

The Tavistock and Portman NHS Foundation Trust
QUALITY ENHANCEMENT REPORT FOR 2013-14

1. Introduction

This is an annual report which looks at the deliberate steps taken at institutional level to improve the quality of learning opportunities. This report particularly focuses on enhancements during the 2013/14 academic year.

It builds on the previous annual reports we published on Maintaining Academic Standards in 2012 and in 2013 which also focused on aspects of our work to enhance learning opportunities in the Trust.

2. Learning, Teaching and the Student Experience

2.1 'Our Ambitions for Education and Training' - the Trust's Learning and Teaching Strategy was published in January 2013 and in the months following its publication the Trust decided to undertake a review of its training portfolio and in turn contracted Higher Education Academy Consultants to undertake this *Portfolio Review*. The Consultants' report was published in the autumn of 2013.

Amongst the initiatives leading from the Portfolio Review report have been a Student Experience Review and a Community of Practice Review. More specifically, the Project Working Group set up to address the latter have proposed a fully articulated learning journey commencing at pre-enrolment and culminating in alumni offers (an important artefact for marketing, learner progression support, partnership working with the awarding university and internal communications). Similarly, the Project Working group established in relation to the latter have also proposed a plan created through consultation (incorporating learner, academic and patient views) to set up an integrated and interactive online and live Tavistock Community to support the student/trainer and patient experience with the aim of bringing together and increasing accessibility to the wide range of Tavistock activities, events, courses and research activity in order to enhance the profile of the Tavistock and to foster lifelong learning. Each Project Working Group has published a detailed Action Plan.

2.2 At the beginning of the 2013-14 year the course pages on our virtual learning environment *Moodle* underwent substantial change. These pages were divided into five sections: Welcome; Information Area; Communication Area; Study Area and Additional Resources Area. The new organisation of content and communication placed an emphasis on the course's page as being an information and communication 'hub' for the student. This approach simplifies the organisation of content in the programme as well as placing an emphasis on communication primarily through the course page.

2.3 During 2013-14 the Trust continued to increase their number of Higher Education Academy Fellows through the invaluable facilitation of the University of East London

(operationally its Academic Practice and Student Experience Unit) and through its Professional Standards Framework. The CPD route awarded 4 fellowships during the year. In total, some 14 Trust staff have achieved Fellowship status over the last two years. There are plans to provide the opportunity for more staff to apply for fellowship through the CPD route in 2014-15. This year Fellowships were awarded to teaching staff and to those who support learning and teaching within the Trust.

2.4 In 2011-12, the Trust had introduced a model of *peer review* designed to provide independent and development feedback to staff on their teaching. The reviews are undertaken by a volunteer group of teaching staff. From the outset, there was no fixed expectation as to the amount of reviewing an individual takes on; this is determined by each person's availability. On average it is likely to be 2/3 teaching sessions. In the academic year 2013-14, peer reviews were planned for twelve courses, ten validated by awarding bodies and two with professional accreditation.

The common themes arising from the reviews were –

- Complexities of teaching on multi-modal courses;
- High teaching standards;
- Professional Development of teachers

A half-day event was held for teaching staff in April 2014. The theme for the event centred on the teaching and learning of theory which the peer review team had identified as a recurring theme in teacher feedback in 2012-13.

2.5 During 2013-14, the Trust continued a sustained programme of enhancement activity in the area of Research Degrees driven by a number of factors including the 2013 research degrees survey, the desire to be in close alignment with the relevant indicators of sound practice published in the UK Quality Code and by the appointment of an Associate Dean for Academic Partnerships, Academic Governance and Quality Assurance. To summarise the enhancement activity*:

- the creation of a Research Tutor Forum, providing a forum for Professional Doctorate Course Leads;
- a review of the role, terms of reference and nomenclature of the erstwhile course registration boards;
- creation of a research ethics flow diagram and a substantial re-write of the ethics webpage on the doctoral web pages;
- an agreed staff training and development programme for 2014-15.

Looking to next year, the *Concordat to support research integrity* was published in 2012 which aligns with the Trust's own commitment to supporting and strengthening research integrity. A self-evaluation will be carried out in due course in relation to this publication.

*See Trust-UEL Research Degrees Sub-committee Enhancement Report 2013-14.

2.6 In September 2014, following a full consultation with students the Trust published a *Student Charter*. As is convention, the Charter lays out the commitments made by the Trust to students and the commitments we expect from students. The Charter highlights the Trust's vision for training, its approach to learning and teaching and the importance we place on student engagement. Each new student joining us in September 2014 has received a printed copy as have all students re-enrolling for academic year 2014-15. It is our intention to review the Charter during the course of 2014-15.

2.7 In its continuing engagement to align itself with the UK Quality Code, the Trust published in February 2014, a *Student Admissions Policy*. The policy sets out the principles which govern our approach to admitting students to all Trust courses, those validated by awarding bodies and those delivered and validated by the Trust. The opportunity was taken at an Academic Tutors Forum in February 2014 to elicit feedback on the proposed policy before its final publication. An Action Plan was drawn up to implement and evaluate the impact of the policy. An integral part of this Plan was to draft a standard student admissions interview template. Input was made to the drafting of the template by a number of course tutors and by a number of course administrators who play such a pivotal role in the admissions process. The admissions of students was chosen as an enhancement theme for the Review and Enhancement Process Masters level courses in autumn 2014.

2.8 At almost the same time as the Trust published a Student Admissions Policy it also published a *Student Engagement in Quality Assurance and Enhancement Policy*. The thrust of the policy is to describe the opportunities that students studying with the Trust have to engage in formal and informal quality assurance and enhancement systems, both individually and collectively. The policy does not set out to describe in detail the operation of the various processes. It proposes amongst other initiatives that Students are represented in our committee structures, including the Academic Governance and Quality Assurance Committee and the proposed Student Experience Committee.

2.9 The Trust has a tradition of organising a range of dedicated events to induct students and trainees into Trust training and also to reviewing their experience at the end of the training. In September 2014, the Trust re-introduced for its Non-clinical Course Enrolment Day, a common Induction programme for all students enrolling on non-clinical courses consisting of presentations devoted to 'Joining a Community of Practice' and a combined session focusing on 'Discovering your Library and How Technology is used in teaching and Learning at the Trust'.

2.10 In the summer recess of 2013 the Trust invested in enhancing its audio-visual and classroom facilities as well as the main lecture theatre. The opportunity was taken in the Trust Main Student Feedback Exercise in May 2014 to elicit feedback on the refurbished facilities.

2.11 Our Library underwent a major refurbishment during the course of the year. This included going E-Only for its Journal collection. As a result the Journals Room has been turned into a new Computer Cluster Room housing 14 new all in one desktops. The Library has also installed a new Group Study Pod which houses 5-6 people and is being used for small group study and discussion and watching DVD's relevant to courses. The Library has also invested in new products: *Tutorial* is basically an interactive Tutorial it uses to train

users how to use our resources particularly about on-line reading lists; *Discovery* plays a vital role in showcasing the value of the library's collection providing a unified index.

2.12 In September 2013, many students had access to a new, streamlined course handbook which had been painstakingly developed from June 2013. An informal survey was undertaken with course tutors in April 2014 to seek their views on the impact of the much changed structure and content. Apart from one course in which the tutor felt there was a significant issue around the reading lists no longer being in the handbook itself, there were no concerns or criticisms expressed by course teams.

2.13 Under the guidance of the newly appointed Associate Dean for Academic Partnerships, Governance and Quality Assurance – the Trust's research ethics procedures were reviewed and enhanced. This included the work already noted under research degrees - See 2.5. The Trust Research Ethics met on three occasions during the year and the administration of applications for research ethics approval – from two University of Essex professional doctorates and a number of UEL Masters courses – were generally viewed by relevant staff and students as improved in terms of efficient turnaround from the previous year.

3. Enhancing the student experience

Student satisfaction in the Trust is measured partly through our annual student feedback exercises. In 2014, the Trust Main Student Feedback survey elicited a response of 59% in the Trust and 51% in our Associate Centres.

The Main Survey provided very positive ratings for our quality of teaching, for the professional relevance of our courses and for the overall experience of being a student with the Trust. Ratings were less positive in relation to how conducive to learning our classroom and audio-visual facilities are and to awareness of support services for students to access. At the time of writing, the Trust is in the process of drafting an Action Plan arising out of the 2014 exercise.

In 2014, the Main Survey will be more closely benchmarked against that of the Higher Education Academy Postgraduate Taught Experience Survey (PTES) – more specifically, across several sections of the generic Trust form the questions are the same in PTES as in our own Survey.

The annual Research Degrees Student Feedback Survey took place in July and August 2014. The Survey covers students enrolled on University of East London and University of Essex professional doctorate programmes. The Trust's approach to eliciting feedback continues to acknowledge the need for there to be separate feedback forms for students on the taught and research elements of the doctorate programme. The analysis of the results is currently being processed.

4. External Examiner's Reports

The annual review we undertake of external examiner reports captures the positive feedback we received from external examiners and also identifies common themes from our

external examiners that might enhance our provision. In particular, this review or overview report enables the Trust to target actions identified by a number of external examiners.

It is important to note that in the 2011-12 cycle of reports received from external examiners appointed by the University of East London, University of Essex, Middlesex University and the Trust itself **all reported** that the standards set for the awards were appropriate, that the standards of student performance were comparable with similar programmes in other UK institutions and that the processes for assessment and in a smaller number of cases examination were satisfactory and fairly conducted.

The themes for action identified in the resulting 2013 Action Plan were for course teams to be mindful in validations/revalidations of referencing and literacy issues, and the publishing of outstanding student work. The Action Plan was completed except for the last noted item in June 2014. We reported the outcome to our external examiners in the summer of 2014.

A new Action Plan for 2014-15 has now been drafted and includes addressing the issue of courses adhering to a stipulated word count in relation to students assessed work. This Action Plan also includes areas of good practice identified by our external examiners in order that we continue to maintain appropriate quality and standards in these areas.

5. Associate Centres and Collaboration

5.1 During 2013-14 sixteen UEL and University of Essex courses were delivered across centres in the United Kingdom and in Italy.

In September 2013, UEL undertook a special review of Human Development Scotland following structural changes in the organisation. A new cohort of students was admitted to the *Professional Doctorate in Child Psychoanalytic Psychotherapy* delivered in Cupar, Fife, by Human Development Scotland

In April 2014, UEL completed a successful Collaborative Review of the North Bristol NHS Foundation Trust which delivers the UEL validated *Psychoanalytic Observational Studies* and *Infant Mental Health* courses in Bristol. In September 2014, UEL convened a preparatory meeting held in Leeds for the Collaborative Review in April 2015 of the Northern School of Child and Adolescent Psychotherapy (NSCAP): NSCAP delivers the *Psychoanalytic Observational Studies* in Liverpool, the *Psychodynamic Approaches to Adolescents* and *Professional Doctorate in Child Psychoanalytic Psychotherapy* courses in Leeds.

Finally, in October 2014 the Trust will deliver the *Foundations of Psychodynamic Psychotherapy* course in Manchester for the first time in collaboration with the Manchester Mental Health and Social Care Trust.

In November 2013, the Trust organised an Associate Centre seminar. The event led by the Trust Dean of Postgraduate Studies was well-attended. The seminar addressed some of the major changes the Trust wished to make to its strategy towards training and the connection

with our Associate Centres in relation to some of the transformation. The session entailed small group work and a plenary.

5.2 At a Trust level, a Review of our Associate Centers was undertaken. The review was initiated by the Trust in response to two external factors. Firstly, the requirement from Health Executive England (HEE) to deliver the £7m training contract nationally, ensuring impact across the country, requiring high quality Associate Centre delivery. Secondly, in response to specific concerns raised by the University of East London (UEL) in relation to the potential risk posed by the Associate Centre's distance from the oversight of Quality Assurance processes, thus reducing their confidence in the Centre's quality of delivery.

Six Associate Centre organisations submitted material for review: Birmingham Trust for Psychoanalytic Psychotherapy, North Bristol NHS Trust, Human Development Scotland, Northern School of Child and Adolescent Psychotherapy Leeds (which includes the Liverpool site of delivery), AIPPI Milan and Genoa, and Centro Studi Martha Harris Florence.

The Trust also has a number of other regionally located "bipartite" relationships. These are commonly referred to as 'Associate Centres of Delivery'. These were also included in the scope of this review process, as it was felt necessary to consider the totality of the Trust's regional reach, particularly in consideration of the future of the Trust's approach to regional delivery.

Summarising the overall outcomes from the reviews and visits it identified the significant variation in size of the centres and provision, in terms of student numbers, courses offered and facilities. There was a general willingness and desire by all the centres to strengthen their ties to the Trust and expand their provision. However, for some organisations, this would be challenging in terms of their resources and infrastructure. Largely, the organisations are self-financing through student fees, although some centres had opportunities to generate income through other means. The programme delivery in some of the centres relied on the goodwill and commitment of the staff to the course.

In terms of learning, teaching and assessment, external examiner reports were positive and indicated there were no significant issues with the standard or level of work produced by the students or, with the grades awarded by staff. There was parity of these processes between centres. Student feedback from evaluations and course committees identified consistent issues to be addressed. These included access/use of *MOODLE* and consistent feedback to students, including promptness and quality. The evaluations also highlighted small groups on many of the courses were favoured by the students, and teaching quality was good or excellent. Further, courses were seen to be relevant in enabling the participants to undertake their roles better.

The learning environment and facilities varied considerably, with a number of centres experiencing change. The continuing availability, suitability and scope for expansion of some of the facilities will need consideration when proposing any expansion of provision. Handbooks and course material evaluation is not consistent, ranging from poor to excellent, depending on the individual centre and is an identified area of improvement for the Trust to work on with Centre partners.

The Associate Centres reviewed demonstrated support and willingness for a closer partnership with the Trust. For those centres offering training in England, this would provide for a strategic fit with the Trust's plans for expansion, to ensure a more widespread delivery of their national training contract. Feedback also identified the relationships and training contracts these centres already had with their Health Education England, Local Education and Training Boards (LETB). These relationships may also be beneficial to the Trust, as they seek to demonstrate the value of having a national contract placed with them.

The following actions are recommended as a result of the Review process:

- a) Associate Centre and Partnership relationships are placed under the authority and remit of one of the Associate Deans. This will enable stronger oversight of the QA processes and links between Trust and Centres.
- b) An annual Associate Centre conference is held bringing together Centres to discuss development themes and also raise common issues.
- c) Strengthen the authority and responsibility of the Trust-based Liaison Tutor for each Course at Associate Centres/Alternative Centres of Delivery. Ensure involvement in Course Review and Enhancement Process process to enable a consistent, single course-driven approach.
- d) Provide greater access to Professional Development activities around Academic Quality for Associate Centre staff.
- e) Regular Strategic Development meetings with Senior Management at Associate Centres to ensure the partnership arrangements and also to explore possible new developments.

6. Review and Enhancement Process

6.1 The Trust has a long-established devolved responsibility for managing its quality assurance process and reporting its annual Review and Enhancement Process. This process has proved effective for a number of years. We have continued to refine the model each year based on a feedback loop within the Trust itself and from the Collaborations Monitoring Sub-Committee (CMSC). This year we have made two changes to this established process. Firstly we have reorganised the cluster meetings as follows: Professional Doctorate cluster, M level cluster and a dedicated Associate Centre cluster, the latter including the Trust parent course. This is the first time there has been a cluster dedicated to the experience of the Associate Centres. Secondly, following feedback from the CMSC, we have built into the process a peer review of all REP reports. The review group consists of the Associate Deans, a representative group of Cluster Leads, the Academic Governance and Quality Assurance Manager (AGQA) and the UEL Quality Assurance Manager Collaborations.

6.2 In 2013-14 the REP enhancement themes were –

Masters level

- We are implementing confidentiality and anonymity policy in relation to assessed work. Can you indicate how you have been interpreting this issue on your course in recent years?
- What do you consider the strengths and weaknesses of the quality of feedback to students on academic assessment?

Doctorate level

- In relation to the research and intellectual environment within which students are studying in the Trust, what are the course team doing to enhance the environment and what other ideas do you have about this aspect of our training and research work?
- What do you consider the strengths and weaknesses of the quality of feedback to students on academic assessment?

6.3 A total of 25 courses took part in the REP process.

The UEL Collaborations Monitoring Sub-committee which reviews the Trust Course REPs felt “that a rich review process had been undertaken at the Tavistock & Portman NHS Foundation Trust, including the Cluster Meetings and enhancement themes which provided a distinctive flavour that enabled the trust to collect a range of information and consider mechanisms for enhancement of the provision.”

All four University of Essex validated course programmes completed the university’s new Annual Review process.

7. Annual enhancement themes

Those selected for the Review and Enhancement Process as noted above were-

Masters level

- We are implementing confidentiality and anonymity policy in relation to assessed work. Can you indicate how you have been interpreting this issue on your course in recent years?
- What do you consider the strengths and weaknesses of the quality of feedback to students on academic assessment?

Doctorate level

- In relation to the research and intellectual environment within which students are studying in the Trust, what are the course team doing to enhance the environment and what other ideas do you have about this aspect of our training and research work?
- What do you consider the strengths and weaknesses of the quality of feedback to students on academic assessment?

8. Complaints and Appeals

During 2013-14, the Trust received two student complaints, and three academic appeals one of which was upheld by the awarding body.

9. QAA UK Quality Code

During 2013/14, the Trust continued to benchmark its practice and procedures to ensure close alignment with the UK Quality Code.

More specifically, Action Plans were drafted and monitored by our Academic Governance and Quality Assurance Committee for -

- Student Admissions
- Student Engagement
- Student Feedback
- External Examining

During the year, there was also enhancement work undertaken in relation to Chapter B6 – and to recognition of prior learning in particular.

The committee also monitored a specific Action Plan relating to our agreed programme for Quality Assurance Agency for Review for Educational Oversight (REO).

The action plans for student admissions, student engagement and for the Trust Main Student Survey were completed during the year; that for the Research Degrees Student Survey was carried forward as it included several actions requiring work over a longer period of time. The Action Plan relating to REO is largely addressed at the time of writing.

In addition, to the plans noted above the Trust's programme of activity during the year included introducing a standardised approach towards those applying for APEL – UK Quality Code Chapter B6 – Assessment and Accredited Prior Learning, and the work of Post Portfolio Review Project Working groups in relation to learning and teaching – UK Quality Code Chapter B3 Learning and Teaching.

10. Academic Governance and Quality Assurance Committee

During 2013-14, the committee met on eleven occasions with representation from staff from the universities of East London and Essex and in the latter part of the year, a student representative for University of Essex courses.

The committee continued to 'house' a large agenda and towards the end of the year it was agreed, a Working Group of the committee would meet 'virtually' to consider some specific university partner items requiring receipt and noting.

The committee approved either enhanced or new procedures for APEL, modifications to courses and for professional accreditation and re-accreditation.

The Committee also served as a vital forum for constructive discussion of a new Student Admissions Policy, Student Engagement in Quality Assurance and Enhancement Policy, Professional Suitability for Training Procedure and a Student Charter.

11. Staff Development

Three Academic Tutor Forums were convened during the year. These bring together staff teaching on University of Essex, UEL and Middlesex and Trust courses to contribute to the content of new and enhanced policies and procedures – and to share common practice.

In February 2014, the Forum focused on the proposed Trust Admission, Student Engagement in Quality Assurance and Enhancement policies and the proposed Student Charter.

In June 2014, the Forum was held as courses prepared for course field assessment boards and addressed marking, word count and other issues.

In September 2014, the Forum focused on consideration of the annual Course Review and Enhancement Process and in particular the drafting of SMART Action Plans and the need to provide details of staff development in the domain of learning, teaching and pedagogy.

Two Quality Assurance Fora for course administrators were held during the course of the year. The first held in February 2014 was devoted to reviewing the UEL-Tavistock Assessment & Feedback Policy and the proposed Student Admissions and Student Engagement in Quality Assurance and Enhancement policies.

The second held in June 2014 was devoted to a refresher session for course administrators who service UEL-Tavistock course field assessment boards.

12. Conclusion and Future Developments

- 12.1 This report provides the opportunity to reflect on our enhancement initiatives over the past year and to identify ways in which we have moved forward in supporting the student learning experience.
- 12.2 There has been a considerable focus this year on putting the student experience at the very forefront of all we do in our training. Enhancement tasks have included –
 - Publish a Student Admissions Policy, A student Engagement in Quality Assurance and Enhancement Policy and a Student Charter;

- The work of the post Portfolio review Project Working Groups in reviewing the student experience and the Trust Community of Practice.
- The proposed implementation of an ICT system in the Directorate of Education and Training which will enable the Trust to trail and review the whole student journey.

12.3 We have continued to focus on maintaining academic standards and delivering robust internal quality assurance monitoring processes to ensure this takes place as well as being aware of the importance of continuing the high quality of our teaching and corresponding assessment that we have received positive feedback for over a number of years. Relevant practices have included –

- Peer review of teaching;
- Marking workshops.