

Annual Course Monitoring and Review

Guidance for Tutors 2014-2015 Academic Year

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1. Introduction

Quality Assurance Agency Quality Code Chapter B8

Expectation

Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.

For a number of years, the Tavistock and Portman NHS Foundation Trust has participated in the annual monitoring all courses delivered by the Trust and validated by our three University partners: University of East London, University of Essex and Middlesex University.

Annual Monitoring is a report in the form of a pro-forma written by the Course Lead with input from other members of the course team, and is intended to be a retrospective critical self-evaluation of the course. It takes into account the following:

- Feedback from student surveys
- Progression and retention data (e.g. withdrawals and fails)
- External Examiner feedback
- Course Committee minutes
- Action plan from the previous cycle

Course Leads create an action plan for the forthcoming academic year (15/16) based on the conclusions that they have drawn from their analysis of the information listed above.

For those courses delivered outside of the Trust, the parent course REP includes both comparative analysis of performance and identifies and actions issues that are common to delivery and outcome in all centres of delivery.

Long-Duration Courses:

In addition to validated courses, the non-validated long duration Trust courses will participate in the exercise, completing a tailored pro-forma. (see appendix 3 for complete list of courses).

2. Enhancement Themes

The following themes were discussed and agreed for all long-duration courses delivered at the Tavistock and Portman:

- Digital Literacy (Use of Moodle, Online submission of assessment, podcasts, webinars, staff support/development to enhance digital literacy amongst staff as well as students)
- Exploration of the links between employers, their representative organisations and higher education providers

For a number of years, Enhancement themes have been set to provide a focus for course teams completing the process. To fully facilitate an Enhancement-led course monitoring process, the enhancement themes for the year ahead (15/16) will be agreed upon in the Cluster meetings allowing course teams to incorporate these enhancement ideals into their plan for the forthcoming academic year. Because this is a new initiative, enhancement themes for the current (14/15) academic year will need to be provided for this current round of the course monitoring process.

3. Completing the Pro-Forma

Section 1: Background to the course: Overview of strengths and enhancements

Please provide any context in this section which may inform the reader or auditor considering your submission. For courses that are closing as UEL courses and running as new courses with Essex, please consider the list of questions under section 1.

Section 2: Previous action plan

The action plan from the previous REP/ARC has been added to this section. Please update this with any progress that has been made against each action.

Section 3: Staff Development and Scholarly Activity

Please note that this section is relating to teaching training rather than clinical training that tutors have undertaken. Issues or actions may be where student feedback suggest a need for action in the area of learning and teaching, where standards are not as expected or where new staff have been appointed that may need additional mentoring.

Section 4: Enhancement Themes

Digital Literacy: This is a broad spectrum, and is one of the QAA's audit themes for this academic year. In order to identify good practice as well as identifying areas that need attention we are asking you to give us information about how you use digital methods to

enhance your courses. Please see the following QAA guidance for more information about digital literacy: <http://www.qaa.ac.uk/en/Publications/Documents/HER-Themes-Guidance-15-16.pdf>

Employer Engagement: How do you ensure your courses are what employers are looking for? How do you engage with employers? Do you have relationships with certain employers?

Section 5: Student Characteristics/Profile

Please note that we are asking you to consider student characteristics in the light of equality and diversity and the protected characteristics.

Section 6: Student Progression and Achievement

Are students completing the course in good time (relative to your course)? Are more students withdrawing than is normal for your course? What may have affected the progression and achievement stats (both positive and negative effects)?

Section 7: External Examiner Reports

You are not expected to provide a commentary here as you have already responded to the External Examiner report separately, and this will be an appendix to this report. Any actions for your course that are a result of the External Examiner Reports should be included in the action plan at the end of the pro-forma (Section 10).

Section 8: Student Feedback

You are not expected to provide a commentary here as the minutes of the course committees will be included as appendices to this report. Any actions for your course that are a result of the course committees should be included in the action plan at the end of the pro-forma in section 10. NB this does not include routine action points as part of the business of the meeting, but bigger actions arising out of discussion which should be noted as a longer-term goal.

Section 9: Revalidation/Validation/Periodic Review

If your course has not undergone any of the above since the last REP/ARC process can skip this section.

Section 10: Consolidated Action Plan

This Action Plan should be a record of all major actions coming out of Course Committee minutes, student survey results, progression and achievement data, staff development ambitions, student characteristics data and External Examiner reports. The Action Plan should be received at every course committee for monitoring and implementing progress.

4. Programme Specifications and Modifications

If your actions require a change to assessment, admissions requirements or structure of the course, this will need to be reflected in the programme specifications submitted with tracked changes or indicating amendments so that these can be made to the online version. It is likely that it will also need to undergo a Course Modification/Variation. Please see here for further information: <http://tavistockandportman.uk/training/student-regulations-and-policies/quality-assurance-and-enhancement/course-development>

5. Course Closures:

Indicator 3

Higher education providers operate a process to protect the academic interests of students when a programme is closed.

Due to the fact that a number of courses are being withdrawn from the UEL Validation Portfolio (although many of them are being validated with Essex instead), this means that a number of courses are 'running out'. This requires a level of care and scrutiny to protect the student experience and ensure equity, continuity and academic standards are maintained.

For this reason, it is proposed that at the point of peer review and within the overview report submitted to the Validating partners, the following points are considered:

Continuity of experience:

- Are the students still having access to the same resources (including those at the validating university)?
- Do the students have the same tutors as they would normally have done (personal and Module)?

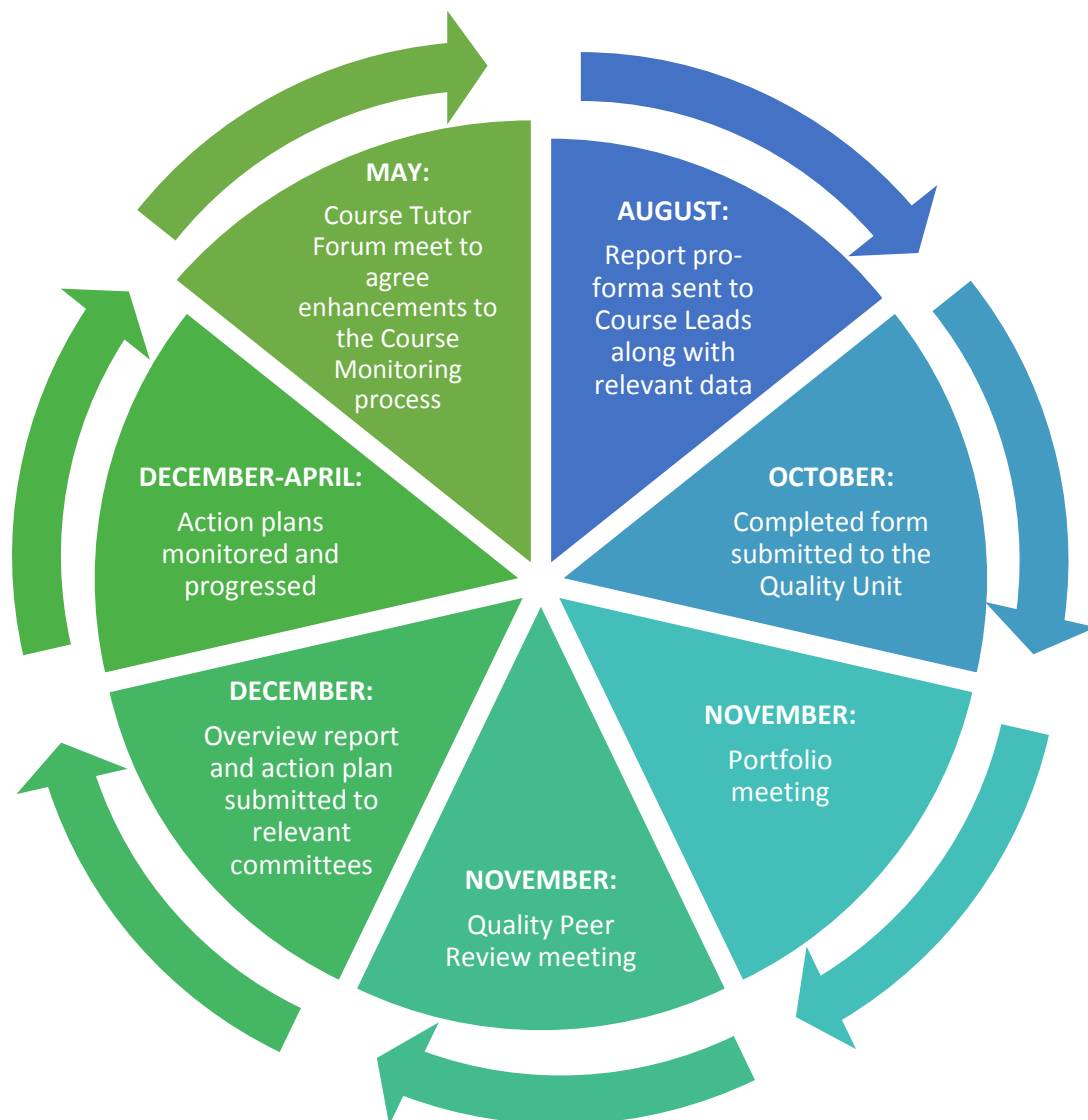
External examiners:

- Do the external examiners seem satisfied with the standards and quality of the teaching and learning and assessment?
- Have they noted any change in the standards and quality of the teaching and assessment?

Other:

- Does the Course Lead raise any concerns or issues relating to the course closure that needs consideration?

6. Annual Course Monitoring Process



May: Course Tutor Forum meet to discuss the plan for the current cycle. They will consider:

- Recommendations from University reviews of the previous year's submissions
- Enhancements to the process or pro-forma
- Amendments to University regulations or QAA Quality Code
- Enhancement themes (although in the following cycle it is proposed that the themes are decided a year in advance).

June-August: The Quality Unit input course level data onto the form, including student characteristics, survey and progression and achievement data and send to course teams along with guidance. **DEADLINE TO SEND OUT TO COURSE TEAMS: 17th August 2015**

September-October: The Course Leads, with support from their course teams, complete the pro-forma and action plan. They consider any amendments they wish to make and complete the relevant course amendments application, and/or amend (with tracked changes)

the programme specification (where applicable) and return to the Quality Unit. **DEADLINE TO RETURN PAPERS: 19th October 2015**

November (early): The Clusters/Portfolios meet to discuss and peer-review the reports and enhancement themes (Portfolio meeting). These will take place in the **Committee Room** on:

- Level 8 (Doctoral courses): **Monday 2 November 2015 11am-12.30pm**
- Level 6 and 7: **Tuesday 3 November 2015 2.00pm-3.30pm**
- Level 6 and 7: **Thursday 5 November 2015 11.30am-1.00pm**

November (late): The Cluster Leads/Portfolio Managers meet with the Associate Dean, Quality to discuss the reports (Quality Peer Review meeting). This will take place in the **Committee Room** on:

- All Levels: **Thursday 19 November 2015 2pm-4pm**

December: The Associate Dean, Quality writes the overview report and action plan and submits to Academic Governance and Quality Assurance Committee, and the relevant committees of the validating partner universities. [The approved report is published on the Trust website.](#)

December-April: The Course Committees consider the course report and the course-level action plan which they receive again at subsequent meetings; The Academic Governance and Quality Assurance Committee receive the overview report and action plan, and receive and monitor the action plan at subsequent meetings.

7. Roles and Responsibilities

Quality Assurance Agency Quality Code Chapter B8

Indicator 4

Higher education providers define processes, roles and responsibilities for programme monitoring and programme review and communicate them to those involved.

Trust Academic Governance and Quality Committee: To consider and approve the proposal; to receive and consider the overview report and action plan; to monitor and ensure the progress of the action plan.

Associate Dean, Quality: To write the annual course monitoring overview report; to chair the Cluster/Portfolio-level peer review meetings and the Trust-level Quality Review meeting.

Quality Assurance Officer: To arrange and take notes at the Academic Tutor Forum meeting; to write and present the Annual Course Monitoring proposal; to ensure the pro-forma is updated and all course-level data is added to the form and circulated to course teams; to provide guidance to interested parties; to arrange and take notes at the Portfolio meetings and the Quality Peer Review meeting; to receive and collate submissions and circulate to relevant colleagues; to support the Chair of ACQA in the writing of the overview report and action plan.

Portfolio Manager/Cluster Lead: To read the completed pro-forms within the Portfolio/Cluster and provide support and feedback; to attend and participate in the Cluster/Portfolio-level peer review meeting and the Trust-level Quality Review meeting.

Course Lead: To complete, with the support and contribution of the rest of the course team, the annual course monitoring pro-forma and submitting to the Academic Governance and Quality Assurance Unit to the deadline specified, along with any amendments to the Programme Specifications where necessary. To take the completed form and action plan to Course Committees and report on progress relating to the action plan.

Course Committees: To receive the Report and Action Plan throughout the year and monitor progress.

Students: Representatives are responsible for considering the completed form and giving feedback at Course Committees.

QAA Expectation

Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.

QAA Indicators

<p>Indicator 1 Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme monitoring and programme review, to ensure processes are applied systematically and operated consistently.</p>	<p>Considered at Course, Portfolio/Cluster and Trust level – an overview report and action plan comes out of it</p>
<p>Indicator 2 Higher education providers take deliberate steps to use the outcomes of programme monitoring and review processes for enhancement purposes.</p>	<p>The resulting action plan – both course-level and institution-level are focussed on Enhancement. Enhancement themes are also integral to the process</p>
<p>Indicator 3 Higher education providers operate a process to protect the academic interests of students when a programme is closed.</p>	<p>The Trust is in an unusual situation because courses that are closing are mostly going to be running with Essex and are therefore “ongoing concerns”</p>
<p>Indicator 4 Higher education providers define processes, roles and responsibilities for programme monitoring and programme review and communicate them to those involved.</p>	<p>Indicated within the proposal</p>
<p>Indicator 5 Higher education providers evaluate their processes for programme monitoring and review and take action to improve them where necessary.</p>	<p>Evaluated by Academic Tutor Forum annually</p>
<p>Indicator 6 Higher education providers make use of reference points and draw on expertise from those outside the programme in their processes for programme monitoring and review.</p>	<p>External examiner reports and peer review (Portfolio/Cluster) meetings</p>
<p>Indicator 7 Higher education providers involve students in programme monitoring and review processes.</p>	<p>Course Committees</p>
<p>Indicator 8 Higher education providers enable staff and other participants to contribute effectively to programme monitoring and programme review by putting in place appropriate arrangements for their support and development.</p>	<p>Course Tutor Forum and Cluster/Portfolio meetings, guidance</p>

APPENDIX B: List of courses participating in Annual Course Monitoring and Review

Courses in closure - replaced with course at Essex	Monitoring process needed?	Course Code	Course title	Main award
Closing	Yes	D11	Working With Groups	MA
Closing	Yes	D30	Therapeutic Communication With Children	PgCert
Closing	Yes	M18	Psychoanalytic Psychotherapy: Child and Adolescent	DProf
Closing	Yes	M26	Strategic Leadership and Management: A Multidisciplinary Programme	MA
Closing	Yes	M42	Child & Adolescent Primary Mental Health	MA
Closing	Yes	M80T	Child Psychoanalytic Psychotherapy (Top-Up)	DProf
Closing (to be replaced)	Yes	D1	Emotional Factors In Learning And Teaching; counselling aspects in education	MA
Closing (to be replaced)	Yes	D10	Consultation and the Organisation: Psychodynamic Approaches	MA
Closing (to be replaced)	Yes	D10D	Consultation and the Organisation	DProf
Closing (to be replaced)	Yes	D24	Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice	PgCert
Closing (to be replaced)	Yes	D24A	PgCert Mental Health and wellbeing Multidisciplinary Practice with Young People and Adults	PgCert
Closing (to be replaced)	Yes	D4	Applied Systemic Theory	PgCert
Closing (to be replaced)	Yes	D50	Social Care and Emotional Wellbeing	DProf
Closing (to be replaced)	Yes	D50M	Social Care and Emotional Wellbeing	MA
Closing (to be replaced)	Yes	D60	Social Work and Emotional Wellbeing	DProf
Closing (to be replaced)	Yes	D60M	Social Work and Emotional Wellbeing	MA
Closing (to be replaced)	Yes	M10	Systemic Psychotherapy	DProf
Closing (to be replaced)	Yes	M16	Psychoanalytic Studies	MA
Closing (to be replaced)	Yes	M22	Child Protection & Complex Child Care	MA
Closing (to be replaced)	Yes	M33	Psychodynamic Approaches to Working with Adolescents	MA

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Closing (to be replaced)	Yes	M34	Psychological Therapies with Children, Young People and Families	MA
Closing (to be replaced)	Yes	M6	Systemic Psychotherapy	MA
Closing (to be replaced)	Yes	M7	Psychoanalytic Observational Studies	MA
Closing (to be replaced)	Yes	M80	Child Psychoanalytic Psychotherapy	DProf
Closing (to be replaced)	Yes	M9	Infant Mental Health	MA
Essex Validated	Yes	ED12	TBC	
Essex Validated	Yes	D58	Foundations of Psychodynamic Psychotherapy	MA
Essex Validated	Yes	M35	Working with Refugee Families	MA
Essex Validated	Yes	M4	Child and Educational Psychology	DProf
Essex Validated	Yes	M5	Child, Community and Educational Psychology	DProf
Middlesex Validated	Yes (Middlesex)	D65	The Dynamics of Mental Health Practice	BSc (Hons)
Tavi long course	Yes (Tavi form)	M14	Psychodynamic Psychotherapy for Child & Adolescent Psychiatrists	None
Tavi long course	Yes (Tavi form)	M21	Family Therapy Supervision	None
Tavi long course	Yes (Tavi form)	M1	Interdisciplinary Training In Adult Psychotherapy	None
Tavi long course	Yes (Tavi form)	D59	D59I: Inter-cultural Psychodynamic Psychotherapy; D59C: Psychodynamic Psychotherapy with Couples; D59G: Psychodynamic Group Psychotherapy; D59L: Intermediate Clinical Course in Psychoanalytic Psychotherapy	None
?	No	PHD1	PHD By Publication	PhD
?	No	PHD2	PHD Direct Entry	PhD
?	No	PHD3	PHD General: Multi-Professional PhD in Child Welfare & Protection	PhD
New course	No (no intake yet)	EC1	The Emotional Care of Babies, Children, Young People and Families: Developing Understanding, Skills and Knowledge	Grad Dip / Grad Cert
New course	No (no intake yet)	D24OA	Mental Health and Well-being: Multidisciplinary Practice with Older Adults	PgCert

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New course	No (no intake yet)	M34A	TBC	MA
UEL course	No (UEL course)	M23	Qualifying Social Work	MA / PgDip / PgCert
Closed	No (Closed)	M25	Fostering & Adoption Studies	MA
Closed	No (Closed)	D82	Counselling in Educational Settings	MA
Closed	No (Closed)	D9	Working with People with Eating Disorders	MA