

**ACADEMIC BOARD QUALITY & STANDARDS
COMMITTEE**

ACADEMIC REVIEW REPORT

**TAVISTOCK AND PORTMAN NHS
FOUNDATION TRUST**

Report of the event held on 20th and 21st February 2012 to consider the review of the Tavistock and Portman NHS Foundation Trust programmes in the Cass School of Education and Communities and the School of Law and Social Sciences

MA in Emotional Factors in Learning & Teaching: Counselling Aspects in Education
PG Dip in Applied Systemic Theory
PG Dip in Psychodynamic Approaches to Working with People with Learning Disabilities
MA Working with People with Eating Disorders
MA Consultation and the Organisation: Psychoanalytic Approaches
MA Working with Groups
PG Cert in Child, Adolescent and Family Well-being: Multidisciplinary Practice
PG Cert in Therapeutic Communication with Young People
MA Social Care
MA Advanced Social Work
MA Counselling in Educational Settings
MA Systemic Psychotherapy
MA Psychoanalytic Observational Studies
MA Infant Mental Health
MA Psychoanalytic Studies
MA Protection and Complex Child Care
MA Fostering and Adoption Studies
MA Strategic Leadership and Management
MA Psychological Therapy with Children, Young People and Families

MA Psychodynamic Approaches to Working with Adolescents
MA Child and Adolescent Primary Mental Health Care
Professional Doctorate in Consultation and the Organisation
Professional Doctorate in Social Care and Well-being
Professional Doctorate in Social Work and Well-being
Professional Doctorate in Systemic Psychotherapy
Professional Doctorate in Child Psychoanalytic Psychotherapy

1 SCOPE OF ACADEMIC REVIEW

- 1.1 Academic Review is a systematic evaluation of the operation of an academic grouping within UEL. It involves a self-critical evaluation of performance by the grouping concerned followed by a review by a panel comprising members drawn from across UEL and external subject specialists from other higher education institutions and from business and/or the professions.
- 1.2 Academic review may be at School level or, in the case of a large school, cover an academically coherent grouping of fields or programme areas. An Academic Review will cover all programmes (undergraduate, postgraduate, post-experience) within the designated academic grouping as it is recognised that the management of the academic grouping is crucial to the quality of the provision.
- 1.3 Each academic grouping is subject to Academic Review at least once every six years. However, the Quality & Standards Committee reserves the right to conduct an Academic Review at any time.

2 PURPOSE OF ACADEMIC REVIEW

- 2.1 Academic Review evaluates programmes offered by a School/Subject Area and confirms that they continue to meet UEL's Quality Criteria and engage with relevant national benchmarks, frameworks and codes of practice.
- 2.2 Academic Review helps the School and the institution to assure the quality of the total student experience. Academic Review aims to review all aspects of the student experience and capture those which are outside the immediate confines of the programme which have an impact on the quality of that experience.
- 2.3 Academic Review helps the School and our institution to evaluate the extent to which the School/Subject Area has been successful in achieving its stated aims and objectives within the overall context of the UEL vision.

3 PROCESS OF THE ACADEMIC REVIEW

- 3.1 **A self-evaluation document** produced by the school was the main source against which the panel measured the provision. This was backed up by various pieces of documentation available in a panel room.
- 3.2 As part of the Academic Review process, the panel met with former students who studied at UEL. This meeting was very informative and the panel was impressed by the enthusiasm of the former students. Reference to areas of interest from this meeting can be found in the main body of the report.
- 3.3 As part of the Academic Review process, the panel met with three employers who have been involved with the Trust in relation to both curriculum design

and renewal, and have also employed graduates of the programmes. This meeting was very positive as the employers were complimentary of the Trust's students and its training model. Reference to other areas of interest from this meeting can be found in the main body of the report.

- 3.4 As part of the Academic Review process, the panel met with existing students from internal programmes. This meeting was well attended, and the students were articulate and supported the programme teams in their efforts. There was a wide range of students from all programmes, levels, modes of attendance, gender and age. The comments from the students, and their impact on the panel's deliberations, are detailed in the main body of the report.
- 3.5 The subject area provision was evaluated against standard criteria established by UEL in three areas as follows:

Area 1	Evidence of academic standards
Area 2	Quality of the student experience
Area 3	Activities to ensure and enhance standards and quality

4 BACKGROUND

- 4.1 The Tavistock and Portman NHS Foundation Trust offers clinical services across the age range, with a full Child and Adolescent Mental Health Service, and Adult and Forensic psychotherapy services. Its academic provision sits within a broad range of university validated and Trust validated training associated with the above mentioned areas. The Trust's philosophy of treating mental health clearly integrates clinical work with training, and research. Its ultimate goal to achieve and maintain a psychologically healthy workforce now drives a vital multi-disciplinary approach to its activities. As most of the students at the Trust were either re-training or working to enhance their professional development, it was reported that quality of the student experience was very much at the heart of the Trust's practice.
- 4.2 In view of the delegated responsibility accorded to the Tavistock and Portman NHS Foundation Trust, all courses delivered by the Tavistock Clinic are subject to review as part of the UEL cycle for internal academic review. The Trust's provision was last reviewed in February 2006. Following the internal restructuring of academic provision at UEL the Trust now links with two academic Schools; the School of Law and Social Sciences and the Cass School of Education and Communities.
- 4.3 Course provision at the Trust is at postgraduate level covering both taught Masters and Professional Doctorates. A number of the Trust's courses have been offered at alternative sites of delivery, these will be referred to in the report as 'Associate Centres'. Programme management and delivery of provision in Associate Centres undertaken by Trust employed staff.
- 4.4 In terms of current and future developments, the panel was informed of plans:

- to extend the Trust's international profile and its provision especially through the development of an e-learning and blended learning portfolio;
- for increased access to provision by providing more escalator courses and increasing regionalisation;
- to strengthen its teaching and learning strategy; and
- to continue working to achieve a contemporary demography in all areas of work.

4.5 The panel was interested to note recent organisational changes represented by the introduction of Training Clusters and Training Cluster Leads (TCL). Though in its early stages, the Trust explained that the decision to move to the new structure was prompted by the need to ensure efficiency and effectiveness in managing and administering the training portfolio; achieve more cross working and cross fertilisation amongst teams; and enhance communication across the Trust.

4.6 At the time of review, there were approximately 1,202 students (144 full time and 1058 part-time) enrolled on 23 of the 27 programmes. The staffing complement is equivalent to about 150 clinical teachers and visiting staff.

5 REPORT OF THE ACADEMIC REVIEW

5.1 Evidence of academic standards

5.1.1 The panel noted that the broad aims of the provision were to equip students with psychodynamic, psychoanalytic and systemic knowledge, with enhanced skills in self-reflection, and the ability to critically analyse situations through the lens of their knowledge and self-awareness. In some courses, specific therapeutic capability or skills in organisational consultancy was acquired. The panel concluded that the indicative learning outcomes (ILOs) for all the courses addressed identified aims, with the precise emphasis differing across the various courses. It was evident that the Tavistock had developed its own particular perspectives on psychodynamic and systemic knowledge, and its application, over many years and the courses were focused on this approach. The profile of the institution and its standing in the field were such that it was clear to students what was on offer and the evidence reviewed by the panel demonstrated that the ILOs reflected this position.

5.1.2 It was clear to the panel that the ILOs covered core skills as well as subject, vocational, general and educational objectives. Given that all the courses under review were at postgraduate level and that the students were largely a mature group of people in professional employment, the panel was satisfied to note that the core skills were framed as 'Skills for life and work'. General educational objectives tended to be incorporated as part of the ILO's relating to subject and vocational objectives and the panel deemed that this was appropriate at

M-level and above; reflecting the development of critical thinking about knowledge and its application.

- 5.1.3 No QAA Subject Benchmark Statements exist in relation to the provision at the Tavistock. However, with regards the QAA Framework for Higher Education Qualifications, the courses had been designed and were assessed at the appropriate level. In terms of individual courses and professional body associations; the MA Systemic Psychotherapy (M6) was aligned with the requirements of the Association of Family Therapy, whilst the PG Dip Applied Systemic Theory (D4), MA Dip in Child Protection and Complex Child Care (M22), MA in Strategic Leadership and Management (M26), MA Child and Adolescent Primary Mental Health Care (M42) and Professional Doctorate in Social Work and Well-being (D60) met the Higher Specialist and Advanced Award requirements of the General Social Care Council. The Professional Doctorate in Child Psychoanalytic Psychotherapy (M80) was designed to meet the requirements of the Association of Child Psychotherapists.
- 5.1.4 In the main, the panel felt that the team had paid attention to all ILO domains in all the courses. However, there was considerable variety in the way that the ILOs were framed, with some courses taking a parsimonious approach and others providing a high level of detail. For example, in MA Psychoanalytic Observational Study (M7), units 3 and 4 – Infant observation and Young Child Observation – contain identical and rather generic ILOs which could usefully be made more specific to the focus of the units thus indicating some expected development between the units.
- 5.1.5 The panel observed that the courses revolved around lecture material, reading, practice experience, work discussion and experiential learning in small groups, with an explicit aim of enabling students to integrate their learning to achieve the ILOs. Many of the courses contained significant practical components, either in observation or in skilled work with individuals, groups, families and organisations. The systemic therapy courses included live supervision while others required students to provide reflective accounts, reports of observations and so forth, for discussion in small groups. The courses were built around units in which the different domains of the ILOs frequently co-occur, and where the aim was to integrate learning of different kinds.
- 5.1.6 The small discussion group intended to create a student-centred ethos and enable learning of theory and its application to follow experience was at the heart of the approach to learning. This was clearly valued by the students, present and past. At its best, the learning that took place on the courses was transformational – a view supported by students' descriptions of their experience and employers' descriptions of students and graduates of the courses. Student feedback appeared to be requesting more up to date literature on group work and the panel felt that systemic group work currently appeared to be underexplored; course leaders were encouraged to review this matter.

- 5.1.7 Neither the student handbooks presented nor the usage of the Moodle sites was consistent across the courses, and the unit documentation was not always quite complete. The panel felt that the written material available to students should be made clearer in a number of ways. For example, the links between the ILOs and assessment were often implied rather than being explicit, and students would benefit from greater clarity about the links between the two. A number of handbooks were not very clearly laid out and material had been sequenced in a way that was hard to follow; for example Applied Systemic Theory, (D4). The panel observed that reading lists were usually lengthy and sometimes there was more than one, without a clear explanation of how the student would be expected to make use of them. This contrasted with the highly specific reading that was sometimes available for each session of some unit information on Moodle, where students were given a very clear idea of the focused work they needed to do. The panel noted that the reading lists for MA Psychoanalytic Observational Studies (M7) was placed on Moodle and this was made clear in the Handbook. It was suggested that this example could be followed for all courses.
- 5.1.8 Similarly, it was noted that on Moodle for the MA Consultation and the Organisation: Psychoanalytic Approaches (D10) a 'combined courses alerts page' containing useful information about meetings, dates and so forth, was provided. This approach could be considered as an exemplar for other courses. A further observation by the panel was that several pages of feedback sheets showing criteria in the D10 Handbook would seem better placed on Moodle. Occasional errors were noted for example in the D4 Handbook on p. 22 under 'Re-assessment', it was stated that 'students who failed their essays and achieved a mark at 50% and under'; this should read '49% and under'. Also, there were some inconsistencies, for example M6 unit 4 refers to LOs 1-10 in the assessment section, but only 8 ILOs are listed. On a more minor note, pre-requisites were often left blank or described as 'N/A' when in fact the units of the preceding year need to have been completed first. The course teams would need to ensure that documentation for courses associated with the General Social Care Council were updated as that body was being replaced in 2012 by the National College of Social Work and the Health Professions Council.
- 5.1.9 It was agreed that the handbooks and Moodle sites for all courses would benefit from a review and should be presented in a more consistent format. The Panel therefore set a condition that the handbooks and Moodle sites for all courses be reviewed and revised by the end of July 2012.
- 5.1.10 The content and design of the courses were informed by occupational and professional requirements as well as the scholarly activity of staff, many of whom are leaders in their field. The panel felt that the courses deliberately marked out a highly specific territory, and while students

had some latitude in essay choice, the thoroughness of the learning methods and the detailed attention to the curriculum made it unlikely that students would leave any of the courses with gaps in their knowledge. Courses were designed to draw upon the students' prior and current experiences, and the panel noted that care was taken to ensure that diploma work built on certificate level, and MA work on diploma. The Consultation and Organisation (D10) programme summary provided a very clear example of how progress was made through the building of greater complexity into the learning. In terms of flexibility, some courses appeared to be linked together, for example D24, so that students completed a postgraduate certificate in one course with the option of progressing to one of several diploma courses.

5.1.11 It was noted that the courses were mostly part-time and students were able to choose to step off at prescribed points either at certificate or diploma stage. In accordance with the Trust's academic framework, students were able to intermit from the courses with permission and have a maximum of six years to complete a course of study. Consequently, the panel felt this seemed to offer an appropriate level of flexibility given the particular demands of the courses, and in terms of personal investment and personal development.

5.1.12 The panel noted that students were assessed in a number of ways; essays and dissertations were the principle means, but plans for and reports of work were also included. A variety of presentations were also employed for assessment, usually as a formative component. Practitioner training courses also included supervisor reports as assessment components, on a pass/fail basis, which was consistent with the difficulties inherent in moderating such assessments beyond establishing whether or not students have achieved the required threshold for competent professional practice.

5.1.13 Generic assessment criteria were provided in handbooks and the applications of these in combination with the criteria for specific assessments seem to provide examiners (and students) with sufficient guidance to distinguish between different levels of performance. In addition, assessment criteria were included in unit specifications for summative assessments but the level of detail varied considerably. The best examples gave clear guidance as to what was expected of students and how their work will be assessed, and the link to ILOs was clearly visible. In some examples, more obvious consistency between assessment criteria and ILOs would be beneficial to students. For example M7 unit 3 includes an important assessment criterion relating to diversity which could usefully be made more explicit in the ILOs.

5.1.14 The volume of assessment for units appeared uneven, and this should be reviewed to ensure equity between students on similar courses. For example, M6 Unit 7 has an assessment load of 2 x 4000 word essay and a research dissertation of 14000 words. Together, these exceed the assessment tariff. The panel observed that some courses

distributed assessment tasks across the year, but some brought them all together at the end of the year. The student perception of submitting assessments at a single point was that this created added pressure. On the other hand, some perceived the assignments as interlinked and recognised that together they represented an integrative process, therefore should not be separated. On the basis of the evidence reviewed by the panel, it was felt that the combination of formative and summative assessment components detailed in unit descriptors seemed to provide adequate coverage of the specified ILOs.

5.1.15 The feedback provided to students on work reflected these criteria, though the level of detail and specificity varied across units. Some offered a structured approach with a number of boxes for feedback on specific aspects or criteria while others adopted a 'blank page' approach. However, the feedback sampled by the panel gave clear guidance to the students on what they had done well and what could be improved, was consistent with published criteria and reflected the marks awarded accurately.

5.1.16 External examiners' reports consistently point to high standards being achieved and maintained across the courses; where areas for improvement were identified, the course tutors responded quickly and conscientiously to address concerns. Though the security and integrity of the assessment procedures was not in doubt, following some external examiner comments, it appeared that on some courses with very small cohorts the identity of students was known to staff assessing the work. The panel therefore recommended that the Trust continue to be vigilant in applying second marking and moderation procedures in order to safeguard students from personal bias.

5.1.17 From the scrutiny of documentation and discussions with staff, students and employers, the panel determined that the provision at the Trust was excellent, especially in enabling students to integrate complex learning and achieve high standards in a supportive and responsive environment.

5.2 Quality of the student experience

5.2.1 The panel was satisfied that the teaching was effective with regard to content, programme aims and objectives, and that this was in keeping with expectations, as far as the panel was able to ascertain, from professional bodies, employers and the wider community. This was further supported by evidence from the student feedback related to course evaluation.

5.2.2. Although the panel did not explicitly explore research and scholarship activities of individual staff, and would have found it helpful to have been provided with lists of staff publications and relevant activities, it was satisfied that such activity continued to underpin both practice and

teaching. It was recognised that many colleagues from the Tavistock contributed to the wider knowledge base of their professions.

- 5.2.3 The panel acknowledged that the bulk of teaching was clinically based and that this experiential and practice based learning was adequately supported by appropriate materials. A high level of library resources including both historic and seminal texts and more modern publications and journals together with online access was available. The collection of resources was praised and valued by the student body. A number of innovations within the library have been acknowledged by the wider library community, e.g. the Pearltree initiative.
- 5.2.4 Reports from students and recent graduates confirmed satisfaction with course material and the wide range of supporting materials. It was noted that the course materials were in keeping with reading lists, courses and stated curriculum aims. The panel was heartened by feedback from the academic team regarding aspirations to extend materials to be more reflective of literature and source materials that adequately support a broader view of diversity including modern and current materials, for example post-modern and feminist critiques.
- 5.2.5 The panel observed that students appeared to be fully engaged with the learning and teaching processes and they reflected its value in the working environment. Employers that met with the panel supported this view and spoke warmly of the contribution that trainees from the Tavistock brought to their work place and the broader community. The maturity of the students' approach to their studies and to their practice was endorsed by their employers. Further aspects of the students' engagement with learning and teaching practice were evidenced by the fact that the majority of students self fund, wholly or partly, and that most programmes have good retention rates. However, students did express disappointment that some courses had a higher level of drop-out or deferral (with students taking intermediate awards) since this reduced their potential for learning in the wider group. Natural concerns regarding financial pressures, both individual and in the work place, were of significance here.
- 5.2.6 Moodle was the platform used to provide the VLE. This appeared to be robust, though the panel observed that it was used primarily as a repository for basic core materials and information. The panel noted the presence of study packs within the sites reviewed and acknowledged the relationship with the library in provision of the packs. The provision of course information including lecture notes and course assessment details were highly variable between sites, and in general there was little evidence of interactive online learning activity between students and staff. However, D4 first year provided a notable exception with practice that might usefully be shared between colleagues. The panel was very pleased to hear of the planned development of the use of e-learning (eTavi), both as a means to enhance learning through the use of technology and as a means of offering both CPD and new

programme provision in varying formats. The panel noted the occasional use of technology such as podcast and video and encouraged the Trust to actively pursue this area of provision, particularly as this was in keeping with student requests.

- 5.2.7 Formative assessment was evidenced in many courses, although its presence was not greatly apparent on Moodle. The panel recognised that Trust colleagues appreciated the value of formative assessment in a variety of formats and were working towards a fuller use of this aspect of assessment. The students' meeting strongly emphasised benefits derived from formative assessment, especially in their first year, and their readiness to participate in these activities. The panel actively encouraged staff to pursue their efforts in this regards.
- 5.2.8 With the exception of a growing presence on Moodle, the approach to learning and teaching appeared not to be conspicuously informed by recent developments, however since the hallmark method of small, personally sustaining groups for learning was so highly regarded by the students, the panel did not feel there was an immediate case for change but encouraged the Trust to keep the issue under review. In terms of the development of new staff, the panel heard that the practice was to provide joint teaching opportunities and 'learning by doing'. Recent steps had also been undertaken to institute a pilot peer review of teaching with a view to fuller implementation in the future. The panel was pleased to note plans for active engagement with the Higher Education Academy and to revisit the broader issues involved in the provision of CPD related to learning and teaching (alongside the existing CPD in place for subject specific development). The panel also recognised the Tavistock's acknowledgement of the need to attain more staff who were HEA fellows.
- 5.2.9 There appeared to be a broadly effective strategy which supported students throughout their programmes. The handbooks made reference to 'how we support you' by referencing tutors, study packs, course meetings, library (Tavistock and UEL) and Moodle. Clear systems existed for academic guidance and personal tutoring which students clearly valued. Students appeared to be satisfied with arrangements for admission, induction, assessment submission, and these processes seemed to be understood by staff. In practice the panel recognised that the support was more akin to an all-enveloping environment in which tutorial support and experiential learning was foremost. On the evidence of the outcomes of student feedback exercises and panel meetings with students, both current and former, the panel noted reports of high levels of satisfaction overall.
- 5.2.10 Admissions criteria were made clear for each course and the panel noted the consideration that the Tavistock was currently giving to the important issue of raising awareness of their courses among more diverse communities in order to achieve higher levels of access. The panel considered that the staff profile needed to be reflective of such

effort and it was acknowledged that a number of strategies were currently being considered to support this process. The panel was encouraged to note that disability issues for students were well supported, however, would like to see this approach more fully realised in terms of access and diversity.

- 5.2.11 Accommodation for learning and teaching was predominantly located as an integral part of the clinical provision. Recent upgrades in Common Room and IT facilities were noted by the panel and especially welcomed by the students. Similarly, the panel felt that recent attempts to improve the décor on the ground floor and to create a more welcoming and user friendly atmosphere was particularly praise worthy. The view was expressed that expansion of such initiatives to other floors would be welcome. The library accommodation and resources were particularly praised by students, their feedback was positive in affirming that both book and journal stocks were sufficient and accessible. The plans to expand stock to more adequately reflect current critiques and diversity would be welcomed.
- 5.2.12 Among issues raised by students was some concern regarding the need for greater supervisory support during the dissertation stage. It was less clear whether the level of support and preparation offered in relation to research dissertation units was as effective as one would expect. Indications from students was that they would appreciate more attention to research issues in advance of the dissertation units to avoid a sense of 'back loading' of the material needed to complete dissertations successfully, and more detailed and challenging formative feedback while working on their dissertations. The panel was pleased to hear that support in this regard was now emphasised earlier in the dissertation period on at least one course to help the students anticipate and handle the change in their individual learning environment and requirements. However, the panel requested that the Trust continue to ensure that this practice was widely implemented and that other strategies were considered, for example group support on Moodle.
- 5.2.13 With regards to the review of the 'student feedback exercise', the panel was initially concerned at the low satisfaction levels expressed with regards to academic tutoring. However, subsequent exploration with staff revealed this might be an issue to do with respondents' understanding of this particular question. The panel suggested that the Tavistock considered offering greater clarity on the questions prior to conducting the next exercise.
- 5.2.14 Overall, the collective experience and expertise of the team appeared to be highly relevant to the needs of the students and to the courses under review. This was especially evident from the perspective of clinical provision and for many staff this was also true from an academic perspective. However, the proposed CPD provision aimed to enhance all staff awareness and understanding of both e-learning and pedagogic approaches appeared to be both timely and welcome.

5.3 Activities to ensure and enhance standards & quality

- 5.3.1 The panel was encouraged to note recent developments to ensure that issues of diversity and access had a strategic focus within the Trust. The immediate past Dean of Postgraduate Studies had now taken on the role of the Chair of the Equality and Diversity Committee and would be the Trust lead on matters relating to diversity and access. Proposed actions in this area would include; developing new statements that celebrate diversity for use in all marketing and publicity material, involvement of TCLs in review course leaflets in line with new diversity statements; development of a dedicated web page for equality and diversity issues and a review of reading lists with a view to supporting the classics with modern reading. An annual report reviewing outcomes including data on complaints would be presented by the Equality and Diversity Lead to the Training Executive. The panel was hopeful that these developments should move the issues of equality and access forward and mitigate against the effects of the recent reduction in BME development posts from two to one part time worker.
- 5.3.2 By comparison it was acknowledged that the student profile on the Trust courses did not reflect the student demographic at UEL as a whole. However, the panel acknowledged a wider diversity of student intake for certain courses, for example Social Work and Systemic courses. The panel observed that the age profile of students reflected the post-graduate and professional nature of the training that the Tavistock and Portman NHS Foundation Trust provide.
- 5.3.3 Most, but not all courses, appear to have maintained healthy recruitment levels, although there seems to have been a gradual decline over the last five years. This led the panel to suggest that the courses with consistently low numbers should be reviewed by the Trust as consideration would need to be given to their continued viability. Progression data demonstrated that for the academic year 2011/12 64% of students on M level programmes progressed to the 2nd year while 13 % continued their studies. This was in keeping with the previous year. The panel noted that attrition rates were commendably low and unit pass rates were good. Completion rates were satisfactory and overall the panel identified no obvious areas of concern.
- 5.3.4 There was evidence that each of the courses had a completed a Review and Enhancement Process (REP) report using the standard Tavistock proforma. The REP reports demonstrated coherence and reflected documentary evidence of feedback and data from a range of sources. There was evidence that individual course REPs fed into Cluster REP minutes and in turn the Trust Overview Report.
- 5.3.5 In terms of course delivery at Associate Centres proformas appeared to conform to the requirements for REP reporting. However, there was some variability in the level of information contained in these reports and it was recommended that Trust Organising and Liaison tutors

should work with Associate Centres Tutors to address any existing gaps. The panel noted that a number of REP report action plans were somewhat loosely stated and could be enhanced by the use of more clearly stated action points and a named person responsible for the action including a clear deadline for completion.

- 5.3.6 The panel noted Course Organiser responses to External Examiner reports were detailed and addressed all of the issues raised. There appeared to be a consistency of practice across courses in this respect. Also, the panel was encouraged to note that the evidence that External Examiner comments contributed to course evaluations in the REP reports.
- 5.3.7 Meetings with both current and former students indicated that there was a general awareness of quality enhancement processes. Course committees appeared to be undertaken on a termly basis (i.e. three times per year). There was evidence of a commendably high level of participation of students in the Course Committees. Meetings with students during the Academic Review indicated that they understood the role of Course Committees and saw these meetings as opportunities for presenting a 'student voice'. There appeared to be agreement among students that course teams were very responsive to feedback and comments from students made in Course Committees. Several examples were cited in the meeting with current students of changes that had been made for subsequent cohorts on the basis of feedback given by previous cohorts.
- 5.3.8 Given the distinctive nature of the courses, the panel recognised that course delivery meant that continuous feedback and reflection was integral to the learning process. Multiple opportunities exist for students to provide feedback, with informal feedback to seminar leaders complemented by formal processes such as course committees and the annual student feedback exercise. Though not universally available, it was reported that a number of courses also operated a system of independent mentors, selected by students, who mentored and supported students through a range of issues including non-academic ones.
- 5.3.9 On the issue of students being required to seek an audience with the Dean prior to lodging a formal complaint, although noting reports that Organising Tutors and Course Administrators through their day to day contact pick up on most issues affecting student learning, the panel determined that it was important that students had access to an 'independent ear' and therefore required that the statement in student handbooks be reviewed to ensure that it clearly indicated that students had direct access to the UEL complaints procedure.
- 5.3.10 The review panel saw evidence of employer focused events providing opportunities for employers to influence the development of professional training programmes for the health and social care

workforce. In addition, a standard survey seeking feedback from employers on a number of areas including the extent to which courses fit with organisational priorities was regularly undertaken.

5.3.11 The panel noted that marking protocols employed appeared to meet the requirements of the assessment policy. In addition, robust arrangements appeared to be in place for cross-site marking and moderation where courses were also delivered from associate centres, for example M7 and D4. Comments from External Examiners were noted regarding instances of student names sometimes still appearing on scripts. The panel felt that this was an area of concern that the Trust needed to address.

5.3.12 Overall the panel was satisfied with the processes in place at the Trust to enhance quality and expressed confidence in the processes for quality review and enhancement of courses.

6 OVERALL CONCLUSIONS OF ACADEMIC REVIEW

6.1 The **positive features** of the Tavistock and Portman NHS Foundation Trust courses include the following:

6.2 Evidence of academic standards

6.2.1 The panel commended the Tavistock for the robust linked model of clinical and academic learning; warmly regarded by students and praised by employers; in particular the small group work and tutorial support. **(paragraph 5.2.5)**

6.3 Quality of the Student Experience

6.3.1 The panel commended the library's extensive, highly regarded collection as well as the innovative and welcoming approach in terms of providing access to the Trust's Library resources, especially the use of study packs via Moodle. **(paragraph 5.2.6)**

6.4 Activities to ensure and enhance standards and quality

6.4.1 The panel commended the Tavistock for its approach in improving access to the lower banded staff for example under Improving Access to Psychological Therapies (IAPT) through its flexible response and working within the current challenging climate. **(paragraph 4.4)**

6.4.2 The panel commended the Tavistock for the levels of student engagement evidenced in a number of areas, for example the active engagement in course committees and staff responsiveness to feedback raised by students. **(paragraph 5.3.7)**

6.5 Areas of development

6.5.1 The panel considered it important to acknowledge the following areas of development though noting that it was too early to offer commendation on these emerging developments:

- The recent re-structuring which was been internally led (**paragraph 4.5**)
- The robust response and enthusiasm to place the Trust in a more prominent national and international position (**paragraph 4.4**)
- The multi-layered strategic proposals being considered in response to external challenges and to address diversity issues amongst staff and students. (**paragraph 5.3.2**)

6.6 The quality of education of the Trust's courses **could be improved by** addressing the issues outlined in the conditions and recommendations sections below (paragraphs 7.2 and 7.3).

7 **OUTCOME OF ACADEMIC REVIEW**

7.1 The academic review panel confirmed the continuing approval of the following programmes, with conditions and recommendations:

MA in Emotional Factors in Learning & Teaching: Counselling Aspects in Education

PG Dip in Applied Systemic Theory

PG Dip in Psychodynamic Approaches to Working with People with Learning Disabilities

MA Working with People with Eating Disorders

MA Consultation and the Organisation: Psychoanalytic Approaches

MA Working with Groups

PG Cert in Child, Adolescent and Family Well-being: Multidisciplinary Practice

PG Cert in Therapeutic Communication with Young People

MA Social Care

MA Advanced Social Work

MA Counselling in Educational Settings

MA Systemic Psychotherapy

MA Psychoanalytic Observational Studies

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MA Fostering and Adoption Studies

MA Strategic Leadership and Management

MA Psychological Therapy with Children, Young People and Families

MA Psychodynamic Approaches to Working with Adolescents

MA Child and Adolescent Primary Mental Health Care

Professional Doctorate in Consultation and the Organisation
Professional Doctorate in Social Care and Well-being
Professional Doctorate in Social Work and Well-being
Professional Doctorate in Systemic Psychotherapy
Professional Doctorate in Psychoanalytic Psychotherapy: Child and Adolescent
Professional Doctorate in Child Psychoanalytic Psychotherapy

7.2 Conditions

- 7.2.1 The Trust should review student handbooks for all the courses to ensure consistency of information in terms of unit specifications, listing and mapping of learning outcomes to assessment, presentation of reading lists. **(paragraphs 5.1.7 – 5.1.9, 5.1.14)**
- 7.2.2 The Trust should review the current requirement for students to consult the Dean prior to making a complaint and ensure that student information clearly indicates that students have direct access to the UEL complaints procedure. **(paragraph 5.3.9)**
- 7.2.3 The Trust should provide an action plan detailing proposals to ensure feedback on assessment would be available to students within four weeks of submission. **(this issue was a referral from a previous event).**

7.3 Recommendations

- 7.3.1 The Trust to guide and work with REP authors to ensure that REP reports present SMART actions plans. **(paragraph 5.3.5)**
- 7.3.2 The Trust to ensure consistency in the level of information available to students on Moodle and to continue to build on its usage, defining a baseline of information to be uploaded on the VLE for each course page and including creating a private space on the VLE for student interaction. **(paragraphs 5.1.7 – 5.1.9, 5.2.6)**
- 7.3.3 The Trust to continue to develop and expand its programme of continuing professional development for teaching staff, including broader use of e-learning, with special attention to fellowship of the Higher Education Academy. **(paragraph 5.2.8)**

UNIVERSITY OF EAST LONDON

ACADEMIC REVIEW OF TAVISTOCK AND PORTMAN NHS FOUNDATION TRUST – 20 – 21 FEBRUARY 2012.

Membership of the Review Panel

Chair

Julie Baldry Currens Director of Academic Practice and Student
Experience, University of East London

External Members

Juliet Koprowska Head of Social Work, Department of Social Policy
and Social Work, University of York

Sandra Ramsden Child Psychotherapist/ Private Practitioner

Annie Turner Head of Family Therapy and Course Director of
The Prudence Skynner Family Therapy Clinic,
South West London & St. George's Mental Health
Trust.

Internal Member

Dr Philip Kemp Director of Health Studies, School of Health, Sport
and Bioscience, University of East London

Gordon Jinks Programme Leader for PGDip/MA Counseling and
Psychotherapy and School Leader in Leader in
Collaborative Provision, School of Psychology,
University of East London

Student Member

Maria Kyriacou President, University of East London Students
Union

Officers

Nikki Makinwa Quality Manager (Collaborations), Quality
Assurance and Enhancement

Laura Brimson Quality Assurance Officer, Quality Assurance and
Enhancement

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