

The Tavistock and Portman NHS Foundation Trust

Action Plan in response to Quality Assurance Agency for Higher Education Report on Higher Education Review of the Trust 2016

DRAFT

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators
<p><u>Recommendation</u> ensure that feedback on all student work is consistent and timely and provides guidance on how to improve. (Expectation B6)</p>	<p>The Academic Governance and Quality Assurance Unit will provide updated guidance on marking and feedback. This will take the form of an assessment handbook, one page summary sheets on marking and feedback and CPD at various points for all staff involved with assessment.</p> <p>The timeliness of return of marks and feedback will be monitored by the Operations Lead in the Directorate of Education and Training. Reminders will be sent throughout the four week period allocated for marking and progress monitored at a course level.</p>	<p>January 2017</p> <p>June 2017</p>	<p>Head of Academic Governance and Quality Assurance</p> <p>Operations Lead, Directorate of Education and Training</p>	<p>Positive comments from verifiers and external examiners in relation to consistency of feedback;</p> <p>Student feedback;</p> <p>Proportion of marks and feedback returned within the four week deadline;</p> <p>Staff engagement with CPD in this area.</p>

	Verifiers reports on the quality and consistency of feedback will be collated along with external examiner reports to identify areas of good practice and where applicable to provide extra training on feedback. In addition, student input will inform this process especially that elicited through the annual student feedback survey.	June 2017	Academic Governance and Quality Assurance Unit	
<u>Recommendation</u> work with external examiners to ensure that there are explicit comments on student performance at individual national centres (Expectation B7)	The Trust will undertake to ensure that in the next major assessment cycle scripts sent to the respective external examiner are clearly labelled where a student is enrolled in a national centre.	June 2017	Academic Governance and Quality Assurance Unit	In their annual reports external examiners for courses which are delivered at more than one site are able to comment on standards and performance across centres of delivery.
<u>Recommendation</u> ensure that both staff and students are more actively and explicitly involved in annual monitoring processes (Expectation B8)	The Trust will add to the Annual Course Monitoring form (REP) a question asking whether course leads have involved their course team, and add to the guidance that course teams and students should be involved (including having actions in the resulting action plans. The	October 2016	Associate Dean Academic Governance and Quality Assurance and Quality Assurance Officer Academic Governance and Student Engagement.	Evidence on the course monitoring form that staff and students are more engaged in the process. Evidence from the new Course Committee template of discussion about course monitoring.

	Trust is also proposing to add annual course monitoring to CPD training for course teams.			Report on developments in this domain in the Trust annual monitoring overview report.
<u>Recommendation</u> improve the clarity of information about courses offered to prospective students to ensure its fitness for purpose (Expectation C).	This recommendation arose out of overriding comments from students who met with the QAA Review Panel that they found the programme codes used by the Trust were confusing.	October 2016	Director of Marketing and Communications	Positive feedback from prospective students about the clarity of information available in various formats on Trust courses.
<u>Affirmation</u> the initiatives to engage postgraduate research students with the Trust's wider research community (Expectation B11).	In February 2016 the Trust organised a well-attended Doctoral Conference for students enrolled on our professional doctorate programmes. In June 2016, the Trust organised a Research Week which included a number of workshops that were geared towards the development of research skills and were attended by professional doctorate students and was open to all students registered with the Trust. Some of the workshops were delivered in partnership with the University of Essex.	June 2017	Dean of Postgraduate Studies and Trust Director of Research	Recognition by research degree students of the clear benefits of an interface with the Trust's wider research community. Recognition by the Trust of the impact and importance of student research on the respective professional discipline and on Trust learning and teaching.

	<p>The Trust will be delivering both events again in 2017.</p> <p>In addition and arising out of the validation by the University of Essex in June 2016 of an Integrated Professional Doctorate – there was a recommendation to increase research possibilities. The course teams involved in the Integrated Professional Doctorate are keen to facilitate more engagement with external stakeholders and to explore the impact of research undertaken at the Tavistock with employers especially research capacity. On some courses stakeholder events are being planned.</p> <p>The Trust envisages closer links in the future between the Trust Research Degrees Sub-committee and the Trust Research and Development Committee.</p>			
<p><u>Good Practice</u> the systematic integration of</p>	<p>The Trust acknowledges the importance of maintaining</p>	<p>February 2017</p>	<p>Associate Dean Learning & Teaching and Head of</p>	<p>Student feedback endorsing the effective integration of</p>

<p>academic study and clinical practice within the taught elements of the Trust's provision which enhances the students' learning experiences (Expectation B3)</p>	<p>this systematic integration and especially the key role in education and training of the clinician-trainer.</p> <p>The Trust will continue to employ teaching staff who are experienced in practice.</p> <p>This good practice can and will be enhanced through CPD in Learning and Teaching and in particular the recently agreed arrangement with the Higher Education Academy for Trust staff to apply for HEA Fellowship. There is recognition by senior Trust education and training executive that provision of CPD in Learning and Teaching needs to be more formalised and structured than hitherto has been the case. More specifically, the Trust needs to identify the factors that enable the <i>integration</i> to be so effective. In direct terms, to distil or "bottle" those factors. The Trust views the Student Experience</p>		<p>Academic Governance and Quality Assurance</p>	<p>academic study and clinical practice.</p> <p>Feedback from external examiners in similar vein.</p>
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	Committee as an important channel to elicit detailed feedback from students in this area.			
<u>Good Practice</u> the provision of online access to library and study skills resources enables student development and achievement (Expectation B4)	The Trust Library's 'Development Plan' for 2016-17 academic year includes: improving the layout and updating pages of the Library website; utilising the new <u>HE Digital Content Store</u> housing thousands of full-text articles and book chapters that can be downloaded into the Library's reading lists; continuing to use Social Media to keep users informed of news items and promoting, for example, new e-books; regularly updating the library Moodle page which hosts videos, presentations and handouts about all the main information skills areas and complementing this with an information skills blog where new learning materials about library resources are posted every week during term time.	June 2017	Head of Library Resources and Head of Technology Enhanced Learning	Continued high and beneficial use of online resources including study skills evidenced by student feedback.

<p><u>Good Practice</u> the centralised process for approval of assessment tasks and allocation of marking to ensure equivalence across all national centres (Expectation B6)</p>	<p>Ensure that this good practice is consistently applied across national centres courses and disseminate this feedback to relevant course teams. To add this item to the Standard Operating Procedure for assessment and assessment policy.</p>	<p>March 2017</p>	<p>Academic Governance and Quality Assurance Unit</p>	<p>External examiners comment positively on the consistency and equity of marking across all centres of course delivery.</p>
<p><u>Good Practice</u> the strategic intervention to enable, support and promote the use of technology-enhanced learning (TEL) across the provision, including the incorporation of library and TEL staff on core Trust committees which makes a significant contribution to the enhancement of student learning (Enhancement).</p>	<p>TEL to continue to take part in core Trust committees and present options and proposals.</p> <p>To collaborate with the Associate Dean Learning and Teaching and Head of Academic Governance and Quality Assurance to incorporate TEL in CPD offering for staff as part of the new Trust Academy of Teaching.</p> <p>Showcase and promote internal developments around the use of TEL in blended learning.</p>	<p>Continuing</p> <p>December 2016</p> <p>Continuing; first presentation in November 2016.</p>	<p>Head of Technology Enhanced Learning</p>	<p>A minimum of two TEL workshops form core part of CPD training leading to Fellowship of the HEA during academic year 2016-17.</p> <p>First FutureLearn MOOC is approved and available in March 2017. Second MOOC is available in June 2017.</p> <p>A minimum of 4 showcase events and webinars are held during academic year 2016-17.</p> <p>Each showcase event and webinar has a minimum attendance of 8 staff.</p> <p>A minimum of 90% of</p>

	<p>Explore and where feasible purchase external TEL facilities (e.g. Learning on Screen Box of Broadcasts)</p> <p>Launch the first FutureLearn MOOC focused on mental health care</p> <p>Launch of regular internal lunchtime webinars delivered by staff on the use of TEL on their courses.</p> <p>Further embed the electronic management of assessment throughout the portfolio.</p>	<p>Continuing; the noted facility was purchased in August 2016</p>		<p>relevant staff (including National Centre staff) have attended training on EMA and Turnitin during academic year 2016-17.</p>
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