

The Tavistock and Portman NHS Foundation Trust

QUALITY ENHANCEMENT REPORT FOR 2014-15

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 2014/15 academic year.

It builds on the previous annual reports we published on Maintaining Academic Standards (2012, 2013) which focused on aspects of our work to enhance learning opportunities in the Trust, and; also on the first Quality Enhancement Report for 2013-14 approved in October 2014.

Structures for the delivery of education and training

It is important to note that the enhancement that has taken place during the period under review has done so within a key context of changes in structures for the delivery of education and training in the Trust.

An Education and Training Programme Management Board met for the first time in September 2014. Its duties include: to consider and resolve strategic issues relating to training and education and its interface with other areas of the work of the Trust; to oversee implementation of the Transformational programme for Training and Education and supporting work streams. It reports to the Board of Directors.

Amongst the most significant developments that have taken place under its aegis over the last calendar year were –

- agreement to form an Academic Partnership with the University of Essex;
- a new delivery structure for education and training;
- appointment of Associate Deans with functional responsibilities;
- a new Committee structure within the Directorate of Education and Training.

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.

In relation to the Learning and Teaching Strategy, the Trust has agreed in 2015 the following key strategic aims for 2015-16:

- To monitor, review and improve the student experience of learning and teaching at the trust from registration through to graduation;
- To support teaching staff in achieving and maintaining high standards in all aspects of their teaching practice;
- To increase engagement of the Trust in the wider Higher Education community;
- To align pedagogy with the current Technology Enhanced Learning Strategy.

The Trust has also agreed a number of supporting objectives in this area. These include:

- To review the effectiveness of induction arrangements and how they impact on student's feeling of :
 - preparedness for their course; being welcomed to the Trust; knowing how and where to find help;
- To create an online package of resources to support students in developing their study skills;
- To create an Academy of Teaching within the Trust. Membership will indicate completion of a Trust specific induction into Learning and Teaching and its continuation will require a minimum annual CPD completion;
- To establish a route for teaching staff to achieve recognition under the UK Professional Skills Framework by obtaining Fellowship of the Higher Education Academy at the appropriate level. This will either be through a partner institution or directly via an accredited in-house programme;
- To run a programme of peer observation encompassing a range of relevant educational activities.

2.2 To facilitate engagement, review and enhancement in learning and teaching, the Trust has agreed to the establishment of a Learning and Teaching Committee. A significant parallel development was the appointment in 2015 of an Associate Dean with responsibility for Learning and Teaching.

The committee will operate as a hub for developing, implementing and reviewing strategies to support excellence and innovation in learning and teaching. It will work in close collaboration with the Academic Governance and Quality Assurance Committee (AGQA) in pursuit of enhancing the student learning experience.

Amongst its terms of reference are:

- To develop, review and monitor implementation of the Trust Learning and Teaching strategy;
- To review current courses and new course proposals to encourage alignment with DET's strategy of increasing modularization and flexible learning opportunities, including TEL;
- To review and align learning and teaching developments with the student experience

The first formal meeting of the committee is scheduled for 21st September 2015.

The benefits of its creation are clear: a focused opportunity to review the quality of teaching and the creation of a 'space' in which a range of relevant professional expertise can be harnessed to drive innovation and enhancement in learning and teaching.

As noted above, there is explicit and clear recognition of the interface with aspects of the business of the Academic Governance and Quality Assurance Committee and vice versa. Consequently, the terms of reference of the Academic Governance and Quality Assurance Committee have been revised especially in relation to the dissemination of good practice, innovation and development to enhance the quality of the student experience and evaluating the quality of the student experience and the academic standards of programmes.

2.3 Another related development in 2015 was the appointment of a Learning Portfolio Developer in March 2015. The post holder, working alongside the Associate Dean of Learning and Teaching has contributed to the drafting of the proposed Learning and Teaching Strategy for Learning and Teaching noted above. The proposal includes a specific proposal for the creation of a Trust Academy of Teaching.

2.4 Another important initiative during the year has been the creation of a Course Approval and Implementation Team in the Directorate of Education and Training (CAIT). It supports the work of the Course Development Committee and its main function is to support staff develop their ideas. It has adopted a staged model for course development and approval and aims to ensure that resources are efficiently allocated to development activities.

2.5 Significant progress has been made during the year in relation to Technology Enhanced Learning aided by the appointment in July 2014 of a Head of Technology Enhanced Learning. The key focus in the newly formed TEL unit is the learner regardless of whether he or she is studying within the Tavistock Centre, one of the regional centres or at a distance.

A *Moodle Site Policy* was approved in January 2015. The purpose of the Trust's VLE Site Policy is to specify user responsibilities and to promote the appropriate use of the Trust VLE for the protection of all members of the Trust community. The Site Policy applies both within and external to Trust premises.

At the same time, the Trust approved a *Turnitin* procedure. The Trust's primary focus in using Turnitin is to provide a means whereby students may enhance their knowledge and understanding of plagiarism through the use of a draft submission area in Moodle. The aim is to allow students to develop good academic practice by referencing material correctly, thereby minimising the risk of submitting plagiarised work in summative assessments. Students are directed to other resources in the Trust, including the material created by the Library's Information Skills Trainer.

In April 2015, the Trust approved a *Technology Enhanced Learning Strategy for 2014– 17*. The Strategy draws upon student feedback and contains ten key objectives including: an upgraded and redesigned *Moodle* platform with the focus on an enhanced user experience (2015); consistently designed and pedagogically-informed layouts for all *Moodle* teaching areas (2016); electronic management of assessment (EMA) throughout the teaching portfolio (2016); and a substantially increased body of support resources and guidance focusing on study skills as well digital literacies for staff and students (2017).

Moodle redesign has followed two phases: in Phase 1 (August 2014), the platform was upgraded from v2.2 to v.2.7. This gave the Trust the platform it needed to develop key areas of the Strategy around EMA. Phase 2 involves a complete redesign of the look and feel of *Moodle* in line with the student experience and branding of the Trust. Key student-centred navigational pointers include permanent links to support and study skills areas (including those for dyslexic students) as well as an information carousel focusing on key events and opportunities in the Trust. Regulations and guidance related to being a Trust student have been brought to the surface.

In August 2015, an additional member of staff joined the team whose role will be to manage the course area transformation projects. Every teaching area within *Moodle* has a mirror site built according to a pedagogically informed template. Student cohorts will be transferred to these mirror sites once they are completed. Students at the Trust have been involved in the creation of this template.

eSubmission as part of EMA was successfully piloted on some of the Trust's largest courses in Spring 2015. The feedback from both students and staff has been very positive. In Academic Year 2015/16, eSubmission will be mandatory across the entire Trust portfolio (with suitable provisions in place for reasonable adjustment) and eFeedback and eMarking will be further promoted.

During the year the Trust launched a TEL Newsletter to keep staff and students informed of recent major developments as well as those that are planned for the future. Increasingly *Moodle* will be seen as the main channel for communication with students. The most recent edition, published in June 2015, included links to self-help guides and details of the new staff induction sessions for using the equipment in the teaching rooms.

In Academic Year 2015/16, a major programme of lecture capture will be rolled out in the main Lecture Theatre. Lectures will be recorded, edited and made available to the relevant student cohort within *Moodle*. This will allow learners to revisit key themes, spend less time taking active notes and consolidate knowledge prior to an assessment. A number of key courses have requested this service for the forthcoming year.

Much work has been done within TEL to promote the use of virtual classrooms in learning and teaching. On the whole, this has been very successful and colleagues are appreciating the ability to talk to and teach students at a distance. The Trust is also investigating the

purchase of a web streaming system. This will allow lectures and guest speakers to be transmitted live to students in regional centres as a matter of course, as well as recording and archiving.

Finally, a key objective of the strategy is the design and delivery of a free and open online course. This course will offer a multidisciplinary approach to understanding mental health care. A free course helps to fulfil the Trust's obligations as a public sector institution as well as its training and education remit to make a "significant and distinctive contribution to the training and professional development of people who can make a profound difference in the fields of health, mental health, adult and children's social care, education and criminal justice".

2.6 Under the direction of a newly appointed Director of Information Management & Technology the Trust Guest WIFI provisioning has been upgraded providing easier connectivity and longer sessions. Further enhancement relating to the IT network is underway.

2.7 This year the Library has continued to increase the electronic resources offered to our users, particularly in the area of E-Books and it now provides access to over 5000 electronic books. Alongside this electronic provision, it offers very innovative and varied digital literacy training and over 90% of 'Skills training is embedded into the curriculum. The Library had a 30% increase in the use of our electronic databases and an increase in full text downloads from 65,000 to 95,000.

It was the first NHS Library to in the country to go live with an Open access repository in June 2010. This houses all staff publications published since 2007, many with full-text links. The Library gets approximately 1,400 downloads a month from all over the world. The Library website has just been completely revamped this summer and usage has already increased.

The library is currently trialling a chat/Help service and will be testing it out with users during October.

2.8 The Trust received important external recognition of the quality of its training and teaching through the *Health Education North Central and East London Quality Awards 2014*.

Under the category, 'Excellence in multi-professional education and training' the *PG Cert in Child, Adolescent and Family Mental well-being* course was recognized for its "aim of providing an accessible multidisciplinary diploma level course to front-line staff in the child and family workforce."

Under the 'Trainer of the year' – to recognize an outstanding trainer who has gone the extra mile in delivering excellence in education, the contribution of Peter Griffiths was recognized and cited for being "...an outstanding trainer and professional who has taken a proactive lead in the development of new thinking and the creation of new courses which are accessible and transformative for professionals early in their careers and at the lower bands of the workforce."

2.9 During the year under review there were three meetings of the *Course or Academic Tutor Forum*. One was devoted to preparing staff for the QAA Review for Educational Oversight (REO) visit in February 2015. The common aim of the other meetings was to establish common practice amongst course teams in relation to marking verification, word count. In view of the outcome of the QAA REO visit, the need to establish and maintain common academic practices will remain at the forefront in our thinking in arranging meetings for 2015-16.

2.10 During the year under review there were three meetings of the *Research Tutor Forum*. There was also a continuing postgraduate research degrees training programme for supervisors that involved the input of staff from the University of East London and the North and Central London Research Consortium (NOCLOR).

The agenda of the Research Tutor Forum was partly to address the Integrated PGR Action Plan and also in the latter part of the academic year to think about and plan for the Post Doc Conference being held in December 2015 especially the profile of the research undertaken at the Tavistock and discussing what the impact of doctoral research undertaken at the Tavistock had in the wider community.

2.11 Student Experience Committee: in July 2015, the Trust Academic Governance and Quality Assurance Committee approved the terms of reference and membership of this committee. It is scheduled to hold its first meeting in early autumn 2015. The committee will provide the opportunity for an in-depth exchange of views and ideas at regular intervals and as such should ensure there is a meaningful interface between the student body and those who manage, deliver and support our education and training.

2.12 The Race & Equity Trainee Group met regularly during the course of the year. The Group provides an opportunity to share experiences with students who are concerned with and interested in issues relating to culture, race and ethnicity in a predominantly white organisation. It aims to empower all students and trainees to engage with these issues and to voice their experiences and thoughts. The Group also functions as a channel for communication and feed-back between students/trainees and the Directorate of Education and Training.

2.13 During the year under review, partly determined by the outcome of the Main Student Feedback Survey in 2014, attention was directed towards provision of and awareness of *student support services*. This has included *Moodle* support and Library – information skills support.

Given the student feedback which indicated an apparent lack of awareness of such services, a Working Group made up of DET staff was established in 2015 to identify areas requiring enhancement. As a result, an Action Plan was drafted to be considered by the Trust Academic Governance and Quality Assurance Committee. The key actions were to enhance

access to and use of *Moodle*, to publish specific publicity about these services and to mount a stall during Student Induction Week to brief new students in person and to provide specific documentation.

2.14 During the year considerable progress was made in planning for and agreeing the purchase of a new Information Management System (new student records system) for the Directorate of Education and Training.

The new system will provide tracking for students from application through their course and then to alumni.

3. Enhancing the student experience

Student satisfaction in the Trust is measured partly through our annual student feedback exercises. In 2015, the Trust Main Student Feedback Survey elicited a response of 62% in the Trust and 61% in our Associate Centres. A total of 24 Level 7 and long duration Trust courses participated in the Survey. Three courses undertook the survey via Moodle; for the remainder the students completed the generic form in seminar time.

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 and more specifically, accessible information being available about resources for those with a disability.

In October 2014, the results of the 2014 Main Trust Survey were benchmarked against that of the Higher Education Academy Postgraduate Taught Experience Survey (PTES): for some 60% or so of the questions there was absolute congruence with those in PTES; the remaining 40% were questions appropriate and relevant to Trust training notably the application of skills learnt or enhanced in training to the workplace. The Trust benchmarked better than the national average for many areas; the exceptions were awareness of support services; effective communication of teaching and other changes at the course level, and; guidance and support when starting the course programme.

In 2014-15, our postgraduate research degree students participated in the Higher Education Academy Postgraduate Research Experience Survey (PRES) delivered by the University of East London and the University of Essex respectively. The Trust's positive responses to the feedback are comparable with those of the UEL, although on average the Trust falls slightly below the sector average by around 4 percentage points. The overall satisfaction result is 72%, against a UEL satisfaction of 73%, a sector average of 78% and the Million+ average of 77%. Noteworthy good results can be found in the areas of providing good seminar programmes (80% - 8 percentage points above the sector average), and in the area of providing networking opportunities and professional development (86% - 6 percentage points above the sector average). Supervision also scores an average of 81% against a UEL average of 80%.

Areas where further consideration is needed are: in providing students with opportunities to become involved in the wider research community, beyond their course or even the Trust; Induction; clarity of assessment; ethical approval; clarity of roles and responsibilities (for supervisors and students); and providing teaching on a variety of research methodologies, tools and techniques. The Trust is considering including a Module on research methodologies as standard within the course development. There has already been significant enhancement work on some of these areas which will come to fruition in the coming academic year (such as the Doctoral conference and Research Week).

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. An Action Plan is created that enables us to track and address any areas of concern or areas for development.

The themes for action identified in the resulting 2014 External Examiner Action Plan were completed except that relating to facilitating the publication of outstanding student work and recognition that achieving greater consistency in the quality of feedback provided to students is work in progress. A report will shortly be sent to external examiners on how we have addressed the actions.

It is important to note that in the 2013-14 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.

A new Action Plan for 2015-16 has now been drafted and includes as noted above how the Trust might address achieving greater consistency in the quality of feedback provided to students on assessed work; enhancing the provision of training in study skills and revisiting with both staff and students adhering to anonymity in the presentation of course work.

The Academic Governance and Quality Assurance Unit have also taken the opportunity over the summer period 2015 to review the external examining process within the Trust (and including of course links with our university partners) with a view to clarifying responsibilities of Faculty members and AGQA staff in respect of certain tasks.

5. Associate Centres and Collaboration

5.1 During 2014-15, there were sixteen deliveries of UEL and University of Essex validated courses across centres in the United Kingdom and in Italy.

5.2 In March 2015 in relation to the validation of the following courses (see below) with the University of Essex, a working seminar was held at the Tavistock Clinic with representatives from all the UK Associate Centres and some centres of alternative delivery.

(Masters in Working with Children, Young People & Families: A Psychoanalytic Observational Approach; Masters in Working with Infants and the Early Years: A Psychoanalytic Approach; Masters in Working with Adolescents: A Psychoanalytic Observational Approach; Masters In Working in Education: A Psychoanalytic Approach)

The seminar was very successful in ensuring that staff teaching in our Associate Centres understood and contributed to the important changes being made to the course programmes and saw potential for the diversification of the teaching portfolio in their respective centre by delivering some of the newly validated course programmes.

5.3 In October 2014, the University of East London validated delivery of the *MA/PG Dip in Infant Mental Health* in Belfast. The delivery was approved under a bipartite agreement between the university and the Trust. Locally, members of Child and Adolescent Psychoanalytic Psychotherapy Northern Ireland (CAPPNI) teach the programme.

5.4 In March 2015 the University of East London undertook a Collaborative Review of the Northern School of Child and Adolescent Psychotherapy (NSCAP). The outcome was very positive and there were no conditions to the re-approval of course deliveries for five years.

The Panel considered practice on the following course programmes:

MA/PG Dip in Psychoanalytic Observational Studies;
MA/PG Dip/PG Cert in Psychodynamic Approaches to Working with Adolescents;
Professional Doctorate in Child Psychoanalytic Psychotherapy.

The Review Panel made the following commendations: the strong synergy of the academic, clinical and pastoral support provided to students, the maintenance of a positive student experience, the high level of professionalism in respect to the assessment process, the improvements made with regards to staff development and the increase in the breadth of research methodologies in response to the previous collaborative review event.

The Panel made two recommendations: *Equality and Diversity* - that the programme team examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these;
Programme Committee Minutes - that all future Programme Committee Meeting minutes include a written record of all actions arising from the meetings and the status of these.

5.5 In June and July 2015 the University of Essex undertook site visits to the Northern School of Child and Adolescent Psychotherapy; the Birmingham Trust for Psychoanalytic Psychotherapy; the North Bristol NHS Trust and CAPPNI Belfast. This was to ensure the adequacy of local resources, to inform staff in the Centres about the mission and academic structure of the university and with a view to the university establishing tripartite agreements with these centres and the Tavistock and Portman Trust.

5.6 In 2014 a Trust level Review of our Associate Centers had been undertaken. Some of the agreed actions arising from this review were implemented such as a strengthening of the authority and responsibility of the Trust-based Liaison Tutor for each course in the Centres.

The Trust anticipates further initiatives in 2015-16 in relation to its regional engagement strategy.

During 2014-15 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.

In terms of student satisfaction, the Main Student Feedback Survey in 2015 elicited a 61% response rate in the associate centres and alternative centres of delivery. Significantly, for a broad range of questions and for learning and teaching in particular, the positive rating was on average two or three percentage points higher in the Associate Centres than in the Trust.

6. Review and Enhancement Process

6.1 The Trust has a long-established devolved responsibility with UEL for managing its quality assurance process and reporting on 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 UEL Collaborations Monitoring Sub-Committee (CMSC). In 2014-15 the Trust continued the practice of a peer review of all REP reports. The review group consisted of the Associate Deans, a representative group of Cluster Leads, the Head of Academic Governance and Quality Assurance Manager (AGQA) and the UEL Quality Assurance Manager Collaborations.

6.2 In 2014-15 the REP enhancement themes were –

Masters level

- Please describe the current course practice for verification of marking of assessed work.
- Please describe your current procedure for admitting students on to your course

Doctorate level

- Please describe the current course practice for verification of marking of assessed work.

- In the light of the publication of the Concordat to Support Research Integrity, what is the course team doing to embed a culture of research integrity for their students and what other ideas do they have about this aspect of training and research?

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.

In July 2015 the Trust Academic Governance and Quality Assurance Committee approved a number of revisions to the REP process. These included the identification of enhancement themes. 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.

7. Annual enhancement themes

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

Masters level

- Please describe the current course practice for verification of marking of assessed work.
- Please describe your current procedure for admitting students on to your course

Doctorate level

- Please describe the current course practice for verification of marking of assessed work.
- In the light of the publication of the Concordat to Support Research Integrity, what is the course team doing to embed a culture of research integrity for their students and what other ideas do they have about this aspect of training and research?

8. QAA Review for Educational Oversight

The annual review visit took place in February 2015. The Trust received an *acceptable outcome* from the review team.

The resulting report noted that “the Trust has responded positively to the input from the QAA review in 2012 and monitoring visit in 2013 in enhancing its quality assurance processes. The Academic Governance and Quality Assurance Committee plays a key role in monitoring the success of the processes, which it does thoroughly, as evidenced by its careful documentation. Central to this monitoring is the Trust’s annual review and enhancement process, which has been subject to organic change and improvement over the years and provides an essential link between individual programmes and the central Trust management. Student questionnaires are carefully designed and the resulting feedback is analysed and acted upon.”

“The Trust manages assessment with its awarding bodies effectively. The rigour of assessment is confirmed by external examiners and the relevant professional statutory and regulatory bodies. Approaches to ensure equity and consistency of assessment practice across the associate centres working with the Trust are thorough and secure.”

The report also reported that “the Trust is developing its engagement with the UK Quality Code for Higher Education (Quality Code) by focusing on particular Chapters, including student engagement and research degrees. However, the development of Trust practices is not yet systematically recorded in full against the Quality Code’s Expectations. Consequently, the Trust has not yet planned actions to ensure that its practices fully meet the Quality Code in all respects. “

Less satisfactorily, “The review team saw some examples of policies not being implemented; of areas where, in default of a central policy, individual programmes were devising their own individual solutions; and of discrepancies both in academic and in administrative practice.”

Following consideration of the report, the Trust Academic Governance and Quality Assurance Committee approved a combined Review for Educational Oversight (REO) and Quality Enhancement Plan. At the time of writing good progress has been made in addressing items for improvement but there is still further enhancement to take place.

9. QAA UK Quality Code

During 2014/15, the Trust continued to benchmark its practice and procedures to ensure close alignment with the UK Quality Code.

In particular, the QAA REO report received in March 2015 following the annual monitoring visit highlighted that the Trust was still to complete a systematic mapping of alignment of Trust practice with the indicators of sound practice housed in the various chapters of the Quality Code. The mapping process began towards the end of the year under review and

will continue to be received and considered by meetings of the Trust Academic Governance and Quality assurance Committee until the end of 2015.

In the meantime, work undertaken during the course of the year in relation to learning and teaching and student engagement has per force achieved closer alignment with the respective parts of the Quality Code.

10. Complaints and Appeals

During 2014-15, the Trust received two student complaints, and three academic appeals one of which was upheld by the awarding body.

11. Academic Governance and Quality Assurance Committee

During 2014-15, the committee met on ten occasions with representation from staff from the universities of East London and Essex and for all of the year, a student representative for University of Essex courses.

Towards end of the year the terms of reference of the committee were revised to reflect the creation of a Trust Learning and Teaching Committee.

In addition to reports and reviews of external examining, course annual monitoring, student feedback, the committee approved a number of new policies. These included the management of student placements, *Turnitin* and a *Moodle Site Policy*.

12. Staff Development

As previously noted, three Academic or Course 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.

Two Quality Assurance Forum for course administrators were held during the course of the year. The first was a refresher for course administrators in role as servicing officers to course field assessment boards. The second, an introduction to relevant regulations and procedures of the University of Essex.

13. Conclusion and Future Developments

- 13.1 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.

13.2 There has been a considerable focus on both achieving a coherent approach towards learning and teaching and enhancing the student experience. Enhancements have included –

- Publication of a Technology Enhanced Learning Strategy;
- The establishment of a Learning and Teaching Committee
- The establishment of a Student Experience Committee;
- 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.

13.3 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.

As we look to 2015-16 a number of initiatives and key tasks are apparent -

Professional & Regulatory Body Forum

The Trust proposes to convene the first such gathering in March 2016.

Employer Engagement in Trust Training

The Trust has plans in place to enhance the interface with and engagement of employers.

Membership of Higher Education Academy (HEA)

The Trust is in the process of gaining membership of the HEA and amongst a number of benefits of membership developing a sustained programme of CPD including under the Professional Standards Framework Fellowship of the HEA for teaching and other staff engaged in the delivery of learning and teaching.

Quality Assurance Agency Higher Education Review (Alternative Providers)

A QAA Review Team will visit the Trust in April 2016.