

TRINITY COLLEGE BRISTOL

HER (AP) Action Plan August 2016 (ref Review March 2016 and Report June 2016)

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators
GOOD PRACTICE				
<p>Expectation B2 Recruitment, Selection and Admission to Higher Education</p> <p><i>the thorough, holistic approach to considering individual student needs and circumstances through the application and admissions process</i></p>	<p>We will maintain standards and focus and reinforce them through ongoing refresher training for interviewers.</p>	<p>Ongoing</p>	<p>Admissions Officer (NW)</p>	<p>Continued good practice and all staff involved in interviews have a clear understanding of roles and responsibilities. Consistently positive feedback from prospective student through evaluation forms.</p>
<p>Expectation B3 Learning and Teaching</p> <p><i>the strong, embedded approach to staff scholarship which promotes active research and informs programme delivery</i></p>	<p>We plan to keep central to staff development the fortnightly research seminar for active researchers on faculty together with doctoral students, the termly teaching and learning workshops for all faculty, and the practice of quinquennial sabbaticals.</p>	<p>Ongoing</p>	<p>Faculty Development Officer (HW)</p>	<p>Increased publication by faculty - noted through appraisal.</p> <p>Improvement in pedagogy and teaching method - noted through TLW and peer review.</p> <p>Overall faculty satisfaction noted through retention of faculty, college ethos and environmental enhancement and SMT awareness of and engagement with faculty.</p>
	<p>The annual staff review and appraisal will be reinforced by the enhancement to the peer observation process (see under recommendations) with additional focus on the impact of teaching practices on student learning.</p>	<p>Ongoing</p>	<p>Faculty Development Officer (HW)</p>	

<p>Expectation B4 Enabling Student Development and Achievement</p> <p><i>the embedded culture of support for student learning which develops the academic, personal and professional potential of students</i></p>	<p>We will continue to develop and build upon our highly valued system of pastoral group and tutorial support of students. As numbers grow, great care is being taken to organise pastoral groups, to ensure good resourcing of the tutorial structure, in order not to compromise the quality of staff-student interaction.</p>	Ongoing	SMT and Principal	<p>Positive student feedback about the tutorial and pastoral group system formally through end of year evaluations and informally through principal's forums, meetings between student president and principal etc.</p>
	<p>The study skills programme for 2016 has been re-worked with additional sessions to meet student needs. Responsibility is being taken for this course by a faculty member.</p>	September 2016	Faculty Study Skills Co-ordinator (JD)	<p>Students successfully complete the study skills programme and rate it highly.</p>
	<p>An upgraded VLE (Moodle 2) will be active for the start of the 2016-17 year. Staff training has been given on how to use the new system. As the new system comes into operation its effectiveness and ease of access for students will be carefully monitored.</p>	September 2016	Faculty IT Co-ordinator (PR)	<p>Students express satisfaction with the new system through feedback mechanisms.</p>
	<p>The programme for welcome week has been upgraded for 2016 following student feedback on the 2015 programme, faculty discussion, and meetings between the admissions officer, principal and student president, including merging of some sessions to avoid unnecessary repetition, more sessions for families to join and an additional session for student spouses.</p>	September 2016	Admissions Officer (NW) Principal (EI) Student President (JB)	<p>Positive student feedback following welcome week.</p>

<p>Expectation B4 Enabling Student Development and Achievement</p> <p><i>the variety of external speakers that broaden student learning experiences</i></p>	<p>Faculty convening modules will continue to invite speakers from a wide range of different backgrounds and perspectives, and with a wide range of expertise to contribute to a range of modules, both assessed and non-assessed, in order to enhance students' learning experience.</p>	<p>Ongoing</p>	<p>Faculty</p>	<p>Positive student feedback on the range and expertise of speakers is expressed through module evaluations.</p>
<p>Expectation B4 Enabling Student Development and Achievement</p>	<p>We have increased the number and breadth of contextual placements for 2016/17 in the light of higher numbers of students.</p>	<p>September 2016</p>	<p>Director of Pastoral Studies (SG)</p>	<p>New contextual placements selected according to established criteria and size of student recruitment.</p>
<p>Expectation B10 Managing Higher Education Provision with Others</p> <p><i>the breadth and depth of contextual-based placements that enhances the student learning experience and provides relevant missional interaction with the community</i></p>	<p>We will be increasing the breadth of short summer placements available by encouraging placements further afield.</p>	<p>May 2017</p>	<p>Director of Pastoral Studies (SG)</p>	<p>Students placed in consultation with other dioceses in June 2017 and placements evaluated by students.</p>
	<p>We will be reviewing placements via student evaluation forms throughout 2016-17 in consultation with the student executive representative.</p>	<p>July 2017</p>	<p>Director of Pastoral Studies (SG) Practical Training Administrator (JN) Student Exec Representative</p>	<p>Evaluation forms collected and reviewed with student representative.</p>

<p>Expectation B5 Student Engagement</p> <p><i>the effective partnership between staff and students at all levels in enhancing the quality of learning opportunities</i></p>	<p>We will continue to provide a range of opportunities for both formal and more informal procedures for partnership between staff and students in order continually to enhance the quality of learning opportunities. As the student body grows larger, extra care will be taken to ensure that student access to faculty in a range of formal and informal contexts will not be compromised.</p>	Ongoing	Faculty	<p>Positive student feedback on opportunities for partnership formally through end of year evaluations and informally through principals forums, meetings between student president and principal etc.</p>
	<p>We will continue to consult students at all stages of curriculum design and implementation. For example, student voices will be sought in the further development of the School of Leadership in partnership with faculty, staff members and outside agencies.</p>	Ongoing	Faculty	<p>Students continue to express high levels of satisfaction with the opportunities for partnership between staff and students in enhancing their learning.</p>
	<p>We will continue to ensure a high degree of responsiveness to student feedback. Following the annual self-evaluation process, we will be repeating the 'You said, we did' exercise and documentation to feed back to the students how their suggestions and feedback have been acted upon.</p>	November 2016	Faculty	<p>Students continue to express high levels of satisfaction with the opportunities for partnership between staff and students in enhancing their learning.</p>
	<p>We will continue to value highly, and to build upon, formal and regular opportunities for staff and student partnership e.g. student executive/senior management team meetings (termly) and meetings between the student president and the principal (weekly).</p>	Ongoing	SMT	<p>Students continue to express high levels of satisfaction with the opportunities for partnership between staff and students in enhancing their learning.</p>

<p>Expectation B10 Managing Higher Education Provision with Others</p> <p><i>the robust relationship between the College and placement settings in managing and supporting individual student learning needs</i></p>	<p>We will consolidate good practice by effective briefing of new supervisors and new tutor.</p>	September 2016	Director of Pastoral Studies (SG)	Document sent to supervisors. New supervisors briefing held in September 2016.
	<p>We will continue to offer and review training to all supervisors during 2016/17.</p>	Ongoing	Director of Pastoral Studies (SG)	Further reports to supervisors at the end of the academic year 2016/17.
<p>Expectation B4 Enabling Student Development and Achievement</p> <p>Enhancement</p> <p><i>the development, oversight and review of contextual training placements and subsequent high level of reflection that grounds theory in student practice</i></p>	<p>We plan to review requirements for written reflection on experience with relevant faculty and student representatives and redraft assignments and associated documentation. We will be briefing new and continuing students.</p>	September 2016	Director of Pastoral Studies (SG) with three faculty colleagues (HW, PR, JC) and three student representatives.	Student representative and faculty agreement on new assignments. Students fully briefed in induction week.
	<p>We will consolidate good practice by ensuring we have effectively briefed the new supervisors and new tutor and we plan to facilitate a discussion in faculty concerning the role of the personal tutor in supervision sessions.</p>	September 2016	Director of Pastoral Studies (SG)	New handbook and briefing document sent to supervisors. New supervisors briefing held in September 2016. Faculty briefing and discussion in September 2016.

Enhancement <i>the strategic approach to the development of leadership skills through the School of Leadership</i>	<p>The School of Leadership will continue in its implementation and development. The year 2016-17 will see the addition of the second year of the programme, which will now run alternate weeks (year A and year B) for two years. Plans are in place to incorporate the assessed leadership module with the non-assessed School of Leadership in order to provide a coherent, college-wide approach to leadership studies from September 2017.</p>	September 2017	Principal (EI) Executive Director (AL) and Tutor in Ethics (JC)	Students continue to express high levels of satisfaction with the School of Leadership programme in termly feedback.
	<p>We are working on plans to run a pilot scheme in partnership with the Diocese of Bristol and CPAS (Trinity's partner in delivering the School of Leadership programme) enabling greater coherence in leadership training received by students at college and thereafter in ongoing professional clergy development.</p>	September 2017		As above as well as clergy feedback in due course.
RECOMMENDATIONS				
Expectation B1 <i>Programme Design, Development and Approval</i> Expectation B8 <i>Programme Monitoring and Review</i> <i>ensure that formal minutes of all meetings are sufficiently detailed to clearly record decisions and actions assigned</i>	<p>We will give guidance to meetings chairs and secretaries to ensure consistency across all academic meetings of clarity in recording decisions taken and actions assigned.</p>	September 2016	Executive Director (AL)	Clearly identifiable decisions and action points in all committee minutes.

<p>Expectation B3 Learning and Teaching</p> <p><i>ensure that the peer observation process fully and consistently considers the impact of teaching practices on student learning</i></p>	<p>The observation record form has been redesigned as from September 2016 to require that the observer comment against four identified criteria. Three of the criteria will be identified by the observee prior to the peer review and the fourth criterion will require the observer to comment on the impact of teaching practice on student learning.</p>	<p>September 2016</p>	<p>Academic Registrar (BB)</p>	<p>Consistency in use of new form; more informed discussion of teaching practices at faculty and TLWs; acknowledgement of good practice in module evaluation.</p>
<p>Expectation B8 Programme Monitoring and Review</p> <p>Expectation B11 Research Degrees</p> <p><i>develop, implement and formalise a clear reporting structure and annual monitoring process to ensure internal strategic oversight of all postgraduate research programmes</i></p>	<p>We will review and amend where necessary the reporting structure and annual monitoring process and clarify by producing an organisational chart.</p>	<p>September 2016</p>	<p>Director of Postgraduate Research (JS) and Joint SMT</p>	<p>Organisational chart distributed to Joint Faculty and all supervisors</p>
<p>Expectation B11 Research Degrees</p> <p><i>clarify and formalise the process for internal selection, approval and ongoing support of first and second supervisors</i></p>	<p>We plan to produce a new internal Postgraduate Research Code of Practice/Regulations Handbook in correspondence with existing validating university documents.</p>	<p>September 2016</p>	<p>Director of Postgraduate Research (JS)</p>	<p>Handbook distributed to Joint Faculty, Supervisors and current/incoming students</p>

<p>Expectation B11 Research Degrees</p> <p><i>ensure that access to an appropriate research environment is identified, recorded and systematically monitored for postgraduate research students studying remotely</i></p>	<p>We will require distance-based students to indicate and detail their access to a local research environment at the point of application (and retroactively for current students). Such information will be verified by the Research Applications Committee and continually monitored via the regular progress review procedure.</p>	<p>September 2016</p>	<p>Postgraduate Research Administrator (ECdB) and Director of Postgraduate Research (JS)</p>	<p>Accurate records procured for all current distance students and collected for all incoming distance-based applications. Relevant changes made to progress review forms.</p>
<p>AFFIRMATION OF ACTION BEING TAKEN</p>				
<p>Expectation B6 Assessment of Students and the Recognition of Prior Learning</p> <p><i>the steps being taken to implement additional measures to improve the detection of academic offences</i></p>	<p>The planned implementation in 2016/17 of electronic submission via plagiarism detection software (Turnitin) will enable easier detection of academic offences. We plan to provide appropriate training and guidance.</p>	<p>September 2016</p>	<p>Academic Registrar (BB) and IT Manager (GP)</p>	<p>Comprehensive use of Turnitin.</p>
<p>Expectation B11 Research Degrees</p> <p><i>the steps being taken to provide a formal induction for research degree supervisors on the new policies and procedures</i></p>	<p>We informed supervisors of the new policies and procedures at a meeting with them held on 24 June 2016. Those who were not in attendance will receive the relevant information through the new handbook to be distributed in September 2016.</p>	<p>September 2016</p>	<p>Director of Postgraduate Research (JS)</p>	<p>Meeting of supervisors in June 2016; distribution of relevant policies/procedures.</p>