

Good practice, affirmation or recommendation	Actions taken	Date for completion	Action by	Success indicators/ Update
<b>Good Practice</b>				
<p>The robust and well managed complaints and appeals procedure is further strengthened by an effective mediation scheme (Expectation B9).</p>	<p>The Secretary's Office will continue to work with the Just Ask team in Bristol Students' Union to maximise effectiveness of services. There will be continued liaison with Senior Tutors and Faculty Education Directors, providing regular updates and guidance to share best practice and effective mediation and complaints practices.</p>	<p>On going</p>	<p>Secretary's Office, Just Ask team. Faculty Education Directors (FEDs), Faculty Education Managers (FEMs), Senior Tutors.</p>	<p><i>Continue use of early mediation, leading to sustained low numbers of cases and % of cases progressing to next stage.</i> Ongoing recording of cases and work with Bristol SU.</p>
<p>Postgraduate research students value the comprehensive, well delivered training provided by the Bristol Doctoral College (Expectation B11)</p>	<p>The Bristol Doctoral College (BDC) will continue to take a proactive role in supporting postgraduate research students, locally and nationally and via research council networks. It will continue to roll out good practice and develop new strands of activity. The overarching role and remit of the BDC is articulated in the PGR Growth plan, approved by UPARC in May 2016:</p> <p>a. <i>To grow the PGR community:</i> by facilitating new funding opportunities, brokering relationships with external partners, promoting Bristol research excellence to PGR sponsors, enabling and promoting cross-disciplinary, cross-School and cross-Faculty collaborations and funding opportunities for PGRs.</p> <p>b. <i>To grow the quality of the PGR environment:</i> to enrich the experience of all postgraduate researchers by nurturing and developing a supportive stimulating research environment. The BDC coordinates a central programme of researcher development, organise cross-disciplinary</p>	<p>On going</p>	<p>BDC, Academic Registry, Pro Vice-Chancellor (PVC) Education and Students and PVC Research. Graduate Studies Committee and Graduate FEDs.</p>	<p>The Personal and Professional Development Programme is a central University offer to all PGR students. The quality of this programme is overseen by the PG Researcher Development Committee, which reports to UGSC. The programme is managed and monitored by the BDC; the processes are in place to collate and analyse attendance stats, and feedback from PGRs.</p>

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	events, develop resources, and guide PGRs towards a successful future career, whether inside or outside of academia, unlocks opportunities and resources for PGRs in Bristol.				
Faculty quality teams make a consistent and significant contribution to the quality of student learning opportunities (Enhancement).	As part of the University's quality framework, faculty quality teams (FQTs) will continue to play a key function in the oversight and support for student learning. The University will continue to explore further ways in which the role of students in FQT visits can be enhanced. The University will continue to ensure new FQT chairs receive induction and mentoring to undertake their role as well as inducting, training and mentoring staff and student members as appropriate.	Autumn 2016	University Academic Quality and Standards Committee (UAQSC), FQT chairs and staff and student FQT members.	FQT continue to play a significant role. Induction and mentoring continue. To enhance the role students play in FQT a Student Quality Reviewer role has been introduced for which students are paid and further training is now in place.	
<b>Affirmations</b>					
The establishment of a comprehensive institution-wide mechanism to capture and respond to student feedback at unit level (Expectation B3)  <i>Level of risk: Low</i>	The Student Lifecycle Support Programme (SLSP) will provide an institution wide mechanism for seeking and considering student feedback at unit level.  During the transition to the new unit Survey Module (SLSP) the University will put in place in-class online unit evaluation, where this does not already exist.	SLSP will pilot and implement a tested mechanism as part of the SLSP schedule.	Project Manager, SLSP  PVC Education and Students, Academic Directors, Academic Registry.	<i>The implementation of an institution wide mechanism.</i> SLSP plans in development. AQPO is looking to undertake a review of units surveys across the institution.	
The establishment of the Student Partnership and Representation Group as a means of strengthening both the effectiveness of its representation system and the manner in which	The Student Partnership and Representation Group (SPaRG) will continue its work to oversee the implementation and strengthening of the <i>Code of Practice for Student Representation</i> (both for <i>Taught Programmes</i> and <i>Research Students</i> ). The Group will continue its annual review of the effectiveness and suitability of the representation system. The	Academic year 2016/17	SPaRG, Bristol Students' Union, Academic Registry, Schools, Faculties.	<i>Increased student satisfaction in the Student Voice section results in both the YourBristolSurvey and National Student Survey.</i> SPaRG continues to oversee Code and effectiveness.	

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<p>its achievements are communicated to students as a whole (Expectation B5)</p> <p><i>Level of risk: Low</i></p>	<p>Student Communications strategy will prioritise responding to students on their actions, including via Student Newsletter, Epigram, BDC Bulletin and digital display screens.</p>		<p>Marketing &amp; Communications</p>	<p>Comms and Marketing structure to engage with Student Comms strategy.</p>	
<p>Work is underway to develop a model of student engagement based on partnership and co-production (Expectation B5)</p> <p><i>Level of risk: Low</i></p>	<p>The University will work with Bristol Students' Union, and University staff and students to create a multi-faceted model of student engagement as outlined in the University Student Partnership Vision, building upon our various existing models of partnership working.</p>	<p>On going</p>	<p>Bristol SU, Academic Registry, Academic Directors, FEDs, FQTs, Schools, Faculties.</p>	<p><i>Model of student engagement developed.</i></p> <p>To enhance student engagement an FQT Student Quality Reviewer role has been introduced. Students apply, are trained and paid to ensure we support and recognise the commitment required.</p>	
<p>A periodic review procedure is being developed to ensure all curricula and student learning opportunities are fit for purpose and aligned with relevant external expectations (Expectation B8, Enhancement).</p> <p><i>Level of risk: Moderate</i></p>	<p>Implementation of the periodic programme review process (PPR) is being piloted in 2016/17 academic year and full implemented is planned from 2017/18 onwards.</p> <p>An extensive review of programme and curricula content will be taking place as part of the planned introduction of Bristol Futures (BF), a comprehensive programme of work stemming from the new University Strategy.</p>	<p>Pilot phase 2016/2017 academic year</p> <p>Bristol Futures curricula review</p>	<p>Academic Registry</p>	<p>One PPR has been completed (Classics &amp; Ancient History UG programmes) and one is due to complete in May (Sociology UG programmes). Two PPRs are in the planning phase (Experimental Psychology and Computer Science). A further two PPRs have already been identified for 2017/18 (Civil Engineering and Biology). A report on the PPR process including a proposed schedule for</p>	

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				PPRs going forward will be presented to UEC in June. 2. BF curriculum review is taking place as part of the larger BF planning.
<b>Recommendations</b>				
Ensure both that all students and prospective students affected by a programme closure receive timely and continuing communication and reassurance as to how their interests will be protected; and that the timeliness and currency of all published information are overseen at institutional level (Expectations B8 and C). <i>Level of risk: Moderate</i>	To supplement our existing process for programme withdrawal, the University has, with immediate effect, updated the guidance and forms in relation to communication with students around programme closure and withdrawal, with an emphasis on ensuring early engagement with relevant student bodies to ensure the student experience is protected.  The Student Recruitment, Access and Admissions team (SRAA) will continue to maintain oversight of guidance relating to provision of information and communications with prospective students, in the case of a programme closure. SRAA will also maintain oversight of guidance on published information for prospective students about programmes online to ensure accuracy, linked to Consumer Protection legislation and guidance.	<b>QAA by June 2016</b>  Immediate effect  Immediate effect	Academic Registry  SRAA	<b>COMPLETED</b> <i>Monitoring of student satisfaction with their communications.</i> Guidance updated and processes in place.  <i>Clear communication with potential students in the event of a programme closure, including advice regarding alternative options.</i> SRAA has oversight of contact with prospective students. Group established to maintain oversight.
Ensure at institutional level that all schools and faculties discharge their responsibilities for making scrupulous use of, and responding appropriately	The University approved a number of changes to the Policy for External Examining of Taught Programmes and related processes in order to strengthen its oversight of how and when schools respond to their external examiners/s with regard to their reports. The new mechanism for monitoring school level responses to external examiners has been instituted	<b>QAA by December 2016</b> April 2016 Sept 2016	Academic Registry, Faculties, Schools, Student/staff liaison	<b>COMPLETED</b> Policy changes now in place. New monitoring and oversight system established and in place:

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<p>to, external examiner reports (Expectation B7).</p> <p><i>Level of risk: Moderate</i></p>	<p>from September 2016 to ensure that responses are appropriate, timely and comprehensive. In addition (i) the response form was redesigned such that schools now directly respond to each recommendation from the external examiner (which makes monitoring easier), (ii) introduced an escalation process (AQPO &gt; the FED &gt; the Academic Director) for responses that do not meet the deadline; (iii) we now provide a compliance report to UAQSC on timeliness of all responses.</p> <p>Both good practice and any recommendations made by external examiners, and any action in response, will continue to be drawn out and considered, particularly via Faculty Quality Teams (FQTs) visits and in school student staff liaison committees (SSLCs).</p>	<p>October/ Nov 2016</p>	<p>committees (SSLC)</p>	<p>Good Practice will continue to be identified and drawn out for FQT and SSLCs.</p>
<p>Develop a more systematic approach to the enhancement of student learning opportunities (Enhancement).</p> <p><i>Level of risk: Low</i></p>	<p>As part of the new University Strategy, approved in May 2016, the University has committed to the development of a strategic approach to the enhancement of student learning opportunities, principally by establishing:</p> <ol style="list-style-type: none"> <li>The Bristol Institute for Learning and Teaching (BILT) (acknowledged in the QAA Report as part of the systematic enhancement project within the University) will play a key role in identifying, developing, evaluating and disseminating good practice and projects that enhance student learning opportunities.</li> <li>The <i>Bristol Futures</i> programme strands (see also response to PPR affirmation), which are three key curriculum development themes that provide enhanced learning opportunities for our students</li> </ol>	<p><b>QAA by December 2016</b></p> <ol style="list-style-type: none"> <li>1. Implementation strategy for BILT in place.</li> <li>2. BF to be fully implemented across all</li> </ol>	<p>PVC Education and Students, Academic Registry, BILT management: Steering Group</p>	<p><b>COMPLETED:</b></p> <p><i>Establishment of the Bristol Institute for Learning and Teaching</i></p> <p>BILT established and virtual launch in Spring 2017 (website, events: seminars, etc), with formal launch event June 2017.</p> <p><i>Implementation of the Bristol Futures.</i></p> <p>Bristol Futures: PDP is being rolled out across the institution from</p>

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	embedded in conjunction with institutional skills development and Personal Development Planning (PDP) initiatives.	programme s by 2020		September 2017 and central study skills provision has been launched.	

**Date of report:** 15 July 2016/ updated 20 October 2016/**updated March 2017**