

The Tavistock and Portman NHS Foundation Trust

POLICY ON STUDENT ENGAGEMENT IN QUALITY ASSURANCE AND ENHANCEMENT

Introduction

As a training provider we are committed to engaging with our students in the pursuit of activities to support quality assurance and enhancement. This policy sets out the principles that define the participation of students in our institutional quality assurance and enhancement systems, and are in alignment with the expectations set out in the UK Quality Code for Higher Education, Chapter B5: Student Engagement.

The policy's primary aim is to describe the opportunities that students studying with the Trust have to engage in formal and informal quality assurance and enhancement systems, both individually and collectively. The policy does not set out to describe in detail the operation of the various processes. However, it is important to emphasise that the Trust will at all times be aware of its responsibility to promote in appropriate ways the range of opportunities which exist for any student to engage in educational enhancement and quality assurance.

In addition, the Trust Student Charter includes rights and responsibilities in relation to course programme representation and provision of feedback.

In committing itself to engaging with students in this domain, the Trust as a registered QAA higher education provider recognises from its own and the student perspective, that the overwhelming majority of our students are part-time, spend a few hours each week in term time in the Trust and in many cases simultaneously occupy demanding professional posts. Thus, the engagement we can expect from our students in such quality assurance processes must be realistic in terms of their availability and time. Simultaneously, however, the Trust recognises the personal and professional maturity and insight that our students will bring to such processes.

Principles of our policy

The principles of student engagement in quality assurance and enhancement activities encompass:

1. Students are invited to provide feedback at course level via the completion of the Trust student feedback questionnaire. Currently, the Trust delivers a Masters and associated courses annual survey and a Postgraduate Research Degrees annual survey. The outcomes of each survey are received and responded to at both course and institutional level. Some courses also deliver feedback at a unit (modular) level, and on Trust courses involving external stakeholders there is student representation at Stakeholder Meetings.
2. Students are invited to provide feedback at institutional level via surveys undertaken by our Directorate of Education and Training including the Trust Library, through the Race and Equity Group, by participating in the Postgraduate Research Experience Survey (PRES) co-ordinated by our university partners and at the newly established Dean's Forum. The Trust

also provides the opportunity for students to provide feedback in an unstructured and anonymous way through continuous access to a suggestions box.

3. We provide feedback to students via a range of methods. These include course committees, Review and Enhancement Reports, Course Moodle pages, an annual statement posted on the VLE Moodle as to how the Trust at an institutional level has addressed the key issues arising out of our student feedback surveys,
4. Students are represented in our committee structures, including the Academic Governance and Quality Assurance Committee and the Student Experience Committee.
5. Students provide feedback on the course and its constituent units (modules), and on student related resources, via representation on course committees, End of Year Course Review meetings and on some courses more informal regular mechanisms exist for the whole student cohort to provide feedback in an open and transparent way.

In future, our course committee representatives will be supported by a formal induction and training into their role.

6. The Trust supports the informal resolution of concerns and students are welcome to contact staff at any time to discuss concerns relating to their course programme. Further details of informal and conciliation stages can be found in Trust policies e.g. the Student Complaints Procedure. This procedure and other relevant policies can be accessed in the Academic Governance pages of the Training section of the Trust website.
7. Students participate in formal quality assurance processes as members of our Trust Academic Governance and Quality Assurance Committee and there is normally a student representative as a member of reviews undertaken periodically by our awarding bodies or such reviews have access in 'closed' sessions to the views of current and recent past students.
8. Students representative of all disciplines taught at the Trust are represented on the Student Experience Committee, which is intended to act as a mechanism for providing student feedback and to make recommendations to enhance the student experience.
9. External examiner reports are available to all students via the virtual learning environment and the reports are also published on the website. The reports are discussed in course committees and in other course groupings.

Monitoring of policy

Monitoring of our student engagement is undertaken annually in the following ways:

The Review and Enhancement Process, with reporting at Course, Cluster and Institutional level, which will confirm that systems are working appropriately

Annual report of the Student Experience Committee to the Trust Education and Training Executive

Performance Indicators

The Trust recognises the need to benchmark the effectiveness of student engagement in our quality assurance processes but does need to take into account the part-time status of our students. That said we could review our position against the NUS Course Reps system benchmarking tool.

We can also review the effectiveness of the Student Experience Committee as measured in its annual report by the actions reported and issues resolved.