previously when I have and those around me have too, I have felt the paper feedback can sometimes be thorough but sometimes quite brief. Mostly the feedback is helpful, constrictive and uplifting but sometimes it isn't."

### 3. Further detailed interviewing

As well as a survey, to gather results in greater detail, we decided to interview individuals across multiple years and on different tracks to gain a thorough understanding of life across the college. Here are some of those results.

#### **How well do you feel the teaching, feedback and assessments support students' learning, progression, and attainment?**

"I have heard of new initiatives coming through in helping distinguish the differences between papers on the course. Although frustrating this has come in towards the end of the degree it is positive to know this has been implemented. I feel this will increase confidence in students. Personally, to me, I have pretty much the same feedback on every paper - although I take responsibility for me changing my writing style, I feel there also could be some responsibility on my lectures to help discuss how to change this constant feedback, to push it further even test for dyslexia if that is something that keeps occurring in feedback."

"The support that is available to students is often not used and is missed. However, looking back on my degree there is ample support and lecturers, and other staff are simply wanting to help and allow us to expand our knowledge - not using them for this purpose I think is missed and therefore may feel like there isn't much help when in actual fact there is. I believe students could use the staff a lot more than they do."

"I have felt that feedback for papers will depend on lecturer to lecturer and from paper to paper. Most of my papers have comments throughout them and then a paragraph or two to sum it up, but not always


#### **How well does the course content and delivery engage students in their learning, and stretch students to develop their knowledge and skills?**

"I can really only speak from the perspective of my course (Performing Arts + Applied Theology). This course is designed and delivered to build upon the Acting Technique foundations learnt in level 4. I have seen this directly working, making sense of the practitioners, and getting the students to a place of leading/teaching the techniques in level 6 with directing. Again, as I have completed my course during lockdowns/tiers etc and also no level 6 examples as we joined in level 4 it has been hard to track the system and engage. However, getting into level 6 seems to make sense. With the understanding and structure learnt. This does help stretch and develop knowledge learnt previously and constantly try new things to put into practice what is learnt. The lectures do a fantastic job to communicate this to students."

"I feel the course content is both uplifting and exciting. I have been able to apply what I've learned almost instantaneously and has grown me both as a youth worker and as a person. I look forward to continued growth as I come alongside fellow students and lecturers to achieve greater goals."

**How far does the research on different areas contribute to the student's academic experience?**

"I have seen a vast change in this area since joining RTC. I feel this has specially developed with the science seminaries, connecting in with more scientific sources and different thinking than sure theology."

"Being on the Performing Arts track gives an automatic way to answering this question in a more positive light, as the research is done for performing techniques directly influences the practice. This also, can be vastly different to any theological thinking and practice - although there are opportunities to combine both of these streams."

"Although there may be tough research in different areas – I feel there isn't a follow-up on our library. A lack of Performing Arts core books and small amounts of scientific texts too."

"Personally, my academic experience has increased positively with the introduction of science and the combination of both theology and performing arts. With previous study in Psychology, I have found this academic venture has been fascinating well and increased my desire to explore theology in other streams of study (e.g., psychology, counselling and performing arts techniques)."

"I feel the college research is heavily positive and informative. I have seen research grow and new material used that has added greater knowledge and experience to courses than they had prior. You have a constant feeling that the lecturers work hard to learn more to help us achieve more. Their constant hunger to learn helps me to think maybe I should do the same."

**Conclusion**

In Conclusion, I feel the overall results of the surveying and the questioning were positive. I feel there are certain areas where the college and its faculty could improve. I think some of these major points for improvement and development are lecturers' communication, lecturers' feedback, and growth in minor areas of resourcing.

However, I feel there is tension with the opinion of the support on-site. I feel the general curve of results leads to the idea that when support was used or accessed it was both helpful and heavily informative, however, this support didn't always feel consistent and accessible. I feel this is a big point for change where lecturers can push for greater levels of feedback and support and equally students step up and choose to access and challenge that support on the option to them. This support ranges from paper feedback and personal support alike. Overall, the support is majorly positive as the survey results show and when does this does not occur appears to be a minority occurrence. I believe both as members of staff and us as student union we can push these improvements both staff and student alike.

I as head of the student union, alongside other representatives, feel we will significantly benefit from this data and can use it to better the student experience as well as healthily challenge the faculty to do so as well. As a student union, we have been supported, not just through this TEF submission but throughout this year. We have opportunities to talk to staff freely and have meetings all being on the same level and equal value upon opinions and feelings. I have found this process both informative and helpful and would encourage the student union to continue surveys whether formal or informal to help achieve the best possible student experience but also the outcomes and future as their time at the college prepares them for life beyond.