

Ministry Council: Periodic External Review Report

Trinity College

(academic provision only) Bristol Baptist College

December 2018 - March 2019

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GLOSSARY

AGM	Annual General Meeting
APL	Accredited Prior Learning
ASE	Annual Self Evaluation
BAME	Black, Asian and Minority Ethnicity
BAP	Bishops' Advisory Panel
CASS	Common Awards Student Survey
DCO	Data Compliance Officer
DDO	Diocesan Director of Ordinands
GDPR	General Data Protection Requirements
HE	Higher Education
HR	Human Resources
OfS	Office for Students
PER	Periodic External Review
QAA	Quality Assurance Agency for Higher Education
QASC	Quality and Standards Sub Committee
SCONUL	Society of College, National and University Libraries
SMT	Senior Management Team
SWOT	Strengths, Weaknesses, Opportunities, Threats
(T)BBC	(Trinity College and) Bristol Baptist College
TEI	Theological Education Institution
TLC	Teaching and Learning Committee
ULO	University Liaison Officer

LIST OF REVIEWERS

For Ministry Division

Revd Lesley Bentley, Senior Reviewer; until recently Lichfield Diocesan Director for Ministry Development; Associate tutor at Queen's, Birmingham; Interim Team Rector, Mid Trent Benefice (Lichfield Diocese).

Revd Canon Dr Chris Bracegirdle, Area Dean of Bolton; formerly Chaplain to the Bishop of Manchester.

Revd Dr Lee Longden, Rector, St Paul's Kersal Moor with St Andrew's Carr Clough (Manchester Diocese); Hon Research Fellow at the Queen's Foundation, Birmingham; Extraordinary Senior Lecturer in Theology, North West University, South Africa; formerly Vice Principal of All Saints' Centre for Mission and Ministry.

Mrs Jacqueline Stamper, University Librarian Emerita, Honorary Fellow, Lancaster University; Member of General Synod.

For Durham University

Professor Mike Higton (Professor of Theology & Ministry, Chair)

Revd Dr Lee Longden (External Subject Specialist)

Ms Alyson Bird (Common Awards Manager)

THE PERIODIC EXTERNAL REVIEW FRAMEWORK

For ministerial training institutions that offer the church's Durham University-validated Common Awards programmes (as most do), Periodic External Review is a joint process that meets the quality assurance needs both of the sponsoring churches and of Durham University, and enables the church to conduct an external quality check of each TEI against national standards and expectations for ministerial training and formation.

On behalf of the sponsoring churches, review teams are asked to assess the fitness for purpose of the training institution for preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of the life and work of the institution. Within the structures of the Church of England, this report has been prepared for the House of Bishops acting through the Ministry Council.

For Durham University, the PER process is the university's mechanism for gathering and evaluating information from multiple sources to inform decision-making on: (i) renewal of the Common Awards partnerships with approved Theological Education Institutions (TEIs); (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

Review teams are appointed both by Ministry Division from a pool of reviewers nominated by bishops and TEIs and by Durham University's Common Awards office. The latter will take lead responsibility for PER criteria E and F covering teaching and learning infrastructure and delivery. In effect, this part of the review represents academic revalidation by Durham as the church's partner university, but will also include comment on wider formational matters where appropriate. Evidence-gathering is shared, and judgements are owned by the review team as a whole.

Recommendations and Commendations

PER reports include Recommendations which may either be developmental, naming issues that the reviewers consider the TEI needs to address, or they may urge the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers specially 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 are asked to use the following outcomes with regard to the overall report and individual criteria A-F. Throughout, the outcome judgements will be those of the Ministry Division-appointed reviewers, as university validation does not use a similar framework; but in respect of sections E and F those judgements will be especially informed by the views, recommendations and commendations of the Durham-appointed reviewers in the case of TEI offering Common Awards programmes.

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 raise 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.

In respect of Sections E–F, university validation does not apply a hierarchy of quality judgements. Instead, the practice is to grant continuing approval subject to the fulfilment of conditions expressed in the reviewers' recommendations. Thus, where Common Awards programmes are part of the PER, the reviewers' shared judgements under these two sections will normally be expressed as 'Confidence, subject to the implementation of the recommendations in this section'.

The Common Awards team's findings are part of the joint PER report, but are also be included in a stand-alone report prepared for the university's governance bodies, and which can be made available to the TEI under review if wished.

*For training institutions that do **not** offer the Durham-validated Common Awards programmes, PER is undertaken entirely by Ministry Division-appointed reviewers, applying criteria A-F but with appropriate adaptation in the case of E and F. Some diocesan Reader training schemes, for example, fall into this category.*

REPORT OF THE PERIODIC EXTERNAL REVIEW OF TRINITY COLLEGE BRISTOL and (academic provision only) BRISTOL BAPTIST COLLEGE

December 2018 - March 2019

SUMMARY

Explanatory note

This review has a dual focus. Led by Ministry Division-appointed reviewers, it reports on the formational activity of Trinity College Bristol, and sections A-D of the report include the reviewers' commentary, commendations and recommendations relating specifically to Trinity. In addition, and led by reviewers representing the Common Awards team at Durham University, it reviews the academic provision that Trinity shares with Bristol Baptist College (for Durham University purposes the two colleges are a single TEI, or theological education institution); and relevant findings are at sections E and F of this report. Supplementary comment in areas E and F by Ministry Division reviewers is signposted accordingly.

Introduction

Trinity College brings together ordinands and independent students who study on a full-time residential, full-time non-residential or part time basis. The college boasts a vibrant community, where ordinands and students play together (see the men's football team and the women's rugby team), pray together, learn together and serve together, as part of a gathered community (those in residence, either on campus or in surrounding areas) and those whose primary base is their ministerial context. Non-resident students and ordinands share in the community during periods of residence or attendance. Community is developed outside the campus between students and on-line. At the time of the PER the college had recently said goodbye to its Principal and was awaiting the appointment of her successor. Nevertheless, the PER team encountered a college that was vibrant and full of life. At the heart of the community is the resident faculty where academic excellence is shared and discipleship modelled. Numbers of students are healthy, with 188 students currently studying on accredited pathways, of which 87 are male and 101 female. Of the gathered community 54 are female and 51 are male. Of these students, 87 are ordinands in the gathered community, 10 in the part-time community and 12 in the full-time contextual pathways. A cautious estimate by the Executive director in his report to Council for March 5th 2019, suggests an intake of 40 ordinands to the gathered community for 2019-20. It was too early for comment on numbers for the dispersed learning and part-time pathways.

Founded in 1972 as the result of the amalgamation of Tyndale Hall, Clifton Theological College and Dalton House, Trinity College is located on a magnificent nine acre site in the leafy suburb of Stoke Bishop on the edge of Bristol's famous 'Downs'. Its main building, Stoke House (the original private house on the site), is Grade 2* listed and makes for an imposing impression and lasting memory of the college. There are five other main buildings on the site, all of which blend reasonably well into the surrounding mature grounds which are immaculately maintained and provide an outstanding environment of peace and calm. A relatively short distance away, on the opposite side of 'The Downs', is Bristol Baptist College, whose origins lie within the Dissenting Academies, dating from 1679, but which was reconstituted in 1770 and moved in the mid-1990s to

its present site, an impressive and large Victorian building that had previously been the headquarters of a Bank. Bristol Baptist College has 41 students registered on validated programmes 7 full-time and 34 part-time.

Trinity College forms a TEI (Theological Education Institute) jointly with Bristol Baptist College, sharing a teaching programme and faculty. Students are in lectures together, enabling them to experience the diversity of different denominations. There are joint activities in welcome week, termly shared communion services, and an annual joint academic awards celebration.

Validation by Durham University

The initial validation of Trinity and Bristol Baptist College to offer Durham University's Common Awards programmes took place in 2013-14. They were at that time two separate institutions that jointly managed and delivered a suite of programmes validated by the University of Bristol; but they operated as a single institution in most aspects of academic provision under a formal memorandum of agreement. They formalised that relationship further by becoming a single legal entity for the purposes of the Common Awards Scheme. Their shared mission was 'to prepare men and women through education and training for engagement with the mission of God in the world', while each college also had denominationally specific emphases. Together they had approximately 140 students on university-validated programmes (plus Bristol Baptist College's Youth Ministry students) and a core team of 15 members of teaching staff on permanent contracts.

Following a comprehensive review and approval process, the University approved the proposed partnership and programmes, subject to the completion of conditions, which mainly related to formalising the legal arrangement to become a single entity for the purposes of the contract, and amendments to programme documentation. These conditions were satisfactorily completed. Recommendations were also made by the validation team, which involved monitoring placement arrangements to maintain parity of support and advice for students on placement and ensuring the commonality and parity of policies and processes between the two Colleges for the Common Awards provision. On 31st March 2014, the University entered into a validation contract with Trinity College with Bristol Baptist College Limited.

Since that initial validation, the University's annual monitoring and periodic review processes have continued to assess the effectiveness of the operation of the TEI Management Committee and other key mechanisms for assuring and enhancing academic quality and standards. There have been no changes in the partnership between University and TEI since validation. There have been a number of approved curriculum changes. The TEI's programme portfolio under review for the current PER were as follows:

- Foundation Award in Theology, Ministry and Mission (V60444);
- Certificate in Higher Education (CertHE) in Theology, Ministry and Mission (V60446);
- Certificate in Higher Education (CertHE) in Christian Ministry and Mission (V60346);
- Diploma in Higher Education (DipHE) in Theology, Ministry and Mission (V60447);
- BA (Hons) in Theology, Ministry and Mission (V604);
- Graduate Certificate (GradCert) in Theology, Ministry and Mission (V60421);
- Graduate Diploma (GradDip) in Theology, Ministry and Mission (V60422);
- Postgraduate Certificate (PgCert) in Theology, Ministry and Mission (V60414);
- Postgraduate Diploma (PgDip) in Theology, Ministry and Mission (V60412);
- Master of Arts in Theology, Ministry and Mission (V60407).

Following the move to Common Awards, the TEI contracted with the University of Aberdeen in August 2015 for the validation of its postgraduate research degrees, namely PhD and MTh.

Periodic External Review process and evidence

The Senior Reviewer made a preliminary visit to Trinity College in December 2018, at the same time as the University of Durham review visit below but with a further meeting with the PER lead group to outline the purpose and scope of the Review and to respond to questions. The Review visits took place on 3 December 2018 (Durham-led Common Awards programme review) and on 5-7 March 2019 (Ministry Division team).

During the visits, the review team met with key members of senior management staff, teaching and other staff, and student representatives from different facets of the TEI. In each meeting, the Durham team examined key areas of enquiry which were identified during a pre-meeting held at Durham University on 15th November. The Ministry Division reviewers concentrated on issues raised in documentation provided prior to and during the University of Durham meetings. The meetings took place at Trinity College Bristol. The team also attended daily worship and sat in on lectures and seminars, and joined students and staff for meals. A range of stakeholders was consulted and written or oral communications were received from (among others) a number of Bishops, DDOs of sponsoring dioceses, training incumbents and former students.

Trinity College – and, so far as academic provision is concerned, Bristol Baptist College - made a substantial and comprehensive body of documentation available to the Reviewers in advance, including: a. a self-evaluation document; b. programme regulations; c. module overview tables; d. curriculum mapping documents; e. external examiner reports; f. annual self-evaluation reports; g. statistical data; h. previous validation and inspection reports; i. committee minutes.

The review team also had access to the Common Awards framework and documentation, including: a. the core regulations for the Common Awards programmes; b. programme specifications; c. module outlines; d. assessment criteria and assessment guidance; e. contact hours parameters; f. the Common Awards TEI Handbook; g. the Guide for PER Reviewers Appointed by Durham University (incorporating the PER Criteria that were developed in conjunction with the Church of England).

The PER reviewers were made very welcome by the College, staff and students alike. This was experienced whether people knew who we were or not. We would like to thank all those involved in preparation for the review, in accessing other information when required, in making our requested changes to the timetable and in making sure that people were ready to meet us, as expected. We were particularly pleased with the food served at college meals, as are the students, and this is commended in our report.

Summary of outcomes

Our overall conclusion is that Trinity College, Bristol continues to provide an appropriate environment for ministerial formation in its gathered community, its full-time dispersed learning and in its part-time learning. Trinity College, Bristol is fit for purpose for preparing candidates for ordained and licensed ministry within the Church of England.

The reviewers are pleased to recognise the consistency of Trinity College's formational aims and practice and the appropriateness of its formational aims for the Church of England, as expressed in the House of Bishop's Formation Criteria and also in more recent Ministry Council documentation, still in process of completion (Ministry in the Church of England for the 2020s).

The reviewers believe wholeheartedly that Trinity Bristol provides a good formational context for ordinands of the Church of England as well as for independent students, including those with additional learning needs. This is in respect of teaching and learning, its worship and spirituality, its community life in each of the overlapping communities and its contextual learning opportunities. There are many areas of excellence in this provision and appropriate commendations are made. Recommendations are made that will enhance current provision and bring it fully in line with expectations.

The reviewers are positive about the leadership and management of Trinity Bristol, leading up to and during the period between Principals, and recognise the journey that has been made with reference to issues of governance described in the 2012 inspection. The reviewers heard about the early stages of plans for redevelopment, which had included a focus on purpose and values and extensive consultation. Recommendations are made for enhancement that will bring it fully in line with expectations and enable a clearer governance structure and include appropriate safeguards for the future.

Student outcomes for Trinity Bristol demonstrate growth and development. Students grow in their faith and in their formation as ministers, through worshipping and learning together. Attention to the individual as well as the community means that students are assessed during and at the end of training for their fitness to practice as ministers within the wider Church of England. Many commendations have been made. The recommendations aim to ensure continued development in student outcomes.

The Report is written in relation to the PER Criteria outlined in the November 2018 edition of the *Quality Assurance and Enhancement in Ministerial Formation Handbook*.

CRITERIA	OUTCOME
A Formational aims	Confidence
B Formational context	Confidence with Qualifications
C Leadership and management	Confidence with Qualifications
D Student outcomes	Confidence
E Partnership with university	Confidence, subject to recommendations
F Taught programmes	Confidence, subject to recommendations
Overall Outcome	Confidence with Qualifications

In addition, the Durham reviewers' findings in respect of the Common Awards programmes delivered by Trinity and Bristol Baptist Colleges are:

- a) The review team was satisfied with the quality and standards of the programmes delivered. The team recommends that the programmes should be revalidated for a period of six years.

- b) The review team was satisfied that Trinity and Bristol Baptist Colleges continue to be a suitable collaborative partner TEI for the University.
- c) The review team identified a number of recommendations for the TEI to address in relation to the partnership and programmes. The TEI's action in response to the recommendations will be considered for approval by the University. All recommendations must be signed off in advance of the partnership renewal process that will take place towards the end of the validation term.

General Observations

We highlight the TEI's strengths and areas for further development as follows:

Strengths

- the consistency of Trinity College's formational aims and practice and their match with the Church of England's formation criteria
- the excellent formational context provided for ordinands and independent students through its teaching and learning, its worship and spirituality, its community life and local contextual learning opportunities.
- the leadership and management of Trinity Bristol, evidenced in the collaborative and consultative way that the site redevelopment plans have gone forward
- the inspiring way that the college faculty models continued learning and personal formation
- the comprehensive outworking of Trinity's 'live like the kingdom is near' vision in the life of its community
- commitment to engaging with mission in all its forms and to providing a range of opportunities for student to do so
- effective assessment reporting and feedback

Areas for development

- attention to ways of being of the Trinity Bristol community and to issues of ensuring parity of significance and experience between the pathways despite differences in visibility on campus, and to the allocation of staff and chaplaincy responsibility for non-residential and part-time pathways (see further Section A3)
- attention to the range and breadth of placement contexts, and to their oversight and the support available to placement supervisors
- developing the diversity of the staff team and placement supervisors, and of visitors invited to preside and preach in corporate worship on campus
- clarity and back-up for the roles carried by the Executive Director
- periodic review of Council effectiveness and some phasing of trustees' terms of office, with a view to business continuity and resilience
- establishment of audit and risk committee with independent chair

- development of more effective communication across the whole student body, especially with those on the dispersed learning and part-time pathways
- attention to the place of the School of Leadership within the formational programme

FULL REPORT

SECTION A: FORMATIONAL AIMS

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

1. The vision of Trinity Bristol is clearly articulated in the Kingdom Living section of the website, 'live like the Kingdom is near', a vision that 'is for Kingdom living, Kingdom learning and Kingdom leading', with a commitment to Kingdom values, articulated through the lens of the Beatitudes. The prospectus is clear about the vision, 'At Trinity, our passion is to see people embrace the call to live like the kingdom is near.' The policy documents that we have seen, health and safety, Safeguarding, bullying and harassment, social media, student complaints, student formation are all consistent with the formational aims.
2. The Curriculum Creed, written to give shape to the courses of the TEI, makes clear the governing principles behind the curriculum. The reviewers were surprised to note that the prospectus does not celebrate the link with Bristol Baptist College (BBC) and the shared ownership of the Theological Education Institute. There are only two mentions of this, both in the same paragraph. A renewed Memorandum of Association for Trinity and BBC was being considered by both bodies at the time of the PER, with the intention of giving Trinity the status of lead partner in developmental issues.
3. The formational aims of Trinity College are consistent with its foundation documents, the Memorandum and Articles of Association. The draft Governance Handbook (as discussed at the Council meeting on 05.03.2019), in its 'values and ethical standards' section, commits the college to the core community values described above.
4. The formational aims are communicated to staff and students, trustees and wider stakeholders in a variety of ways, additional to the prospectus. The website is lively and interesting with useful and important information readily accessible. Regular open days are held for prospective students advertised in the website and also on the Bristol Diocesan website. There are regular newsletters for Bishops, connection with the DDO network and DDO days. Neighbouring Bishops are invited to preach and celebrate in Friday chapel. A 'kingdom vision' sermon series in 2017 was followed with a further series in 2018 'on the values that underpin character formation in community', as noted in the 2018 Annual Self-Assessment part A. The sermon series were made available beyond the immediate worshipping community in college via the website.
5. A former student wrote in a submission to the reviewers, prior to the review: 'The commitment to kingdom values as outlined in its mission statement and the community commitment based on the beatitudes are more than words on a piece of paper, but are woven through everything the college does and is.'
6. A new Principal has been appointed for Trinity College Bristol, following the translation of its previous principal to the role of Bishop of Penrith. The Chair of Council noted that part of the vision for the appointment of the new Principal was that they would be an ambassador for the college.

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

7. The PER mapping document gives evidence that the aims of the college are consistent with the those of the Church of England as described in the House of Bishop's Formation Criteria. The college is also having regard to the Ministry Council's draft document, Ministry in the Church of England for the 2020s and beyond, which calls for ministry that is missional, collaborative, flexible and adaptable, as discussed with the faculty. Particular attention is paid to collaborative working in 'Community Theological Reflection' and in the grouping of ordinands at placement churches.
8. The TEI's formational aims, expressed on the website, for all students of Trinity, make clear the purpose of study as well as ministerial experience, both being described as 'doing theology'. In its prospectus, the whole college experience is described as involving the student in 'acts of service and worship to God'. These aims are appropriate to the specific ministries trained for, ordained, lay and pioneer. The pioneer pathway is commended at section D of this report.
9. Of the partnership in the TEI, Steve Finamore, Principal of Bristol Baptist College writes; 'Trinity has a clear theological identity, but it holds this with integrity in an attitude of openness and hospitality to other Christian traditions, including other streams within Anglicanism.' He further commends the college's close links with Bristol Baptist College as enabling 'clear thinking about ecumenical issues and disagreements within the context of a committed relationship' and helping Trinity's students to 'understand and own their Anglican identity while appreciating the convictions of ecumenical partners.'
10. In the SWOT analysis of the Self-Evaluation Document for PER reviewers, ways in which training is designed to enable students to be missional, collaborative, flexible and adaptable are spelt out. Reviewers were pleased to be able to confirm this in person in conversations and lectures attended during the course of the review. The ASE adds that 'Module evaluation happens throughout the academic year with reports, including written responses from the module convenors to issues raised, considered at each meeting of the Teaching and Learning Committee. End-of-year evaluation of the taught programmes is considered at a meeting of the joint faculty at the end of the academic year. End-of-year evaluation of community life and formation is considered at a meeting of the individual college's faculty meeting at the end of the academic year.' The reviewers found this to have taken place as recorded in the minutes of the Teaching and Learning Committee, particularly in relation to the full-time non-residential pathway. This is then clearly fed into the ASE.
11. The reviewers welcomed the establishment of a Formation Committee with terms of reference to enable it to parallel the Teaching and Learning Committee, which had met once at the time of the PER, so that the practical training feedback can be reviewed with student representatives contributing to the review process (noted in the ASE for Trinity College), although, in conversation we learned that this committee is yet to become fully embedded in its purpose, working and place in the college's structure.
12. The ASE records that extensive consultation and planning took place to support a new context-based pathway in 2018/2019, known as the dispersed learning pathway, in succession to (and as a development of) the full-time non-residential pathway (FTNR) that ran for one year. Comments in the ASE reflect a discussion with the students now on the year 2 full-time non-residential pathway, attending the college one day per week. A number of complaints were made about this pathway including the difficulty of balancing college work and parish work, the expectation of attendance at

non-credit bearing sessions that repeated learning in the parochial context, the allocation of a variety of pastoral tutors which meant that systemic problems in this new pathway were not easily picked up and dealt with, and a lack of contextual application in assignment titles. Whilst this cohort were very unhappy about their experience, they also made clear that they felt the college had listened to them and that appropriate adjustments had been made for the following year group. The reviewers found this recorded in the ASE, and we applaud the learning process through which the college has evidently developed the dispersed learning pathway in its new form. The year one cohort, now called a Dispersed Learning cohort, concurred with the year 2 students' favourable view of the adjustments now made and were very positive about their experience.

13. The move to block weeks with a weekly seminar that can be attended in person or on-line is welcome. The block weeks were considered to have a heavy work load but students on the whole accepted this as having been made clear at the outset and therefore part of their choice. Revised library provision ensuring books were waiting for them at the start of block weeks was also much appreciated. For the FTNR group (year 2), the issues listed have all been attended to, with the exception of the perceived difficulty of balancing study and ministry caused by the established one day per week pattern. From the college perspective full time context-based training is made problematic by the current funding mechanism which funds only for college hub activity and neglects the extra costs, incurred through staff travel and the time that this takes, of supervision and pastoral care at a distance.

Commendation I

The College is commended for the way in which it has listened to student feedback about the non-residential pathway and made appropriate changes.

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

14. There is a marked bias towards the full-time student in the prospectus (at the time of the review), with reference to 'spending a lot of time together through the week' (p.13) and 'when you relocate to Trinity' (p.17) and only on page 19 does the reader discover the range of programmes. Full-time non-residential training is described by the negative, 'Can't relocate to Bristol'. Part-time training is described less negatively but with no reference to the formational advantage of training alongside secular work or family responsibilities or the novel possibilities that this opens up for mission. That students have trained in any other way than full time in college is not evident in any of the former curate profiles at the end of the prospectus. The Trinity video echoes this. The rhetoric is all about being a full-time student. This raises questions about the student experience which will be addressed later.
15. The reviewers discussed in the meetings with Governing Body, the Acting Principal, the Senior Management team and the Faculty, the way in which Trinity College sees itself. It is clear that a full-time faculty is valued by staff and students (as expressed in conversations about the high standard of research-based teaching). This was seen to be, not only for the benefit to students, but also to the wider church in the preservation of a centre of confessional, scholarly, theological learning. It was clear in conversation, that some students were pleased to be able to choose training based in the ministerial context, conscious that this entailed 'trading context for college community'. There was a diversity of opinion in expressed in faculty about whether full time training in gathered community was superior to dispersed learning or part-time learning. Others expressed the hope that the

gathered community, operating on the older model, will be able to learn from the context-based training and part time models.

16. We see a significant range of linked issues here. There is the fact, referred to at paragraph 14, that Trinity's student-facing and wider publicity appears to privilege residential above dispersed and part-time learning modes, although we are quite sure that is not Trinity's intention. There is, we believe, a need to look at how dispersed learning and part-time pathway placement supervisors might be more fully supported in their role and enabled to engage further in the life of the TEI community, and **Recommendation 3** at Section B1 addresses this. There is a need to review the equivalence of chaplaincy support across the different modes, hence part 1 of **Recommendation 6**, and to consider how students on the part-time and dispersed learning pathways might be able to benefit as fully as possible from the expertise of core teaching staff (part 2 of the same recommendation). In sum, we consider there is a need for Trinity to look further at how, in its communication and practical delivery, it can best model the full inclusion and parity of esteem for learners on all pathways that we believe it intends. Hence our **Recommendation 1** below:

Recommendation 1

We recommend that the staff, students and governors give attention to the way of being of the Trinity Bristol community and to issues of ensuring parity of significance and experience between the pathways despite differences in visibility on campus, so that prospective students of all pathways are seen to be equally valued and that none is second class and so that Trinity Bristol models the collaborative approach that is valued in the Church of England.

17. The limited responses to advance canvassing of opinion indicate that Trinity Bristol is valued by external stakeholders (including the local diocese) and the good recruitment levels echo this. The Diocese of Bristol website hosts advertisements for Trinity College, for both full and part-time study, and testimony from an ordinand studying at Trinity. The website of the Diocese of Gloucester has similar advertisements.
18. Trinity College recruits a high proportion of female ordinands on all pathways. In relation to BAME recruitment, the reviewers welcome an awareness of and a need to be active in this area. A speaker was recently invited to address faculty on the subject of 'unconscious bias'. The introduction of talks by world theologians was also thought to be relevant to recruitment as this creates an inclusive theological culture that should help attract BAME students and others.
19. Adverts for open days at Trinity College on the Diocese of Bristol website are appropriately inclusive in their illustrations. A fellow TEI principal writes: 'Trinity's strengths 'include the priority they have given recently especially to female ordinands in the Evangelical tradition – as a TEI long committed to the ordained ministry of women [we] welcome this.' Trinity's commitment to the ordained ministry and leadership of women is borne out by its high numbers of women ordinands in training in recent years.

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

SECTION B: FORMATIONAL CONTEXT

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

20. Trinity has a well-established partnership with Bristol Baptist College, which its Self-Evaluation documents identify as mutually enriching. Most teaching sessions for Trinity's residential students are shared and are taught by faculty from both institutions. Students commented on the value of this partnership to the breadth of their formational experience. The College's SWOT analysis document records a range of guest speakers offering input into student teaching sessions, including visitors from the wider Anglican communion.
21. A School of Leadership has developed over the past three years in partnership with CPAS, with the significance of the partnership emphasised through the appointment of a CPAS staff member as an Associate member of Trinity's faculty. Students expressed some concern about the design and delivery of the teaching sessions in the School of Leadership, which was echoed by stakeholder feedback from recent alumni (see paragraph 90).
22. The College has an extensive network of placement churches, within and beyond the Diocese of Bristol. The meetings with the staff members responsible for organising placements within each mode of study indicated a pro-active approach to seeking out carefully-chosen contexts to achieve a good balance between widening experience of the Church of England and any training/formational needs that may have been identified. The needs of spouses and families are also taken into account in choosing primary placements.
23. We noted a dominance of evangelical and central tradition parishes in Trinity's list of primary placement contexts, though staff feedback pointed to challenges beyond the College's control in ensuring a range of traditions, most notably the profile of parishes in the Diocese of Bristol. Additional, shorter, placements allow for greater diversity. Students across all modes of study praised the quality of placements and placement supervision, and where there have been issues, the College has responded quickly and appropriately. We encourage Trinity to continue actively to seek out appropriate primary placement contexts from currently under-represented traditions to ensure that students benefit from the widest possible experience of the breadth of the Church of England while on placement.

Recommendation 2

We recommend that Trinity should continue actively to seek out appropriate primary placement contexts from currently under-represented traditions to ensure the widest possible student experience of the breadth of the Church of England.

24. The College Handbooks identify how all students engage with civic and community organisations through additional placements. In formal and informal meetings, students spoke positively of the range of opportunities open to them. Feedback from students and contextual supervisors pointed to a less extensive provision of structured opportunities to engage with other faith communities, though students praised visits undertaken to places of worship in the context of taught modules (see **Recommendation 11** at section D2).

25. Staff and students commented there may be value in a more co-ordinated approach to the organisation, oversight and quality assurance of placements across the different modes of study. They also suggested that the differences in the level of support offered by the College to supervisors for the different modes result in fewer opportunities for professional development for some, which may impact the quality of supervision and student experience.
26. Supervisors for residential students take part in a campus-based, well-designed, programme of workshops and reflection sessions, alongside core faculty. Supervisors of Dispersed Learning and Part-Time students benefit from high-quality Handbooks and receive a thorough briefing, together with visits in context, from the Programme Directors. They have little opportunity for engagement with College life, or ongoing training and development, however. We encourage Trinity to continue to explore such issues, particularly as the new Dispersed Learning pathway becomes more established in the life of the College. Accordingly:

Recommendation 3

We recommend that Trinity reviews the oversight of placements, and the level of support for the Dispersed Learning and part-time pathway placement supervisors and the opportunities provided to them to engage with the life of the College, with a view to ensuring consistency of quality across the different learning pathways.

B2 There are well understood and embedded practices of corporate life, so as to enhance the process of students' formation.

27. The College Handbooks set out an impressively reflective and practical set of 'community values' based on the Beatitudes. These form the fundamental commitment staff and students make when they join Trinity, with the aim of living 'like the Kingdom is near.' The College's SWOT analysis sets out clearly how its approach to formation reflects the denomination's aim to form ministers who are missional, flexible, adaptive and collaborative. Our observations, and student and staff feedback, record that these values are actively promoted in the life of each community that makes up the College. A Chaplain commented that Trinity is 'holy ground'.
28. The Handbooks, and other documents, set out appropriate policies for the community in relation to welfare and conduct, and student feedback identified ways in which they are actively applied.
29. Trinity's Safeguarding Policy was agreed by the Governing Body in 2014 and revised in May 2018. The Safeguarding Lead is the Executive Director and the Governing Body Representative is the Chair of Council. The College has a close relationship with the Safeguarding Adviser for Bristol Diocese. All students attend C1 training in their first year of study and C2 in their second year. Staff lists record that all core faculty have completed safeguarding training, and context supervisors have completed C3 or C4 training.
30. Whilst the Safeguarding Policy appears to be in line with national guidance at the time it was last revised, it may need further revision in the light of recently released denominational guidance. We also suggest that the College considers the appropriateness of the Executive Director being Safeguarding Lead, given the many other responsibilities of that role, and the appointment of a woman to a Safeguarding role alongside a man (see **Recommendation 8.ii**).

31. There is some diversity in the age profile of ministerial and teaching staff, and a range of denominations is represented among core faculty. Although several senior core faculty (including the former Principal) are women, the College's profile documents for teaching staff and contextual supervisors identify a majority of White British Men, and the BAME community is not currently represented among core faculty. Staff feedback pointed to barriers to achieving a more diverse ministerial and teaching staff profile beyond the College's control, including the profile of Diocesan Incumbents from among whom placement supervisors are chosen. We acknowledge these issues, but strongly encourage Trinity to actively seek to build a more diverse staff team.

Recommendation 4

We recommend that the College reviews and seeks to develop the diversity of its staff team and placement supervisors.

32. Student feedback identified how students studying in each mode of delivery form effective and supportive community. Residential students form well-integrated pastoral groups and enjoy a range of community building opportunities, and our observations recorded a lively, prayerful, community. Other students use WhatsApp Groups and other technology-based solutions to stay in touch from a distance, and greatly value the support of their peers. Despite residential students expressing their appreciation of the College's encouragement to engage graciously, yet critically, with different traditions and theological convictions, they requested more organised opportunities for facilitated discussion of difficult topics in the life of the contemporary Church. The Reviewers see this as a significant formational request.

Recommendation 5

We recommend that Trinity develops structured ways to help the community engage in discussion of difficult topics in the life of the contemporary Church.

33. It was less clear to us, from meetings with staff and students, how well community is formed across the different modes of delivery. Feedback pointed to a range of understandings of Trinity, ranging from a 'community of communities' to full-time residential study appearing to be the core focus of the College, and the Dispersed Learning, Part-Time and Full-Time Non-Residential pathways seeming peripheral in significance and remote in experience, not least as a result of problems in administrative communication. We have commented at Section A3 and on the need for the College to continue to think through how the different learning pathways together form Trinity as a whole and to consider questions of parity of significance and experience between the pathways despite differences in visibility on campus: section A3 and **Recommendation 1** refer.
34. Linked with this are specific practical issues, which we address here. Trinity's Self Evaluation, and staff and student feedback raised several issues in the provision of pastoral care. Core faculty, all of whom have ministry experience, are personal tutors for residential students. Most students spoke positively of this support, but some suggested a need for ongoing staff training in pastoral care. For a variety of reasons beyond the College's control, Chaplaincy provision temporarily broke down in Summer 2018. The College responded quickly to student feedback and put in place additional Chaplains for the current academic year. Feedback from residential students and Chaplains acknowledged this responsiveness but also advocated expanding Chaplaincy provision further, perhaps through a paid appointment.

35. Staff and students identified a less comprehensive provision of pastoral care on the non-residential pathways. Whilst the College Chaplains are available to all students, currently no Chaplain is on campus when Part-Time students are present, and distance makes it difficult for Dispersed Learners to access Chaplaincy services. Pastoral care for Dispersed Learners and Part-Time students is provided by a dedicated pastoral tutor and the Director of each Programme, with placement contexts supplementing that provision.
36. In meetings, Dispersed Learners and Part-Time students identified occasions when pastoral care was less available to them than this provision might suggest. They commended both Programme Directors for their care, but did not refer to pastoral tutors in discussion. We urge, therefore, that the College reviews its pastoral provision for students on non-residential and part-time pathways, and considers how effectively staff who hold responsibility for programme oversight and placements, and a significant teaching load, can provide pastoral care, particularly should the numbers of students on these pathways rise.
37. Meetings with students and staff also suggested a difference in understanding over peer to peer pastoral support. Residential students spoke of peers providing support through pastoral groups and via an appointment on the Student Executive, both of which seemed to form significant aspects of its provision. Staff were clear that students are not expected to provide peer pastoral support beyond the friendship typical to living together in community.

Recommendation 6

We recommend:

- i. **that consideration is given to expanding the number of core staff who teach on the dispersed learning and part-time programmes, given the high quality of core staff scholarship, to maximise the quality of student experience in that programme.**
 - ii. **that Trinity should develop its chaplaincy support for all students, and review its pastoral care provision for students on non-residential and part-time pathways.**
38. Spouses of residential students strongly commended the College's provision for them. Whilst most of their extensive number of activities are self-organised, they feel valued and supported by Trinity, with some commenting that support for families influenced their spouse's choice of training institution. Spouses' opinions are heard and taken seriously by both the Student Executive and Trinity's Senior Management Team, and they are given opportunities to study, including for academic credit. Inevitably, working spouses and those who are not based on or near to the campus find it more difficult to engage with community life, and we encourage Trinity to continue to ensure they are made aware of opportunities.

Commendation 2

We commend Trinity for the quality and extent of its provision for the spouses and families of ordinands.

39. Student feedback is very positive about the quality of the food provided at Trinity – as, on the evidence of their visit, are the reviewers (introduction, page 9). See further paragraph 58 and Commendation 9 on the outworking of Trinity's kingdom values in the life of its community.

Commendation 3

We commend the quality of Trinity's food catering, which is clearly appreciated by students.

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

40. The main building, Stoke House, is Grade 2* listed, and the teaching accommodation is mainly in a wing that was built on to the rear of Stoke House in the late 1980s, with seminar rooms in other buildings, a lecture room in Henry Martyn House equipped for video conferencing and communal lounges in Stoke House.
41. The College owns or manages over 60 residential properties off-campus, which provide accommodation for a majority of married students. Students and spouses commended the quality of accommodation provided for families, and for many married couples. Some students identified a need for small-scale upgrading work in the married-couple flats, to bring them to the same quality as the family accommodation.
42. Residential single students have rooms in the Carter Building, a 1960s Halls of Residence style building, with largely non en-suite accommodation. The number of single students at Trinity has risen since the last Inspection, particularly women students aged under 30. Trinity's Self-Assessment document identifies the work undertaken to improve the options and capacity for single student accommodation.
43. Stakeholder feedback from recent alumni raised a number of issues about the difficulty of creating community in the Carter Building, and about privacy and sharing bathrooms. Informal and formal meetings with current students brought out a more balanced view. Some students commented that their accommodation could be isolating, and/or that shared bathrooms can be embarrassing. Most recognised recent improvements the College has made to this accommodation and thought it satisfactory.
44. We are pleased to see consideration of single student needs identified as a priority for the Site Development Group in the College's Self Evaluation and, while encouraging Trinity to continue to make interim improvements to the provision of accommodation and social space for single students, we would commend the approach they have already taken to the wider site development project.

Commendation 4

We commend the collaborative approach to exploring future development of the College site, including improvement of provision of accommodation and social space for single students, accommodation for block weeks, and provision for the needs of the Bristol Baptist College students, while seeking to maintain the community value of eating together.

45. The large College Chapel is furnished flexibly and to a high standard, and the smaller Oak Chapel provides a more intimate, flexible, space for prayer and worship. Both function well, though student feedback pointed to the College Chapel operating at capacity for some larger services, inevitably limiting imaginative use, but this did not detract from service leaders' ability to create an appropriately prayerful context for worship in the services we attended.
46. Trinity's Self-Evaluation, staff feedback and our observations all identify a pro-active approach to maintenance involving good review systems and creativity in future planning. The property manager

leads a committed team and continually reviews the maintenance and development needs of the site, with appropriate levels of financial planning. There are plans under discussion for future development of the site to provide new accommodation, which the College intends to progress after the arrival of the new Principal.

47. Student feedback, Trinity's Self-Evaluation and the experience of Reviewers with disabilities during our visit all point to the site not currently being adequate for the needs of all students with disabilities. Faculty studies, and administrative offices, in the listed Stoke House are all on upper floors with no lift available. The lie of the land throughout the site (sloping and with steps and terraced gardens) forms a significant challenge for those with physical disabilities. A majority of the lecture rooms are not easily accessible to wheelchair users. The need to extend provision of hearing loops was identified in Trinity's 2013 Inspection Report, and this does not seem to have been fully addressed.
48. We think it important to balance these issues by recognising the willingness of the College to engage with the needs of those with disabilities. Trinity has been proactive in identifying and actioning a range of improvements aimed at improving accessibility, within the limitations posed by the site and its buildings. There is an impressive level of engagement with additional learning needs, and a disability adviser contacts all prospective students who declare a disability to discuss their needs before they join Trinity. This contributes to **Commendation I6** at section E2.
49. We trust that the College will consider carefully the needs of people with disabilities within its plans for future comprehensive site development, and continue to make such improvements as are possible in the interim period.

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

50. Meetings with staff identified corporate worship as the bedrock of the residential community, and our observations affirm this view. A comprehensive set of Worship Handbooks and planning documents ensure an informed and consistent approach to planning and leading worship, and a good balance of staff and student leadership is achieved. The Dispersed Learning, Full-Time Non-Residential and Part-Time communities each achieve a good pattern of corporate worship, within the limitations of the time students on these pathways spend at Trinity. Of course part-time and dispersed learning students also benefit from their participation in worship in local contexts.
51. A majority of College Chapel services for all modes of study are drawn from Common Worship, with an appropriate provision from the Book of Common Prayer. Staff and student feedback together with the Worship Handbooks point to a purposeful approach to formation in worship leading in which students are encouraged to first build their ability to use the more prescriptive rites well and are then encouraged to experiment with the freedom within a framework offered by Common Worship. Other genres and styles of worship supplement this core provision, as do the services held in the placement churches students on all pathways attend throughout their training. Additional placements, which tend to involve a context of a different tradition than students' primary placement, bring them into contact with a wider range of worship and liturgy.
52. Staff and student comments, and our observations, all point to the College's intentional inclusivity in terms of church tradition and differing theological convictions, and Trinity's Self Evaluation recorded

policy revision in inviting visiting speakers, including at weekly Communion services, in the light of low BAME representation among core faculty. Staff feedback suggested a less diverse approach to service leading and preaching in practice, however, with core faculty and a limited number of closely associated visitors taking these roles when students do not. Accordingly:

Recommendation 7

We recommend that Trinity should actively seek to broaden the diversity of visitors invited to preside and preach in corporate worship on campus.

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

53. Trinity's Staff List and additional information provided for the Review show the College to have a well-qualified core faculty, all of whom have practical ministry experience across a range of denominations and are research active. Associate faculty, research supervisors and primary placement supervisors are similarly well qualified and/or experienced.
54. The College sustains an impressive faculty development programme, including encouragement for further study, dedicated research time, study leave and a series of teaching and learning workshops to facilitate sharing of good pedagogical practice. Meetings with staff recorded that this provision is honoured in practice. There was clear evidence of research-informed teaching in most of the learning sessions the Reviewers observed, and we encourage the faculty to continue to broaden the range of creative pedagogies they explore and use.
55. Our observations, and the feedback we received from staff and students, all suggest core faculty take a full part in the praying life of the community, as worship leaders and participants, and the strength of prayer underpinning praxis was evident to the Reviewers in the community we observed. We saw positive interaction between staff and students in learning and social settings, and it was pleasing to see a recent staff publication being celebrated by staff and students in lunchtime notices. The core faculty is diverse in personality, and our observations affirm student comments about a team well able to model appropriate professionalism grounded in who they are as people.

Commendation 5

We commend Trinity for the inspiring way in which its faculty models a culture of continued learning and research, and ongoing personal formation.

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

SECTION C: LEADERSHIP AND MANAGEMENT

CI The TEI has clear and effective governance structures.

56. We noted that the ASE reported a governance and management self-appraisal for registration with the Office for Students. The College helpfully supplied an organogram of the management and reporting structures, but discussions with the teams demonstrated that these were more nuanced and overlapping in reality than the charts suggested. Meetings with administrative staff especially showed a lack of certainty about who was responsible for doing what, and two people said that they were responsible for the same thing. We would welcome clearer statements of where responsibilities actually lie, and specifically a more distinct separation of powers, roles and responsibilities from the individuals who bear them. The College is blessed in the exceptional and multiple abilities and qualities of its Executive Director, who is pivotal in management, governance and compliance functions and the conduit for communication up, down and across the college. This evidently works in current circumstances but would make the College vulnerable in the event of unanticipated absence or resignation. The appointment of an Admissions and Data Compliance Officer (as reported in the ASE) has strengthened the College's administrative and compliance reporting. Conversation with the newly appointed DCO and Communications Officer (who share an office) demonstrated the value of their proximity in consistency and reliability of message internally and externally. We comment above at paragraph 29 that it would be good to review the Safeguarding Lead position and to consider appointing a woman alongside a man to this role.

Recommendation 8

We recommend that consideration be given to

- i. a clearer statement of the distinctive roles carried at present by the Executive Director, ensuring that there is a named backup for each of the responsibilities carried by him and facilitating a future management structure review to mitigate the risks inherent in the present arrangement where so much pivots on the Executive Director role; and**
 - ii. the role of Safeguarding lead and whether a back-up lead should also be appointed, ideally of the opposite gender to the lead.**
57. Reports supplied both in advance of and during the review visit demonstrated very reliable reporting of student, academic and financial data both internally and externally. The Academic Dean has been clarifying the functions of the various academic committees to ensure consistency of policies and application of academic regulations (e.g. extensions, hours per credit). The establishment of the first draft of the new academic year's timetable in May of the previous year is to be commended, facilitating work planning for both staff and students, room bookings, and the removal of courses with a non-viable cohort. This is consistent with the emphasis on regular close monitoring, timeliness of feedback and swift use of data for improvement both for individuals and processes. The curriculum creed sets out policies, processes and intended outcomes, on the basis of which content is then designed.

Commendation 6

We commend Trinity for their timely advance preparation of the academic year's timetable, enabling staff and students to plan accordingly.

58. There is a complex structure of stakeholder consultation and participation, which evidently works well, following the feedback from student and staff representatives, and external stakeholders. We commend the College's efforts to increase active engagement with Bristol Diocese, DDOs, and alumni. The reviewers questioned the Student President's status in attendance rather than in full membership of the College Council, though the President evidenced that his voice was clearly heard in Council meetings, and he was not a token presence. His and other student representatives' involvement in the appointment of the new College Principal was warmly welcomed. Nonetheless the reviewers urge consideration of full member status for the Student President: in other academic institutions it is normal practice for the President of the Students' Union - unlike staff, who are employees of the Council - to be a full Trustee member of Council or equivalent body. The planned weekly meetings between the President and the Principal were commended, though they did not always take place, perhaps as an effect of the interregnum.
59. Discussions with the Executive Director revealed that HR expertise is retained from an external advisor as required, with internal HR practices the responsibility of the Executive Director, who keeps abreast of changes in legislation through attendance at courses, supported by the PA to the Principal and Executive Director. We noted with some concern that the Employee Handbook is dated 2010, and suggested an alternative approach such as the development of an easily updated online suite of HR policies (adopted as appropriate from Bristol Diocese or other comparable bodies) with automatic triggering of regular review at designated intervals, in order to reduce the amount of in-house time required but maintaining compliance with current practice. Staff appraisals are mainly carried out by the Executive Director in his role as line manager for – as we understand – a significant number of staff.

Commendation 7

We commend the College's efforts to increase active engagement with Bristol Diocese, DDOs, and alumni.

Commendation 8

We commend the planned weekly meetings between the President and the Principal.

C2 The TEI has effective leadership.

60. Observation of the Senior Management Team and the various minutes of meetings demonstrated the very collaborative leadership style from which the College benefits. The Acting Principal and Executive Director clearly work effectively together. While there is a widely shared vision of the overall direction of travel for the College as expressed in the high-level Strategic Plan, faculty members and Council Trustees continued to explore the nature of community/communities for the College both present and future, in light of the diversity of modes of delivery and student experience. Observation of the Council meeting, and discussions with the Chair of Council and Standing Committee Chair respectively, evidence a shared understanding of the challenges facing the College, particularly in discussions on future site development and investment. It is commendable

that discussion with the Property and Facilities Manager and the Chef evidenced the outworking of the ‘live like the Kingdom is near’ vision in all the consideration of options not only for site development but also in decisions on sourcing food, etc. The Kingdom vision had been developed through a wide variety of meetings, with different groups of staff, students, alumni, DDOs and Trustees. The then Principal shared the distilled version of the vision with wider bodies and the beginning and end of the academic year, including with the College Association AGM and Open Days. The website was used as a key tool in communicating the vision and values.

Commendation 9

We commend Trinity College on its comprehensive outworking of the ‘live like the Kingdom is near’ vision in matters ranging from site development to food sourcing.

61. Observation of the Council suggested an appropriate balance of challenge and mutual support. We invited Trustees at the Council meeting to consider instituting a Council effectiveness review from time to time, as part of the strategic plan aim for ‘high functioning Council meetings’ (see **Recommendation 9**).
62. Interaction with faculty and academic support colleagues indicated a wide buy-in to the key College ethos, with facilities staff demonstrating adoption of the “Kingdom values” in practical ways, but it was less obvious how the voices of catering, cleaning and ground staff could be heard directly in the College other than via their line managers. Academic support staff have a general meeting once per term. Academic administration staff and support staff team managers each have (separate) general meetings once per term, mainly for information-sharing but also with the opportunity to raise issues. Nonetheless we urge wider input.

C3 Trustees are appropriately recruited, supported and developed.

63. The Annual Report and Memorandum and Articles of Association confirm that Trustees are mainly elected by the College’s Association, with some current and planned co-options based on the skills audit of Trustees. The Council discussion showed that they are actively seeking a financial expert, and are also considering co-opting a specialist in HE. (The Chair of Council is the designated Safeguarding Trustee.) Trustee training appeared to be appropriately tailored to individual needs, and the reviewers mentioned the opportunities for regular Trustee training not only for refreshment but also for bonding of existing and new Trustees. The Council meeting during the review visit agreed in principle the designation of individual Trustees to liaise with and represent particular aspects of the College’s activities, to ensure a fuller understanding of specific areas when they are discussed in Council, which is to be commended. The list of Council members supplied to the team highlighted that the terms of office of three of five elected Trustees would end at the same time in 2021.

Recommendation 9

We recommend:

- i. **that consideration be given to establishing a regular review of Council effectiveness (at, say, four or five year intervals)**
- ii. **a semi-annual meeting between the Senior Management Team and all support staff**

- iii. **some re-phasing of Trustees' terms of office in order to avoid a sudden and simultaneous loss of institutional memory and expertise, in order to ensure business continuity.**

C4 The TEI has effective business planning and fundraising.

64. The College had developed a high-level strategic plan (presented at Council and supplied in advance), for which the business/operationalisation plans have yet to be developed. Supporting documentation supplied on, for example, the key issue of site development, provided additional information. As explained by the Executive Director, Chair of Council and Standing Committee Chair, the approach has been to focus on the values and ethos before starting to drill down into the financial and practical detail, in which many key staff will need to be involved (Finance Manager, Property and Facilities Manager, Executive Director, etc.) Such an approach was deemed particularly appropriate between Principals, where the College Council and SMT have felt it important to carry on with strategic thinking and some preparatory practical underpinning, without in any way seeking to constrain the incoming Principal.

65. Plans for projects such as the site redevelopment indicated dependence on either external fundraising or the possibility of selling property/ies where permissible. Discussion with the Finance Manager showed full awareness that the latter route carried major strategic risks, as property could only be sold off once, and careful option appraisal and reliable cost/benefits analysis would be required before committing to such action.

66. The financial position of the College had improved positively with the upturn in student recruitment. Continuing reinforcement of that position is entirely dependent on student numbers, and is now more nuanced in view of the balance between dispersed learners, part-time and full-time residential students. Senior officers expressed reasonable comfort with the level of bank overdraft and loans against property, some of which are personal, on which it continues to depend, and would be prepared to extend if necessary, even though it was a priority to clear the remaining overdraft and build up reserves in order to restore liquid assets which are at present non-existent. Close monitoring (particularly of cashflow) suggested that this would nonetheless be kept under tight controls. Donations from Trinity College Enterprises (trading activities) were essential to underpin the core business of the College. We noted the risk of VAT liabilities arising in relation to a small proportion of TCE income (most is VAT-exempt) if this developed too far, but the Finance Manager had a close eye on ensuring that the £85,000 threshold at which VAT would become liable was not reached.

C5 The TEI has sound financial and risk management and reporting.

67. The Finance Manager not only produces the seven-year forecasts required annually by the Office for Students and prepares budgets, but has commendably tight financial controls, including daily cashflow forecasting, with monthly cashflow summaries. (This bore out the statements in the ASE about improving forecasting.) There was a reporting issue with the Auditors on this and last year's Annual Report and Accounts. The reviewers recommended the Council consider a regular re-tendering for auditors, as standard good financial practice, lest too 'cosy' a relationship develop with any auditor, however reliable. The College is in the fortunate position that the Executive Director, as a qualified accountant, could present the Annual Report and Accounts to Council, with a Finance Manager who

would equally be capable of doing so. There are plenty of checks and balances for income and expenditure, but an occasional Internal Audit process might be beneficial.

68. Reviewers expressed concerns about the present governance structure, in which the Standing Committee of Council acts not only as its standing committee in preparing for and following up on Council meetings' business, but also as finance committee, and moreover as audit/risk committee. We asked the College to consider greater separation of roles and powers in respect of risk, audit, finance, etc., and in particular recommended the formation of a separate Audit and Risk Committee, chaired by someone who is neither the Chair of Council, nor the Chair of the Standing Committee (if that continues to act also as Finance Committee). We would like to see the new committee reviewing the effectiveness of the College's corporate governance arrangements, financial systems, internal control environment and risk management arrangements, and providing appropriate assurances to Council on these areas. This suggestion met with approval in principle from the Chairs of Council and Standing Committee, the Acting Principal, and the Executive Director.
69. The need for this was prompted by the apparent lack of action and audit trail between the clear action required by Council in May 2018 on key updates to the risk register over summer 2018, and its non-appearance on any subsequent Standing Committee or Council agenda/minutes since then. It was suggested that some discussion may have taken place at Standing Committee, but there was no evidence to support this. This also reinforced the need for expanding the brief minutes of the Standing Committee meetings sufficiently to provide a clear audit trail of any issues discussed.
70. At the Council meeting attended by the Reviewers it was agreed that changes should to be introduced in the Risk Register format, to make clear who is responsible for which action and dates for review and completion, and to make it a more organic and dynamic document.
71. We noted succession planning as a key issue in relation to the multiple responsibilities of the Executive Director, and were pleased to note that other colleagues were attending courses and/or taking on responsibilities that would hitherto have been covered by the Executive Director, as a contribution not only to succession planning but also business continuity (e.g. the new Admissions Officer would be attending courses hitherto attended by the Executive Director). The Executive Director continues to chair the Quality Assurance Steering Group as representative of the SMT and also leads on OfS matters and coordinates the submissions to the QAA. The Academic Dean is also a key member of the QASG in view of his responsibility for the management of the academic programmes.
72. Enquiries about a Disaster Recovery/Business Continuity Plan indicated some slight inconsistency between the Executive Director and the Property and Facilities Manager about where responsibility lay. There are robust systems in place for fire, mechanical engineering, electrical emergencies, and the Site Manager is the first line of support as resident on site. All systems are being reassessed to strip back to essentials and remove accretions, as with the Fire Safety Survey and Disabled Access survey, and a review of IT provision. The size of student body is almost at capacity for the plant: at present (with 60 in the first year), it would be very tight to squeeze 70 into the largest lecture room.
73. Discussions with the Academic Dean, Academic Registrar, and Admissions and Data Compliance Officer all confirmed the impression of a listening and responsive institution, which aims to go for early intervention when issues are picked up (systematically or ad hoc) to find solutions before problems fester or become major.

Recommendation 10

We recommend that:

- i. a separate Audit and Risk Committee of Council be established, with an independent Chair;**
- ii. there be regular review of external Auditors to refresh the process;**
- iii. an Internal Audit be conducted every five-six years; and**
- iv. fuller and clearer minutes be kept of business completed and actions required for all meetings to improve audit trails.**

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

SECTION D: STUDENT OUTCOMES

D1 Students are growing in their knowledge of Christian tradition, faith and life.

74. The reviewers observed a range of teaching in lectures and seminars and found that students engaged well with the presented material. Opportunities were given to challenge the presentations which themselves were well prepared and delivered. In every case there was clear evidence of students' enthusiastic engagement with biblical texts. Theological reflection was encouraged and evidence from a DDO confirms that students arrive in curacy well practised in this and with a theology always looking for integration between theory and practice.
75. In the case of ordinands who have the potential to contribute more widely to theological scholarship or teaching, there is a commitment to integrate formation with the vocation to further study through fortnightly research seminars, an annual research conference and personalised programmes of study. The reviewers attended a post-graduate seminar and found that the description of this in the prospectus was borne out in practice.
76. Trinity is firmly rooted in the evangelical tradition but is not exclusive or partisan. One context supervisor noted that he valued 'the college's ethos of 'all things Anglican''. In interviews with students, context supervisors and staff members, the reviewers found that there are opportunities to experience a wide variety of styles of worship and that placements offer opportunities for both experience and practice.
77. The establishment of the Dispersed Learning and Part Time pathways are all more recent developments. The reviewers noted that there are still issues for Trinity to address regarding the integration of these pathways with the rest of life at Trinity, not least in the area of communication. Notwithstanding these issues, students on these other pathways are fully engaged with the high quality teaching offered and were pleased to note that Trinity is seeking to increase the numbers of ordinands on these courses in the years ahead.

Commendation 10

We commend Trinity for intentionally creating and sustaining a student community in which interactive learning with a strong element of enquiry and debate is encouraged.

D2 Students have a desire and ability to share in mission, evangelism and discipleship.

78. The reviewers found that Trinity's strapline 'Living like the Kingdom is near', is evidenced across the community's life. We found evidence of the Kingdom values described in the prospectus being present in worship, teaching, and the ways in which staff, students and families care for each other. Living in community can lead to it being inward looking; however, reviewers found clear evidence in placements, lectures, pastoral groups and interviews with students that Trinity is well aware of this and seeks in all aspects of its life to engage with the wider world in every regard. Evidence from interviews with students and context supervisors demonstrated a range of opportunities to engage with some of the most deprived communities in the area. However, from conversations with students and context supervisors, the reviewers heard relatively little of opportunities to experience or engage with other faith communities, although we understand that through Trinity's community placements including multi-faith chaplaincies and the Bristol Hospitality Network, which also offers work placements within the college community to refugees, such opportunities do exist.

We believe it may be a question of raising the profile of these opportunities and developing students' engagement with them. Intercession at worship demonstrated a world facing and world engaging faith.

Recommendation 11

We recommend that Trinity seeks to widen students' awareness of and participation in opportunities to experience and engage with other faith communities.

79. For most – probably all – students, engagement with mission is a significant part of their context placement experience. The reviewers found a wealth of evidence from interviews with students and context placement supervisors, context placement handbooks and supervision group meetings of a clear intention and real desire to see others come to faith in Christ, to grow in Christian discipleship and to recognise their God given vocation. The commitment to and enthusiasm for this was evident in every regard.

Commendation 11

We commend Trinity for its clear commitment to engage with mission in all its forms and for providing a range of opportunities for this engagement.

D3 Students are growing in personal spirituality and engagement with public worship.

80. The reviewers found that Trinity's Worship Handbooks set out clear and helpful guidance about what is offered and expected in public worship, including the expected commitment of students and Faculty members. This attendance commitment is widely observed.
81. Students share in the leading of morning worship through their Pastoral Groups whilst Faculty members take the lead at evening worship. Common Worship and the Book of Common Prayer are the 'standard' texts and the handbook makes clear that these are at the heart of worship in the Church of England and of the worshipping life of Trinity. There is a weekly college communion service, usually on Friday but on other days from time to time. A joint communion service with part-time students is held once a year. The reviewers are satisfied that these documented statements are evidenced in the life of Trinity.
82. During the review, reviewers experienced worship led by and within pastoral groups and by staff members. The pastoral group meeting for worship did give students the opportunity to use other worship styles though in interviews, reviewers became aware that there was little opportunity for worship using other styles when the whole residential community was gathered together.
83. Preaching and leading worship and key components of the context placements and supervisors give feedback on each of these. Students are expected to preach and to lead worship several times during their training. Students and supervisors provided the reviewers with clear and convincing evidence that this is taken seriously and, for full time students, that feedback sessions are provided both individually and through supervision sessions at Trinity. Evidence from interviews with part time students suggests that the mechanism for supervision for part time and dispersed learning students is less well-structured and is not always happening in the way described in the Placement Handbook and thus presumably expected by these students. Our comments in sections A and B and **Recommendations 1, 2 and 5** relate.

84. The Worship handbooks and interviews with students and staff provided evidence for the reviewers that students are encouraged to develop their own spiritual lives, including working with spiritual directors, taking retreats and quiet days. Trinity has a clear commitment to prayer and there was evidence around the site and through conversations of prayer groups meeting either regularly or occasionally as need arises, and of opportunities to ask for prayer.

Commendation I2

We commend Trinity for the well-developed working relationship with context supervisors for full time residential students.

D4 Students' personality, character and relationships.

85. Without exception, students spoke of their appreciation of the Trinity community and how, in many cases, it was Trinity's reputation as a community focused college that led to them applying to train here. The reviewers wholeheartedly endorse this view as far as the full-time students are concerned though we found a different view amongst part time and dispersed learning students. In these latter groups, the evidence for a sense of a Trinity community was sparse. Students felt themselves to be part of a community within their pathway i.e. as part time or dispersed learners, but did not feel any strong sense of belonging to or engagement with the wider (residential) community. Nonetheless, through interviews and conversations with students, the reviewers found that there is a resilience across the pathways and an appreciation of individual differences, together with a willingness to learn from each other's experiences.
86. The Pastoral Groups provide an informal and safe space for acknowledging some of the challenges of formation, alongside relationships with staff members which were highly valued by everyone with whom the reviewers held conversations. Students were clear that informal discussions in Pastoral Groups addressed some of the challenging issues facing the church – for example, the mutual flourishing agenda and current issues of sexuality. Staff also assured us that, in addition to the work in Pastoral Groups, such topics are addressed in pastoral groups CTRs, in ASEP (mutual flourishing), in teaching (sexuality and diversity), and in plenary week. The college also supported through faculty involvement a relationships week in 2018/19 organised by the student executive and the spouses group, Connect.
87. The reviewers were impressed by the maturity of such a relatively young group of students. Numerous conversations revealed seriousness in terms of understanding of vocation and a good understanding of professional conduct and safeguarding matters.

Recommendation I2

In order that the student experience may be enhanced, we recommend

- i. that Trinity proactively seeks to develop more effective communication across the whole student body, particularly with those on the dispersed learning and part-time pathways; and**
- ii. that a joint communion service with part-time students is held more frequently – possibly termly.**

D3 Students are developing in the dispositions and skills of leadership, collaboration and ability to work in community.

88. Following national church guidelines, Trinity is committed to preparing ordinands who are relational, missional, collaborative and diverse and adaptive (Self-Evaluation Document). The reviewers heard this articulated during the review and there is strong evidence that this commitment is practised. There is a strong sense of collaboration within the Faculty, within the student body and between the two. Reviewers were pleased to note that the student president felt listened to and was a valued attender at and contributor to Council meetings. Timetabled meetings between the student president and principal were not held as regularly as intended - again, the vacancy between principals will have been one factor - and whilst there was no evidence of this damaging the sense of working together at Trinity, the potential for slippage is evident.
89. More widely, reviewers were encouraged to hear from context supervisors, students and former students of the opportunities afforded to students in context placements for the development of leadership skills. Reviewers found evidence of collaborative ministry particularly in the working of the pastoral groups and exercising of their responsibilities for worship, and in the corporate theological reflections.
90. Given Trinity's clear high regard for developing strong leadership skills, with prescribed pathways through the School of Leadership for all ordinands, reviewers were surprised to receive a range of feedback comments from past students about the content, teaching methods and direction of this course, though its potential value was recognised. Student feedback indicated a predominance of lecture or discussion-based seminar format. The reviewers' observation of a School of Leadership session did not entirely bear this out; but the point was true of some other modules observed, including technology-facilitated sessions: see further paragraph 151.

Commendation 13

We commend Trinity for its clear commitment to the formation of ordinands who are relational, missional, collaborative and diverse and adaptive, and particularly for the corporate theological reflection process.

D6 Students show a calling to ministry within the traditions of the sponsoring church denomination.

91. Interviews with students, former students and context supervisors confirmed the reviewers' views from documents that the students' sense of vocation, confirmed at BAP, remains as real and exciting to them as it did at the point of recommendation. The significant part in training played by the context placements evidences great opportunities to embed this sense of vocation. Many students (but not all) undertake context placements in churches with similar traditions to their own and the reviewers note that this is due in part to the ecclesiological make-up of the parishes of Bristol Diocese but also to the amount of freedom given to students in choosing their own context placements. All students do not go on to serve in evangelical parishes and the reviewers were pleased to hear that Trinity readily prepares students for ordained ministry regardless of the student's church tradition.

92. The reviewers found evidence of engagement with a range of public settings but were surprised to hear from interviews with students and former students that there was comparatively little work done on ministry in schools. For whatever reason, Trinity's sessions on this topic, a teaching module on education and church, and supplementary placement experience have evidently registered less than they might, and we would urge consideration of this area. We noted that addressing schools ministry issues does happen in parish contexts that have connections with schools.

Recommendation I3

The reviewers recommend that, in line with the Mapping Document reference, the college reviews its input on ministry in schools.

D7 Pioneer ministry training

93. Students for Pioneer Ministry demonstrated great enthusiasm for and skills in ministry and mission in unfamiliar contexts, many of them having come to Trinity with significant prior experience in pioneer work. In their meeting with pioneer students, the reviewers observed that they were animated and showed a real concern for strengthening the links between pioneer work and more traditional parish ministry. The students spoke enthusiastically about what they had learned and about how they have the freedom to try new things. We were particularly impressed by the way in which the pioneer students were keen to work within the Church of England framework and across its traditions.
94. In conversation, the students were able to speak with great conviction about how the project with which they were involved were innovative without discarding the more traditional ministries of the wider church. The students are very well led in this work by the Director for Pioneer Focus Training.

Commendation I4

We commend Trinity for the continued development of its Pioneer Focus.

D8 The TEI has clear and robust procedures for end-of-training assessment of students' knowledge, skills and dispositions, and reporting on students' achievement.

95. Students past and present spoke positively about the feedback they received on assignments. There is evidence of a speedy turn round time in marking and assessment, with constant and consistent feedback mechanisms, changes made swiftly and regular interim reporting. The timetable is ready well in advance of the academic year (May for a September start), the Moodle site is completely refreshed each year and the reviewers found that policies on marking and extensions were clear and accessible.

Commendation I5

We commend Trinity for the efficient and effective systems of assessment reporting and feedback.

D9 The student has, during and at the end of initial training, a personal learning plan or other clear basis from which to learn and grow further in ministry and discipleship.

96. Students at Trinity follow a variety of pathways. Following on from interviews with students and Faculty staff the reviewers are convinced that that the regular personal tutorial meetings between students and their personal tutors play an important part in both the monitoring of progress and also discernment of future needs.
97. Reports prepared for sponsoring dioceses provided evidence that Trinity's current practice informs the reporting process in a robust fashion and that, consequently, students are aware of their progress in meeting their learning goals and IME I criteria and of their formational needs for the future.

Commendation I6

We commend Trinity for willingness and openness in inviting feedback from dioceses in order to better inform the college's programme of formation.

D10 The TEI learns from the pattern of its students' ministerial and formational achievement and acts on areas of particular need.

98. Trinity has demonstrated that there are robust and effective systems of feedback and monitoring in place. See D8 above for further details.

The review team has Confidence with regard to Criterion D: Student Outcomes.

SECTION E: PARTNERSHIP WITH UNIVERSITY

E1 Quality control and assurance procedures governing the partnership are robust.

99. The overall quality control and assurance procedures governing the partnership were confirmed through the initial validation process.

Management and oversight

100. TBBC has a successful track record of managing academic quality and standards. Both colleges are subject to regular external quality reviews from the Quality Assurance Agency for Higher Education (QAA). Recent QAA annual monitoring reports confirm that the college has appropriate policies and procedures for managing its provision in line with the UK Quality Code for Higher Education. Both colleges underwent its QAA Higher Education Review (Alternative Providers) in March 2016. Both colleges were deemed to have made commendable progress with implementing their action plan from the Higher Education Review (Alternative Providers). A Quality Assurance Steering Group reviews the TEIs compliance against the UK Quality Code to ensure that processes and practices are implemented appropriately.
101. The two colleges continue to be separate legal entities with separate Boards of Trustees, visions and strategic objectives, although they share responsibilities for delivery and management of the academic provision. The membership of the joint company comprises the trustees of the two colleges and the Board of Directors comprises two members of each college's Senior Management Team.
102. The review team noted that TBBC's Common Awards Management Committee operates in alignment with the Terms of Reference, as specified within the validation contract. The TEI Management Committee is considered the senior academic committee and includes college members faculty and student representatives from Trinity College Bristol and Bristol Baptist College. The TEI Management Committee receives reports from a Quality Assurance Steering Group (QASG) and a Teaching and Learning Committee (TLC). All committees have terms of reference and membership is equally divided between both colleges. In addition to the academic committees, an informal joint senior management group also operates which draws its membership from the senior leadership teams at both colleges. Below joint faculty level, individual college faculty meetings are held to discuss specific college issues.
103. An Academic Dean has been appointed who has responsibility for the oversight of all academic programmes run jointly by both colleges. The review team felt that the colleges understood their responsibilities as a single entity for the purpose of Common Awards.

Engagement with the University

104. The review team noted that TBBC's engagement with the University has been positive. TBBC highlighted that engagement with the University Liaison Officer (ULO) had been good but that there had been what they considered a high rate of turnover in personnel in this position and which could result in a lack of institutional memory of TBBC specifically. Notwithstanding this, the colleges confirmed that the ULO had attended and contributed in line with the University's expectations. The TEI noted that the distance between themselves and the University was somewhat of a disadvantage

compared the previous validation arrangements it had in place with local institutions. For staff in particular, they missed the opportunities to attend local research seminars and have informal interactions with staff at the validating institution. Nonetheless they felt that help was always available from the Common Awards Team.

105. The distance between the University and the TEI was particularly acute for students when considering their attendance at Congregation. As Congregation for Common Awards students was held in Durham, many felt that the distance to travel was too great. The TEI queried whether it was possible for graduation ceremonies to be held in locations other than Durham. The review team confirmed that this would not be possible, but that the TEI could continue to organise a celebration event for their graduands. The Common Awards Team had organised a celebration event at Durham after the official graduation ceremony to offer further opportunities for students to celebrate their achievements, which they hoped would create a fuller day of activity for students who would be travelling.
106. It was felt that the purpose of the TEI Forum was not always clear to the TEI or to those who attended the meetings. While the TEI Forum was not a Durham University-led initiative, it was nonetheless a contractual obligation to provide TEIs with the opportunity to meet regularly in order to discuss matters pertinent to the Common Awards Framework as a whole. The review team encouraged the TEI to raise this feedback at an upcoming TEI Forum to ensure that the TEI Forum was as effective as possible for all TEIs.
107. The TEI reported that the results of the Common Awards Student Survey (CASS) were very helpful but that the 2017/18 data was received too late to be used effectively in curriculum development discussions. The Common Awards Team hoped to be able to circulate the raw data to TEIs in a shorter timeframe; the more detailed individual report for TEIs, which took longer to prepare, could be shared at a later date.
108. The TEI also highlighted that the length of time between students enrolling at TBBC and the release of student campus cards was felt to be unusually long. It was thus queried whether it would be possible to have a timelier release of campus cards if the TBBC data was provided earlier to the University. It was confirmed by the review team that this was not currently possible as the process was undertaken by the IT team within the University and was undertaken as 'batch' process. The deadline set for the submission of campus card details (e.g., student pictures and details) therefore needed to take into account TEIs with later programme start dates. The process was under regular review by the Common Awards Team to ensure the timely release of campus cards to TEIs. The TEI was reminded that the SCONUL letters provided to students would enable students access to higher education libraries across the UK.
109. Colleagues at Bristol Baptist College had particularly welcomed the support provided by the University when applying for registration to the Office for Students (OfS). Trinity College Bristol had not sought out such support but it was reiterated by the review team that help would always be offered where possible. The review team discussed with colleagues the complexity of the OfS registration process and the impact that this had had on both colleges. Both colleges were also aware of the anticipated Data Futures programme and the likely impact this would have on their administrative processes for reporting data to HESA. Bristol Baptist College had developed its own

HESA database for this process, whereas Trinity College Bristol was in the process of developing a reporting tool in partnership with other TEIs within Common Awards.

Applications and admission

- I 10. TBBC operates a single Admissions Policy for both colleges. The administration of admissions to Common Awards programmes is undertaken by the college to which the prospective student is applying. All students are invited to interview. Staff in both colleges who are involved in the selection and admissions process are provided with appropriate and specific induction and training. The Senior Management Team take overall responsibility for setting the number of places that can be made available to prospective students at the two colleges, having close regard to the resources needed to ensure the quality of experience of all students admitted to the colleges.

Accredited Prior Learning

- I 11. The review team reviewed a sample of APL requests considered by TBBC and confirmed that the process for considering and approving APL requests was operating effectively, and in line with the University's policy and processes.

Concessions

- I 12. The review team reviewed a sample of concessions requests considered by TBBC and confirmed that the process for considering and approving concession requests was operating effectively, and in line with the University's policy and processes.

Assessment

- I 13. Students with whom the review team met were generally positive about their experiences with assessment. Students confirmed that they were aware of the assessment criteria, and knew where the criteria were published. Students were broadly confident that they understood what was expected of them with regards to different types of assessment and reported that specific study skills sessions were delivered by teaching staff in support of this. Students particularly welcomed the detailed study skills sessions on theological reflection.
- I 14. All marking and moderation is carried out anonymously and guidance is provided to academic members of staff on the policy and process to be followed. Tutors are trained before undertaking assessment processes such as marking and moderation, and bespoke training is given to research students (level 8) who assess; in such instances, students are required to have a level 7 academic qualification and be undertaking research in the same or cognate area under assessment. The Academic Dean would be consulted in the case of unresolved marks disputes, before liaising with the External Examiner if required. The review team explored the use of the External Examiner in such cases, as the External Examiner had commented previously on their involvement in a high number of unresolved marks cases. The TEI confirmed that this was a historic issue and was the result of marking and moderation processes being undertaken very close to the Board of Examiners; consequently, any unresolved matters were fed through to the External Examiner. The revised approach now ensured sufficient time between the assessment processes and the Board of Examiners for resolution to be appropriately sought via the Academic Dean. This revised process

also resulted in staff development workshop. This joined-up thinking contributes to

Commendation 19.

- I15. A single TEI-level Board of Examiners confirms module marks and considers progression decisions for all students on Common Awards programmes. TBBC confirmed that this process is working well and has been improved since the introduction of Moodle. A good working relationship has been developed with the University to ensure that the required data and meeting documents are provided for the TEI's completing students to be considered by the overarching Common Awards Board of Examiners. Moodle has been developed in collaboration with Ministry Division to enable the TEI to provide the data in the required format directly from the system. The use of Moodle has also enabled the TEI to more effectively prepare meeting papers and student profiles for the TEI-level Board of Examiners meeting. In preparation for the Board of Examiners, the TEI reviews the standard deviation of marks for every module and investigates as necessary.
- I16. The TEI has had a strategic focus on improving the measures to improve the detection of academic misconduct, as recognised by the QAA in its most recent Higher Education Report. The review team confirms that the TEI has effective internal procedures in place to maintain the security of assessment. Plagiarism detection software (Turnitin) is used for all assignment submissions, apart from portfolio assessments which have a paper-based element. Students must sign in to their personal Moodle site in order to submit their assessed work and sign a declaration to confirm that work is their own. Marking and moderation processes allow for any assessment irregularities to be identified. The TEI provides comprehensive training to students to understand and identify academic misconduct, which includes information and guidance on plagiarism, collusion and impersonation.

Student Engagement

- I17. The colleges use a wide range of formal and informal mechanisms to gather and respond to student feedback and involve students in the review and enhancement of academic provision. Formal student representation and consultation is embedded within the academic committee structure; the use of elected student representation is embedded with programme, faculty and joint college meetings, including the Teaching and Learning Committee. Student representatives are regularly encouraged to engage in the meetings and fully participate in decision-making opportunities. A recent example of this is the widespread student engagement with the curriculum review process (see paragraphs 105-109). Students with whom the review met team met also cited a number of additional examples where changes had been made to the curriculum in response to student feedback. Student representatives are elected via different processes at the two colleges but all student representatives receive training to support them in their role. Students are generally positive about the information provided in response to their suggestions, although some students commented that the responsibility to inform students of actions taken in response to their feedback often relied on the student representatives to provide this information directly to students. Students and staff confirmed that noticeboards outside lecture rooms include 'You Said: We Did' posters.
- I18. Other formal mechanisms include module evaluations, end of year evaluation questionnaires, membership of ad-hoc working groups and regular meetings or forums between students and the college Principals. Student feedback gathered through module evaluations and end of year questionnaires are considered through the formal committee structures where students are also

represented. The TEI participates in the Common Awards Student Survey; the results of which are considered within the deliberative committees.

- I19. Students were satisfied that they had sufficient formal and informal opportunities to ensure their voice was heard, collectively and individually. The Common Awards Student Survey (2018) confirmed that 94% of students felt they had appropriate opportunities to provide feedback on their programme.

Conclusion

- I20. The review team considers that quality control and assurance procedures governing the partnership are in place.

E2 Overall provision for academic and pastoral support and guidance is adequate.

- I21. The adequacy of overall provision for academic and pastoral support and guidance was confirmed through the initial validation process.
- I22. The embedded culture of support for student learning which develops the academic, personal and professional potential of students has been identified as good practice by the QAA (Higher Education Report, 2016). The QAA comments that the TEI's extensive support infrastructure for students which pervades all aspects of the student experience and is highly regarded by students.

Induction

- I23. The colleges provide an induction week (known as Welcome Week) to support students with the practical, academic, and social transition to their programme of study. While some parts of the induction are shared, others are tailored to the specific needs or practical information relating to each of the colleges. Detailed introductions to the programmes of study are offered and an extended induction process includes academic skills sessions which take place throughout the first academic term (c.f. paragraph I25). A mentoring system provides peer support at Trinity College Bristol specifically.
- I24. The students whom the visit team met spoke positively about the induction support they had received at both colleges. Students confirmed that they receive a briefing on their academic programme and were aware of what they needed to do to succeed on their programme of study as part of the induction processes at the TEI. While the support they received was valued highly, some students expressed the view that the induction process could be developed further by providing more time to explore aspects that some teaching staff might take for granted, such as guidance on using appropriate citation software. Students studying for the MA programme commented that the information on completing not for credit modules to fulfil the requirements for formation could be clearer.

Programme information

- I25. Information for current students regarding their programmes is mainly provided through Moodle; a single Moodle site is provided for all students which is used as a joint resource by both colleges. The content of Moodle is managed by the Academic Registrar based at Trinity College Bristol.

126. The College has an effective process for ensuring that handbooks are routinely reviewed and updated as needed. Each handbook is dated to make clear to students the academic year it relates to. Handbooks provide academic and pastoral information, programme details and policies and procedures. More information about programmes (such as module outlines, contact hours, learning outcomes, and modes of assessment) is provided on Moodle. The TEI is carrying out a peer-review of module handbooks to ensure consistency in approach but also an opportunity for staff development and to share good practice. This contributes to **Commendation 18**.
127. Programme information is regularly sent to students before starting their programmes and includes additional information such as guidance for optional reading, which was well received by students.

Study Skills Support

128. Advice and guidance on study skills is provided at induction and reinforced via academic skills sessions and information contained within handbooks. Academic skills sessions focus on aspects such as writing essays, exegesis, study skills, and good academic practice. Some students have undertaken useful formative assessments designed to help them with their study skills. The TEI has introduced specific study skills sessions to further aid students understanding of what constitutes poor academic practice and how to avoid it, as well as such information being reinforced in handbooks. Discussions with students confirmed that they were aware of this information and welcomed the support and guidance provided by the TEI. Students also highlighted that this information was shared as part of the induction process and confirmed that they felt confident seeking support and guidance from staff at the TEI on matters related to academic practice. The results from the Common Awards Student Survey (2018) illustrate a very high level of satisfaction with tutors' ability to explain things clearly (92%).

Tutorial and Pastoral Support

129. Full-time students are part of a pastoral group which meets twice a week. These groups enable students to discuss personal, academic and ministry formation issues and experiences with teaching staff and their peers. The Pastoral Group Tutor is first port of call for academic and pastoral needs of individual students. Full-time students and ordinands also have scheduled personal tutorials with a designated College Tutor. College Tutors, normally a member of the college faculty, have overall responsibility for the training of all students in their pastoral group and serve as a link between the college and the contexts represented in the pastoral group. Part-time students have alternative arrangements but confirmed that staff remained accessible. Chaplains, open-door policies and peer-support groups organised by students further support students. Students confirmed that they highly valued the wide range of support mechanisms available to them. The Ministry Division reviewers would however want to point back to their further observations about pastoral support and chaplaincy for part-time and dispersed learners at paragraphs 34-37 and to **Recommendation 6**.
130. The review team heard that the TEI was undertaking a peer-review of pastoral support at faculty-level within its faculty meetings. It was confirmed that the review was designed to enhance the existing provision at the TEI but also offer an opportunity for staff development. The review team considered this be an innovative approach to staff development. This contributes to **Commendation 19**.

Complaints and Appeals

131. TBBC maintains a single joint Student Complaints Policy and Procedure for students; this is available to students and staff via Moodle and is set out in the Student Handbook. The colleges encourage complaints to be dealt with informally in the first instance. Students were clear of the mechanisms available for them to do so. Notwithstanding this, the policy clearly outlines the formal mechanisms for raising a complaint (including the contact for this), the timescales for its consideration, and the stages involved. The students with whom the review team met confirmed that they were aware of the process for submitting a complaint to the TEI and to the University should this be necessary, and having first exhausted the internal processes. No formal complaints or appeals had been made since the beginning of the Common Awards partnership. College-specific policies consider community related matters.
132. The review team discussed the discernment policy in use at Bristol Baptist College, which could ultimately result in a student's dismissal from the ministerial formation course. It was confirmed that if such a situation arises, the student would still be permitted to continue with their academic programme. The college would discuss the implications for the students (e.g. potential loss of funding) and ensure that the student was able to complete their target award; this could be achieved by transferring the student onto an alternative pathway. The review team was assured that students would be enabled to complete their academic programme in such circumstances. This was also confirmed with Trinity College Bristol.

Support for Students with Additional Needs

133. The TEI is dedicated to supporting a wide range of additional needs and information on its support mechanisms is regularly communicated to students and potential applicants. A joint Additional Needs Policy provides guidance to students regarding the provision of additional learning or physical resources required to support their studies. A Disability Adviser, based in Trinity College Bristol, supports students with particular learning or physical needs at both colleges. The Disability Adviser provides staff training on the specific support students may require, ensures that staff development materials are readily available, and ensures information on the support available to students is kept up to date and accurate. The TEI confirmed that students are supported on a case-by-case basis to ensure that students are appropriately assisted. The review team heard of multiple instances of where reasonable adjustments had been put in place. Some of the adjustments have also been routinely implemented for all students. Where required, the Disability Advisor has supported students through the Disabled Students Allowance process. Trinity College Bristol has achieved a Disabled Students Allowance Quality Assurance Group Kite mark. Students with whom the review team met expressed satisfaction and gratitude with the specific individual levels of support they received.
134. Teaching staff confirmed that staff development sessions are often organised, citing workshops on dyslexia, and supporting students with hearing and visual impairments as recent examples. In some cases, students had also contributed to development of these staff development sessions. The TEI felt that such staff development sessions were formative for the whole community and helped to raise awareness among all staff.

Commendation I7

The review team commends the TEI's comprehensive approach to supporting students with additional needs, including its good practice in relation to disability support and the work of its disability adviser.

Feedback on assessed work

I35. A template proforma is used to provide feedback on assessments to ensure a consistent level of feedback to students, and training is scheduled prior to any members of staff undertaking this responsibility for the first time at the TEI. The quality of feedback is also monitored by the internal moderators who are asked to comment on the quality of feedback provided. Students with whom the review team met were broadly happy with the provision of feedback they received but felt that it often varied by tutor. This variation related to the level of detail provided, the identification of areas for improvement and its application to other forms of assessment.

Recommendation I4

The review team recommends that the TEI keeps under review the approach to monitoring the consistency in written assignment feedback and in particular, the opportunities to undertake systematic programme reviews of the quality of feedback.

I36. The TEI operates a feedback turnaround target of five weeks, which is largely realised. Students confirmed that they were informed if delays were to be expected. Students are provided with a calendar of deadlines and assessment return times so that students are able to plan appropriately. The calendar was also used as a mechanism to remind markers of the key deadlines, and if necessary, redistribute work among teaching staff.

Graduate destinations

I37. Graduate employability and destinations are considered at TEI-level as the colleges are required to return this data to HESA. It was also reported that they engaged with the Destinations of Leavers from Higher Education (DLHE) survey.

Conclusion

I38. The review team considers that the provision for academic and pastoral support and guidance is adequate.

E3 Overall learning support and infrastructure in relation to the ability to meet requirements for awards are adequate.

I39. Through the initial validation process the TEI had confirmed the adequacy of its learning resources for its students.

Library and Electronic Resources

I40. The students whom the visit team met spoke very positively about the learning resources and the ability to access libraries across both colleges. The students confirmed that the resources were generally easy to access, and that the librarians were responsive to requests. Students were aware of

the electronic journals and e-books and considered them to be very useful. Each college has a librarian who provides support and guidance to students and staff.

141. The college librarians review and monitor all reading lists to ensure the availability of resources. Module tutors are responsible for ensuring the adequacy, relevance and accuracy of the reading lists. The college librarians work closely with teaching staff to ensure that key texts are prioritised for additional copies, reference-only or inclusion within the short-term loans system. While the learning resources themselves were excellent, the short-term loans system for books was problematic for students. Students reported that it was often the case that access would be restricted or limited and that this was particularly acute in the lead up to assessment deadlines.

Recommendation 15

The review team recommends that the TEI keep under review the process for short-term book loans to ensure parity of access.

Moodle

142. The TEI currently makes good use of the Moodle virtual learning environment, which is a particularly important resource for students. Moodle houses programme documentation (such as handbooks), relevant policies, study skills resources, and software for online submission of assessed work (Turnitin). Students confirmed that the TEI makes effective use of discussion forums to support learning and teaching. Teaching materials are regularly populated on module pages and pre-reading and assignment instructions are signposted. The TEI confirmed that Moodle was configured so that key information was routinely populated on each module page and that the Academic Registrar has responsibility for ensuring that key module documentation is uploaded. The peer-review process (paragraph 50) includes sight of the information on the reviewees' Moodle pages.
143. Students with whom the visit team met spoke favourably about the importance of Moodle as a repository for key information and learning materials. However, despite improvements over time, students reported that some information on Moodle was often configured in different ways. Students commented that this was largely in relation to materials uploaded by individual tutors and there was a perception that this was dependent on the IT literacy of the tutor. This was felt to negatively affect the navigation and accessibility of the information on Moodle. In light of this:

Recommendation 16

The review team recommends that the TEI undertake a systemic review of the information on Moodle to ensure consistency in approach.

144. That said, and drawing on the evidence of their March visit (subsequent to that of the Common Awards reviewers in December 2018), the **Ministry Division reviewers** would wish to add their commendation of the TEI for its good and swift response to recommendations 18 and 19.

Commendation 18 (Ministry Division reviewers)

We commend Trinity's swift response to recommendations 15 and 16 with its review early in 2019 of the process for short term book loans to ensure parity of access, and and the systematic

review it has already undertaken of information on the VLE to ensure consistency of presentation and ease of use.

Teaching venues and Study Space

- I45. Students with whom the review met confirmed that that teaching venues were appropriate and were used effectively for both lectures and seminars. Students particularly benefited from study rooms as the study space in the library can often be scarce at peak assessment times. The librarians make space available to students where possible.

Conclusion

- I46. The review team was satisfied that the overall learning support and infrastructure were adequate.

E4 Overall staffing (academic and support) in relation to the ability to meet requirements for awards is adequate.

- I47. The adequacy of the overall staffing was confirmed through the initial validation process.

Teaching staff

- I48. At the time of the PER, the TEI employed a core team of 13 members of teaching staff. They also employed 6 associate faculty members. Reports from the ULO and discussions with the TEI confirm that the staffing base is appropriate. The review team concluded that members of academic staff were suitably qualified and experienced to deliver the approved programmes.

Teaching quality

- I49. The students with whom the review team met commented very positively on the quality of the teaching, referring to teaching as excellent and outstanding. The Common Awards Student Survey (2018) reinforced this view, with 97% of students confirming that teaching staff have made them enthusiastic about their programme. The TEI monitors and enhances teaching quality in a number of ways including, marking and moderation; an institutional-wide peer-review scheme; the effective use of the External Examiner reports and ULO reports; through the Annual Self-Evaluation process; and seeking regular student feedback. Peer observation is arranged to assess teaching quality and share best practice. Students spoke positively about the way in which teaching staff request, respond to, and act on student feedback promptly and regularly throughout the year. TBBC felt that both formal and informal feedback mechanisms would be used to identify and resolve any concerns regarding teaching quality. Feedback from students is regularly requested via module evaluation questionnaires and their representation on the Learning and Teaching Committee and the Management Committee.
- I50. There is an established induction process for new staff, both academic and administrative, to ensure that staff are familiar with the operation of the joint policies, processes and procedures, but also those matters which differ between colleges. All new markers receive an induction to the marking and moderating processes and procedures at TBBC and must be required to undertake this training before commencing marking responsibilities.
- I51. Based on their supplementary evidence-gathering in March – relating to the delivery of both Common Awards modules and non-credit bearing taught modules that are outside the Durham

reviewers' scope – the **Ministry Division reviewers** affirm the quality of the teaching that they saw. They would, however, wish to encourage further consideration of a wider range of pedagogical method, as the approaches to teaching and learning that they observed appeared less varied and imaginative than either the staff development sessions on this topic or the descriptions of teaching methods on the in-house VLE would imply.

Staff development

152. The strong, embedded approach to staff scholarship which promotes active research and informs programme delivery was identified as good practice by the QAA (Higher Education Review, 2016).
153. A formal induction process is implemented at the TEI to ensure that staff are familiar with the operation of the TEI, and its common policies, processes and procedures. A college-specific induction supports this. New staff are allocated a peer mentor. The TEI has a joint Staff Development Policy which outlines opportunities and expectations on professional development.
154. All staff at the TEI receive an appraisal and personal development review. A template proforma is used by those conducting the appraisal to ensure a consistency of approach and the identification of training or development needs, where required. At Bristol Baptist College, the annual appraisal process involves 360 feedback from a wide range of stakeholders; at Trinity, peer and line manager feedback is used.
155. There is a formal, institution-wide process for academic peer-review of teaching which is explicitly linked to the Tutor Development Review processes. Key themes arising from the peer-review of teaching are identified and acted upon by the TEI. Discussions with staff confirmed that the process was effectively in supporting individual colleagues but also for identifying and sharing good practice. Permanent teaching staff are eligible for a period of study leave for every five years of consecutive employment.
156. The TEI organises joint staff development workshops which are held regularly throughout the academic year. Workshops are routinely informed by student feedback and reviews of teaching. Staff are also supported to enhance their professional development via training and research opportunities. Academic staff are research-active which allows them up to date in subject-specific scholarship. The TEI offers financial support for attendance at conferences, events and seminars, as well as organising its own research seminars. Colleagues have engaged with the Durham Excellence in Learning and Teaching Award (DELTA).

Commendation 19

The review team commends the comprehensive approach to staff development, including the innovative use of peer review for key activities (c.f paragraphs 124 and 128).

Professional Support Staff

157. Induction to the TEI follows the same procedure as outlined in paragraph 153. The appraisal process, outlined in paragraph 153 is also used for professional support staff. Bespoke induction or training sessions are organised in light of developments in the sector (e.g. GDPR, OfS). The TEI is well supported by professional support staff.

Conclusion

158. The review team was satisfied that the staffing within the TEI is appropriate to enable the requirements for the awards to be met.

E5 The TEI has appropriate mechanisms to ensure the accuracy of all public information, publicity and promotional activity relating to the partnership.

159. TBBC was aware of the need to liaise with colleagues in the Common Awards Team at Durham University to ensure that any publicity materials and promotional activity related to the partnership or its programmes were shared in advance of making use of such materials.

160. Although much of the information is common to both colleges, especially regarding the delivery of Common Awards programmes, each College maintains its own website and produces separate information regarding community life at each college. For Bristol Baptist College, responsibility for ensuring the accuracy of information is the College Manager; for Trinity College Bristol this is the responsibility of the Communications and Publicity Officer.

Conclusion

161. The TEI has appropriate mechanisms in place to ensure the accuracy of all public information, publicity information and promotional activity relating to the partnership.

162. Having considered the evidence encountered before and during the visit, the review team considers that the TEI successfully meets all the PER criteria relating to partnership with the University, subject to satisfactory completion of the recommendations outlined in the above paragraphs.

Subject to the implementation of the recommendations in this section, the review team has Confidence with regard to Criterion E: Partnership with University.

SECTION F: TAUGHT PROGRAMMES

F1 The programme is viable in terms of market and likely numbers of entrants.

163. Student numbers have remained steady since the initial validation process. In 2015/16 138 students on Common Awards programmes were registered with TBBC; in 2016/17 181 students and in 2017/18 197 students were registered. On 1st December 2018, the University recorded 195 students studying Common Awards programmes at TBBC. Notwithstanding the steady growth experienced by the TEI, future student numbers are difficult to predict. Changes to patterns for resourcing ministerial education, and the changing needs of the sponsoring dioceses, contribute to the uncertainty regarding future student numbers.
164. The TEI remains confident that the presence of other TEIs in the local area would not have an impact on planned student numbers and the viability of programmes. The TEI adds that its reach is national and not unduly affected by market cross-over locally. The review team concluded that – should student numbers remain stable – the programmes should continue to be viable. Further, the TEI considers that it would maintain viability even if numbers went down, in part because of its strategy towards diversity of provision.

F2 The structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

165. The aims and learning outcomes for the Common Awards programmes are defined in the relevant programme specifications. Each programme contains a 'syllabus' to define the programme structure, including credit requirements at each level of study and for each sub-discipline. The framework ensures that the structure and design of the curriculum are appropriate to the aims and learning outcomes. Through the initial validation process, the University reviewed the TEI's proposed programme regulations, module overview table, and curriculum mapping document. These documents confirmed that the structure and design of the curriculum was aligned with the programme specifications, and that the curriculum design was appropriate to the target student body.
166. The TEI has engaged with the curriculum development process to review and update its curricula in response to institutional review and student feedback. The TEI sought and received approval for each of the programme amendments, including its more substantive curriculum review discussed in more detail in paragraphs 183-8.

Conclusion

167. The review team concluded that the structure and design of the curriculum are appropriate to the aims and learning outcomes, and to the target student body.

F3 The programme employs teaching, learning and assessment methods that will enable the learning outcomes to be achieved by typical students and that achievement to be measured.

168. The initial validation team had confirmed that the methods of teaching, learning and assessment would enable the learning outcomes to be achieved and that achievement to be measured.

Teaching and Learning and Assessment

169. The External Examiner has consistently confirmed that the range of assessment is appropriate to the curriculum and the intended learning outcomes. TBBC programmes are assessed by a range of methods and in accordance with the module descriptions and guidance material of the Common Awards framework. Module teams agree the appropriateness of assessments for the module level and ensure they enable the students to meet the programme learning outcomes.
170. Students felt that, on the whole, the volume of summative assessments was appropriate and supported them in their learning; improvements had been made a result of the curriculum review (cf. paragraphs 181-6). Students confirmed that they were aware of the marking criteria and that these were accessible. The review team heard however from some students with whom it met that it was not always evident to them what the purpose of the formative assessment was, how it related to and supported the summative assessment, and its relation to assessment which might be undertaken not-for-credit.

Recommendation 17

The review team recommends that the TEI consider alternative ways to communicate to students the amount of formative assessment included as part of their programme.

171. Students recognised that the Dispersed Learning programme was in its infancy and as a result, there would be opportunities for enhancement; for instance, some technical difficulties with the video-conferencing had been frustrating for students, but had not affected the quality of teaching delivered. The TEI had also explored alternative platforms to host the video-conferencing to safeguarding teaching in the future. Tutors had also received bespoke training on the use of the system.

Learning hours

172. Students with whom the review team met reported that information on learning hours is provided to students at the beginning of each module and is easily accessible. The review team explored students' workload experiences and found that some students tended not to use the learning hours as a reflection of how much time or effort would be required for any given module, but instead felt that the number and type of assessments for each module gave a better indication of the workload required. Students felt that placements took up a lot of time but that this was generally manageable.

Conclusion

173. The review team concluded that the methods of teaching, learning and assessment remained appropriate to support students' learning, development, and achievement of learning outcomes.

F4 There are appropriate arrangements for placements.

174. The QAA (Higher Education Review, 2016) identified the following as good practice: the breadth and depth of contextual-based placements that enhances the student learning experience and provides relevant missional interaction with the community; the effective use of contextual-training placements and subsequent high level of reflection that grounds theory in student practice; and the robust relationships between each college and the placement settings in managing and supporting individual student needs.

175. Both colleges have appropriate processes for approving placement providers, proposing placements for individual students, determining the suitability of placements, allocating students to placements, and briefing students in advance of placements; however, these arrangements vary depending on the nature of the placement and the individual student's mode of study. Members of staff responsible for the oversight of placements are clearly identified. The joint Teaching and Learning Committee is responsible for reviewing and evaluating the effectiveness of learning opportunities provided whilst on placement. The Teaching and Learning Committee reports to the TEI Management Committee.
176. A wide range of handbooks are used to support students on the different types of placement opportunities, and which are reviewed on an annual basis by the college. A supervision handbook provides information and advice to placement supervisors. New supervisors are required to attend a face-to-face induction and a regular training programme for supervisors has been implemented which is delivered in partnership with other providers in the region. The handbooks contain reporting documentation whereby supervisors comment on student performance, and students maintain written records of their placement experience. A review meeting at the end of the academic year allows feedback to be shared by students, staff and placement supervisors.
177. The students whom the visit team met confirmed that they received appropriate support before, during, and after assessed placements. Students were generally very happy with their placement experience. Support to students is provided by academic tutors, placement supervisors and students pastoral groups. All students receive support in the form of on-site visits from their tutor during the placement.
178. Notwithstanding the above, and **Commendation 20**, the **Ministry Division** reviewers would point additionally to their own evidence gathering which suggested a difference in the experience of placement oversight and support, and of context-supervisors' engagement with college life, for the Dispersed and Part-Time learner cohorts, compared with the Residential community. Paragraphs 24-25 and **Recommendation 3** refer.

Commendation 20

The review team commends the TEI's commitment to visiting students out on placement.

Conclusion

179. The review team concluded that there are appropriate arrangements for placements.
- F5 The programme appropriately addresses the University's Principles for the Development of the Taught Curriculum.**
180. The validation visit process confirmed that the programmes appropriately addressed the University's Principles for the Development of the Taught Provision. Students with whom the review team met were able to provide examples of research-led teaching. For instance, students were able to identify multiple instances of tutors' own research being integrated into the curriculum and shaping the design and delivery of teaching content. Students appreciate and are enthused by staff sharing their research in modules.

181. The students whom the review team met confirmed that they perceived and experienced a marked progression throughout their programmes, with higher levels of work demanding a greater depth of engagement, providing more academic challenge, and requiring more independent learning. Students reported that they felt well supported to transition between levels of academic study.
182. Students undertaking independent learning projects and dissertations reported that appropriate support and guidance was provided to complete the assignment(s). Students are allocated a specific academic tutor (supervisor) for their project. Dedicated lectures are scheduled to outline the expectations on students and supervisors, including the expectation that students should arrange meetings with supervisors to ensure they make effective use of the allocated time permitted for one-to-one supervisions. The procedures outlined are used for both undergraduate and postgraduate taught dissertations and independent learning projects; however, the contact hours for supervision vary depending on the level of study. One student reported that the use of an external supervisor, while very beneficial for their research project, also meant that it was at times difficult to arrange supervisions. Notwithstanding this, the student confirmed that other appropriate mechanisms of academic support were available. Students are guided through the research ethics process and are provided with an indicative timetable to complete their dissertation or independent research project as a further support mechanism.

Conclusion

183. The review team concluded that the programmes appropriately address the University's Principles for the Development of the Taught Curriculum.
- F6 The programme is subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement (see also E3).**
184. Members of staff in the TEI are involved in the TEI's processes for curriculum monitoring, review and enhancement. Student feedback on teaching is regularly requested. Responses to student evaluations are made available on Moodle.
185. A substantive review of the curriculum was undertaken in 2016/17 and 2017/18 and which resulted in the introduction of significantly revised programmes. These programmes were approved by the University's Quality and Standards Committee for delivery in 2018/19.
186. The curriculum review was initiated as a result of student and staff feedback. The TEI had reflected on student and faculty feedback which had indicated that the total workload being placed on students was too high and that module choice was too limited. Further student feedback also indicated that there was an overlap in content in some modules which could be reduced or eradicated. In light of this feedback, and an initial scoping exercise, the TEI agreed that a fundamental review was required, rather than making revisions to the existing awards.
187. The TEI undertook an all-encompassing review of its programmes, giving detailed and authentic consideration to student and tutor feedback, as well the comments from its External Examiner. The consultation took place over around 24 months and was regularly discussed at joint committees of the TEI and faculty meetings of the colleges. The review process itself began with the creation of a joint-steering group to agree upon the joint intended outcomes of the review. The TEI's shared

vision for its revised curriculum was subsequently articulated in a 'Curriculum Creed', which governed its approach to the review process and its intended outcomes for the revised curriculum. The creed was central to the TEIs approach throughout.

188. Curriculum development proposals were considered in detail at the TEIs quality processes meetings, the Teaching and Learning Committee and the TEI Management Committee. Separate meetings were also held with the faculty of each college to enable denominationally specific matters to be appropriately taken into consideration, but which were also subject to joint scrutiny at meetings of the Teaching and Learning Committee and the TEI Management Committee. Students were consulted at each stage of the process and student representatives attended the meetings where the proposals were discussed. Feedback from students remained a central motivation for the TEI throughout this process. Students who met with the review team confirmed this.
189. While the TEI was in the early stages of delivering its revised programmes, early indications from students and staff suggested that the intended outcomes were being realised (e.g. removing the bunching of assessments; improving module choice).

Commendation 21

The review team commends the comprehensive and inclusive approach to the TEI's recent curriculum review process, including the development of a shared vision via the 'Curriculum Creed'.

190. Members of staff from within the TEI contribute to the Common Awards Annual Self-Evaluation (ASE) process. The TEI expressed the opinion that the ASE process has been helpful in coordinating ongoing discussions at the Teaching and Learning Committee and Management Committee but that it was not necessarily seen as the 'living document' for guiding the TEI in its work over the next academic year. The TEI also expressed a desire to complete the ASE exercise earlier than the November deadline specified by the University and Ministry Division. It was clarified that TEIs are welcome to undertake the process at any time suitable to their needs; the deadline was set as November to permit all TEIs sufficient time to undertake the process. The report could be submitted by TBBC earlier than this deadline.
191. The review team expressed its thanks to TBBC for the detailed responses provided as part of ASE. In discussions, it was clarified that the TEI can assume that the reader is cognisant of the background to TBBC and the operation of its policies and processes; this detailed information was provided and explored as part of the initial validation process (and processes such as the PER). Instead, it was confirmed that the TEI only need report by exception for any given academic year. It was recognised however, that where there were operational differences between the two colleges, and which would need reporting to the University, this could result in a lengthier ASE submission. Moreover, the TEI and the University recognised that both colleges were subject to regular review by the QAA and that such annual review documentation was very helpful in providing background to the QAA reviewers. Notwithstanding these discussions, there remained a clear value to the ASE process.

Conclusion

192. The review team concluded that the programmes are subject to appropriate processes for curriculum review, including mechanisms for student representation and engagement (see also E3).

Subject to the implementation of the recommendations in this section, the review team has Confidence with regard to Criterion F: Taught Programmes.

CONCLUSION

Overall outcome:

The review team has Confidence with Qualifications in Trinity College Bristol in preparing candidates for ordained ministry.

LIST OF COMMENDATIONS

Commendation 1

The College is commended for the way in which it has listened to student feedback about the non-residential pathway and made appropriate changes.

Commendation 2

We commend Trinity for the quality and extent of its provision for the spouses and families of ordinands.

Commendation 3

We commend the quality of Trinity's food catering, which is clearly appreciated by students.

Commendation 4

We commend the collaborative approach to exploring future development of the College site, including improvement of provision of accommodation and social space for single students, accommodation for block weeks, and provision for the needs of the Bristol Baptist College students, while seeking to maintain the community value of eating together.

Commendation 5

We commend Trinity for the inspiring way in which its faculty models a culture of continued learning and research, and ongoing personal formation.

Commendation 6

We commend Trinity for their timely advance preparation of the academic year's timetable, enabling staff and students to plan accordingly.

Commendation 7

We commend the College's efforts to increase active engagement with Bristol Diocese, DDOs, and alumni.

Commendation 8

We commend the planned weekly meetings between the President and the Principal.

Commendation 9

We commend Trinity College on its comprehensive outworking of the 'live like the Kingdom is near' vision in matters ranging from site development to food sourcing.

Commendation 10

We commend Trinity for intentionally creating and sustaining a student community in which interactive learning with a strong element of enquiry and debate is encouraged.

Commendation 11

We commend Trinity for its clear commitment to engage with mission in all its forms and for providing a range of opportunities for this engagement.

Commendation 12

We commend Trinity for the well-developed working relationship with context supervisors for full time residential students.

Commendation 13

We commend Trinity for its clear commitment to the formation of ordinands who are relational, missional, collaborative and diverse and adaptive, and particularly for the corporate theological reflection process.

Commendation 14

We commend Trinity for the continued development of its Pioneer Focus.

Commendation 15

We commend Trinity for the efficient and effective systems of assessment reporting and feedback.

Commendation 16

We commend Trinity for willingness and openness in inviting feedback from dioceses in order to better inform the college's programme of formation.

Commendation 17

The review team commends the TEI's comprehensive approach to supporting students with additional needs, including its good practice in relation to disability support and the work of its disability adviser, and the creation of a support group for depression and anxiety in students.

Commendation 18 (Ministry Division reviewers)

We commend Trinity's swift response to recommendations 15 and 16 with its review early in 2019 of the process for short term book loans to ensure parity of access, and the systematic review it has already undertaken of information on the VLE to ensure consistency of presentation and ease of use.

Commendation 19

The review team commends the comprehensive approach to staff development, including the innovative use of peer review for key activities.

Commendation 20

The review team commends the TEI's commitment to visiting students out on placement.

Commendation 21

The review team commends the TEI for the comprehensive and inclusive approach to the TEI's recent curriculum review process, including the development of a shared vision via the 'Curriculum Creed'.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that the staff, students and governors give attention to the way of being of the Trinity Bristol community and to issues of ensuring parity of significance and experience between the pathways despite differences in visibility on campus, so that prospective students of all pathways are seen to be equally valued and that none is second class and so that Trinity Bristol models the collaborative approach that is valued in the Church of England.

Recommendation 2

We recommend that Trinity should continue actively to seek out appropriate primary placement contexts from currently under-represented traditions to ensure the widest possible student experience of the breadth of the Church of England.

Recommendation 3

We recommend that Trinity reviews the oversight of placements, and the level of support for placement supervisors and the opportunities provided to them to engage with the life of the College, with a view to ensuring consistency across the different learning pathways.

Recommendation 4

We recommend that the College reviews and seeks to develop the diversity of its staff team and placement supervisors.

Recommendation 5

We recommend that Trinity develops structured ways to help the community engage in discussion of difficult topics in the life of the contemporary Church.

Recommendation 6

We recommend:

- i. that consideration is given to expanding the number of core staff who teach on the dispersed learning and part-time programmes, given the high quality of core staff scholarship, to maximise the quality of student experience in that programme.
- ii. that Trinity should develop its chaplaincy support for all students, and review its pastoral care provision for students on non-residential and part-time pathways.

Recommendation 7

We recommend that Trinity should actively seek to broaden the diversity of visitors invited to preside and preach in corporate worship on campus.

Recommendation 8

We recommend that consideration be given to

- i. a clearer statement of the distinctive roles carried at present by the Executive Director, ensuring that there is a named backup for each of the responsibilities carried by him and facilitating a future management structure review given the vulnerabilities of the present system; and

- ii. the role of Safeguarding lead and whether a woman might also be appointed to this role.

Recommendation 9

We recommend:

- i. that consideration be given to establishing a regular review of Council effectiveness (at, say, four or five year intervals)
- ii. a semi-annual meeting between the Senior Management Team and all support staff
- iii. some re-phasing of Trustees' terms of office in order to avoid a sudden and simultaneous loss of institutional memory and expertise, in order to ensure business continuity.

Recommendation 10

We recommend that:

- i. a separate Audit and Risk Committee of Council be established, with an independent Chair;
- ii. there be regular review of external Auditors to refresh the process;
- iii. an Internal Audit be conducted every five-six years; and
- iv. clear minutes be kept of business completed and actions required for all meetings to provide audit trails.

Recommendation 11

We recommend that Trinity seeks to widen students' awareness of and participation in opportunities to experience and engage with other faith communities.

Recommendation 12

In order that the student experience may be enhanced, we recommend

- i. that Trinity proactively seeks to develop more effective communication across the whole student body, particularly with those on the dispersed learning and part-time pathways.
- ii. that a joint communion service with part-time students is held more frequently – possibly termly.
- iii. that pastoral groups increase the inclusion of discussion of key and contentious issues within their programmes.

Recommendation 13

The reviewers recommend that, in line with the Mapping Document reference, the college reviews its input on ministry in schools.

Recommendation 14

The review team recommends that the TEI keeps under review the approach to monitoring the consistency in written assignment feedback and in particular, the opportunities to undertake systematic programme reviews of the quality of feedback.

Recommendation 15

The review team recommends that the TEI keep under review the process for short-term book loans to ensure parity of access.

Recommendation 16

The review team recommends that the TEI undertake a systemic review of the information on Moodle to ensure consistency in approach.

Recommendation 17

The review team recommends that the TEI consider alternative ways to communicate to students on the amount of formative assessment included as part of their programme.