



Tavistock and Portman NHS Trust

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

February 2012

Key findings about the Tavistock and Portman NHS Trust

As a result of its Review for Educational Oversight carried out in February 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the University of East London, the University of Essex and Middlesex University.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding bodies.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- the Trust's arrangements for the management of academic standards are comprehensive and effective (paragraph 1.1)
- the thoroughness of the engagement with the Academic Infrastructure enables the Trust to provide very clear parameters for delivering learning opportunities (paragraph 2.3)
- the Trust's innovative library service provision is comprehensive and effective, and its active use of social media and blogging to support student learning belongs to sector-leading practices (paragraph 2.15)
- public information reflects exemplary practice in the openness, transparency and availability of a wide range of documentation including programme specifications, student handbooks and the Trust's policies and practices (paragraph 3.1)
- the Trust has put considerable commitment, value and investment into procedures and policies for public information (paragraph 3.3).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it would be **desirable** for the provider to:

- develop a common set of criteria and processes for double-marking and verification, which could be included in the proposed Learning, Teaching and Assessment Strategy (paragraph 1.12)
- publish an annual overall action plan for external examiners' reports, which would identify the Trust-wide issues and propose coherent solutions (paragraph 1.14)
- approve, publish and implement the Trust's teaching and learning strategy as soon as it is practicable (paragraph 2.8)
- establish a more explicit method of action planning in response to student feedback (paragraph 2.11)
- ensure that the website is regularly checked for completeness as it is being developed further (paragraph 3.4)
- establish a corporate audit process to verify the accuracy and completeness of the information that goes out to employers (paragraph 3.7).

About this report

This report presents the findings of the Review for Educational Oversight¹ (REO) conducted by QAA at the Tavistock and Portman NHS Trust (the provider; the Trust). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the University of East London, the University of Essex and Middlesex University. The review was carried out by Mr Gary Hargreaves, Professor Hastings Mckenzie and Mr Millard Parkinson (reviewers) and Mr Alan Nisbett (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the Review for Educational Oversight: Handbook.² Evidence in support of the review included documentation supplied by the provider and meetings with staff and students.

The review team also considered the provider's use of the relevant external reference points:

- the Academic Infrastructure
- awarding bodies' Quality Frameworks.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the Glossary.

The Tavistock and Portman NHS Foundation Trust (the Trust) is a specialist mental health trust focused on psychological, social and developmental approaches to understanding and treating emotional disturbance and mental ill health, and to promoting mental health. The Tavistock Clinic was founded in 1920, became a part of the NHS in 1948, and an NHS Trust in 1994 (bringing together the Tavistock Clinic and the Portman Clinic founded in 1933). It achieved authorisation as an NHS Foundation Trust in 2006. The Trust offers a broad range of generic and specialist outpatient mental health services to children, families and adolescents. Child and Adolescent Mental Health Services (CAMHS) comprise the majority of the Trust's patient services. The Trust also offers a range of specialist and generic psychological therapy services to adults, including forensic services. It provides a wide range of mental health education and training, offering 60 long courses locally, nationally and internationally, in addition to a new Continuing Professional Development (CPD) programme of short courses. The Trust enrolls in the region of 2,500 students each year. It is commissioned by the NHS through NHS London to provide a range of programmes under a National Training Contract. It is commissioned separately for child psychotherapy, specialist medical and educational psychology training. In addition, it receives Higher Education Funding Council for England (HEFCE) funding through its university partners. Student fees contribute more than a quarter of the training income.

The Trust is located in north London, in Belsize Park and Swiss Cottage. In 2010-11, the total enrolment for those studying on university-validated courses was 1,375. Of these, 1,190 students were enrolled on courses validated by the University of East London, some 147 on University of Essex validated courses, and 38 on the one course validated by Middlesex University. In the current academic year 2011-12, the total number of students enrolled is 1,202; of these 1,045 are enrolled on courses validated by the University of East London, 145 on those validated by the University of Essex, and 15 enrolled on the Middlesex University course.

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.

² www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding bodies:

University of East London

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

Joint Course

- MA/PG Dip/PG Cert in Social Work

* Course validated in July 2011 and not yet delivered.

** Course has professional body accreditation as well as academic award(s).

University of Essex

- MA/PG Dip/PG Cert in The Foundations of Psychodynamic Psychotherapy**
- Professional Doctorate in Child, Community and Educational Psychology**
- Professional Doctorate in Child and Educational Psychology

Joint Course

- MA in Refugee Care

** Course has professional body accreditation.

Middlesex University

- Advanced Diploma in The Dynamics of Mental Health Practice
- BSc (Hons) in the Dynamics of Mental Health Practice*

* The validation took place on 23rd November 2011 but the validation process is still to be formally completed.

The provider's stated responsibilities

The Trust's longest-standing agreement is with the University of East London (UEL). This dates back to 1991 when the then Polytechnic of East London validated the Psychoanalytic Observational Studies course for delivery by the Trust. The current overarching agreement, or Collaborative Agreement between the two partners dates back to 2003. It is currently being reviewed. A separate and more recently revised Schedule of Programmes was signed in January 2010. As of September 2011, there are 26 courses delivered by the Trust that are validated by the UEL: six professional doctorates and 20 master's level courses. In addition to this portfolio, there is one joint course, the MA in Social Work, which is delivered both at the UEL and the Trust. The Collaborative Agreement delineates the responsibilities of each partner in respect of quality and standards, external examiners, staff approval awards and degree certificates, student records, student services and facilities, intellectual property rights, publicity and marketing, and cross-representation and communication.

In 1999-2000, in view of the nature, scale and growing maturity of the partnership, the Trust was given devolved powers in quality assurance and enhancement.

Devolved responsibility covers:

- consideration of Review and Enhancement Process reports (REPs), with the Trust Quality Committee setting its own procedures and timetable for the consideration of the course REPs, and preparing an overview REP to be submitted to School Board
- consideration of programme modifications for approved programmes
- nomination of external examiners
- nomination of external advisers for Academic Review
- initial approval of new programme proposals for further consideration by the UEL's Vice-Chancellor's Group
- chairing of assessment boards by selected staff who have received the UEL training.

Recent developments

As a training provider, the Trust has become more responsive to market changes and national drivers in relation to mental health, social care education and the forensic sector. The Trust has initiated cost improvement and efficiency plans. The validation in the summer of 2010 of the MA/PG Dip in Psychological Therapies by the UEL reflected a response to a market opportunity. Simultaneously, the increasing integration of teaching resources and sharing of common modules demonstrates the need to lower teaching costs. Two courses withdrawn or in the process of being withdrawn from the UEL portfolio - PG Cert in Black Leadership in White Organisations and PG Dip in Psychodynamic Approaches to Working with People with Learning Disabilities - have demonstrated the difficulty for students who require sponsorship from employers in the present economic climate.

Students' contribution to the review

Students studying on higher education programmes at the Trust were invited to present a submission to the review team but logistical problems meant that this was not possible. However, a representative group of students participated in the preparatory meeting and in the review event itself.

Detailed findings about Tavistock and Portman NHS Trust

1 Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1 The team concludes that the Trust's arrangements for the management of academic standards are comprehensive and effective, and represent good practice. The Trust has a clear structure for the management of academic standards. This is headed by the Dean of Postgraduate Studies who is Chair of the Trust Training Executive. He is supported by two Associate Deans, one of whom chairs the Trust Quality and Enhancement Committee. This Committee includes the Dean and both Associate Deans, representatives from awarding bodies and associate centres, student representatives and staff from the Trust Academic Governance and Quality Assurance Unit. This Committee, set up in 1999, has responsibility for reviewing and monitoring academic and professional standards of all the Trust's education provision and meets nine times per year. The service line management of education and training is split into two areas: Child and Adolescent Mental Health Services (CAMHS) and Specialist and Adult Mental Health Services (SAMHS). Each of these is led by an Associate Dean who reports directly to the Dean of Postgraduate Studies, who is also the Director of Education and Training. The Associate Dean of CAMHS chairs the Trust Quality Assurance and Enhancement Committee. There is also a Trust Education and Training Executive which operates outside service line management, and considers and offers support to staff on all aspects of strategic development, academic administration, partnerships and quality. This is chaired by the Dean and includes both Associate Deans.

1.2 Details of the Trust's responsibilities for all areas of its provision are clearly identified in the partnership agreements and terms of reference with its three awarding bodies.

1.3 It is an indication of the confidence the UEL places in the Trust that since 2009 the Trust has been given devolved powers for administration of postgraduate research degrees and processing of ethics applications for taught professional doctorates and master's programmes. Final approval of research proposals rests with the University Research Degree Committee.

1.4 The Academic Governance and Quality Assurance Unit have responsibility for all aspects of academic standards and quality. The Head of the Unit reports directly to the Trust Quality and Enhancement Committee which in turn reports to the Trust Training Executive, Trust Management Committee and Board of Governors. An extensive list of the tasks undertaken by the Unit is contained in the draft Staff Handbook for Course Cluster Management and Administration.

1.5 The Trust has recently developed a system of combining groups of courses which share some common characteristics in Clusters. Each Cluster is led by a cluster lead who has responsibility for admission, curriculum content, assessment and quality of the courses within the cluster and considers the REPs from each course within the Cluster. This development allows for examination and monitoring of academic standards across subject disciplines, dissemination of good practice, consideration of issues raised by students and cross fertilisation of ideas between related courses. These processes are beginning to add considerable weight to the robustness of the management of standards described as good practice in paragraph 1.1.

1.6 The Trust has an appropriate system of peer review of teaching whereby staff are observed teaching by colleagues from the same academic discipline. These observations are recorded in standard forms which are examined by the Academic Governance and Quality Unit.

1.7 The team considers that the Trust has a clear management and reporting structure which provides effective assurance for the management and maintenance of sound academic standards on behalf of the awarding bodies.

How effectively are external reference points used in the management of academic standards?

1.8 All courses delivered by the Trust are validated by the awarding bodies and subject to periodic review by them. The courses are designed by the Trust according to the universities' quality standards and with reference to the *Code of practice for the assurance of academic quality and standards in Higher Education, Section 1: Postgraduate research programmes* and *Section 7: Programme design, approval, monitoring and review* (the *Code of practice*), *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and appropriate subject benchmark statements. The Trust produces programme specifications for all courses in line with the Academic Infrastructure guidelines which are examined and approved by the awarding bodies at validation. The courses follow the academic regulations of the awarding bodies and guidelines in the *Code of practice, Section 6: Assessment of students*.

1.9 The Trust is regarded as a School of the University of East London (UEL), and, as such, manages the academic standards of the courses the UEL validates in line with its policies and practices. A School Research Degree Sub-committee comprises senior academic staff from the Trust. This subcommittee receives thesis proposals from the Trust Ethics Committee and submits them to the UEL Research Degree Subcommittee for final approval. The UEL produces research degree regulations for all students on its validated courses.

1.10 There is significant communication between managerial, academic and administrative staff of the Trust and its partner universities. Representatives from awarding bodies attend meetings of the Quality Assurance and Enhancement Committee and staff from the Trust attend similar meetings at the universities. Partnership management boards and curriculum and quality group meetings taking place between the Trust and awarding bodies consider quality assurance and enhancement issues. The Head of the Trust Academic Governance and Quality Assurance Unit attends the UEL Quality Standards Committee. The awarding bodies provide training and support to the Trust's staff on matters of academic standards and quality assurance, including doctoral supervision training by the UEL.

1.11 The Trust effectively combines academic reference points from QAA and partner universities with those of professional bodies and with practice and research undertaken by its staff. The Trust demonstrates consistent awareness of external reference points relevant to its provision. These include allying provision with appropriate elements of the Academic Infrastructure, compliance with awarding bodies' regulations and practices and involvement with those universities in continuing development and enhancement of provision. The Trust provides training on behalf of the NHS through NHS London. This is underpinned by the National Training Contract which provides professional external reference points for the course content. An example of this is the development with the UEL of the descriptor for professional doctorates. This was amended following a QAA consultation process and illustrates the Trust's close engagement with partner universities, the Academic Infrastructure and other QAA's activities.

How does the provider use external moderation, verification or examining to assure academic standards?

1.12 The Trust follows the assessment and verification process of its awarding bodies. It is in the process of producing its own Learning, Teaching and Assessment Strategy. Samples of assessed work are selected for double-marking and internal verification according to university regulations. Most programmes have relatively small student numbers; therefore, a large proportion of work is double-marked and verified. The exception to this is the MA Psychoanalytic Observational Studies which has over 200 students where 15 per cent of work is sampled. Discrepancies in marking identified in verification are examined and a third marker resolves issues around marking differences where necessary. The internal verification process is monitored at Cluster meetings. Staff new to assessment have their marking double-marked by an experienced marker. The Trust does not have a policy of internal verification for all courses it delivers. Courses validated by different universities have slightly different systems and criteria for verification. For example, the UEL does not require verification of borderline marks or of all marks above 70 per cent but the University of Middlesex does. This could lead to some inconsistency in the process. The team considers that it is desirable for the Trust to develop a common set of criteria and processes for double-marking and verification, which could be included in the proposed Trust Learning, Teaching and Assessment Strategy.

1.13 Members of the Trust School Research Degree Subcommittee have been involved in the development of a Descriptor for Professional Doctorates to be used by the Trust. This has been considered by the Trust at meetings of the subcommittee and by the UEL Research and Development Committee. It has been revised following the QAA consultation.

1.14 Each course has an external examiner appointed by the awarding body who attends assessment boards and submits an annual report. These reports are examined by the university and course teams who produce a response to the examiner's comments. The reports and summaries clearly identify examples of good practice and areas for improvement which are acted upon and reported in the following year's reports. External examiners' reports are considered by the Trust Quality Assurance and Enhancement Committee which produces an annual summary report; the summary for 2010-11 noted a unanimous endorsement of academic standards from external examiners. However, though the team acknowledges the potential benefits of this process it feels that the lack of an overall action plan that identifies the Trust-wide issues and proposes coherent solutions means that the full potential of this overview report is not being fulfilled. It would be desirable for the Trust to consider adopting such an approach.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding bodies.

2 Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The arrangements and processes described in paragraphs 1.1-1.7 enable the Trust to fulfil its responsibilities for managing the quality of learning opportunities effectively and contribute to enhancement of the student learning experience. The team concludes that the Trust's mechanisms for managing the quality of learning opportunities are effective.

2.2 A key element in the management and enhancement of learning opportunities is the Quality Assurance and Enhancement Committee referred to in paragraph 1.4.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.3 The use of external reference points described and evaluated in paragraphs 1.8-1.11 is clearly visible in respect of the management by the Trust of learning opportunities.

2.4 The team concludes that the thoroughness of the engagement with the Academic Infrastructure is a feature of good practice as it enables the Trust to provide very clear parameters for delivering learning opportunities. The access, learning and assessment needs of students with disabilities and learning difficulties are supported through compliance with relevant legislation, and the Trust-UEL Assessment Policy complies with the *Code of practice, Section 3: Disabled Students* .

2.5 The Trust effectively manages relationships with six professional accrediting bodies in the delivery of its programmes and the university partners attend accreditation events and provide feedback. Programme or Cluster leaders manage responses to agreed action plans that are developed comprehensively and effectively to enhance learning opportunities.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.6 All staff employed to teach are also engaged in clinical practice and the selection process ensures that staff are appropriately qualified for both. The team considered the approach of employing teacher practitioners to be a distinctive and key feature of the Trust's higher education provision.

2.7 All students complete an extensive written evaluation form annually and examples praise teaching and learning highly. During tutorials students also reported that they could reflect with tutors about methods of enhancing module delivery. The Trust is committed to improving the quality of learning opportunities and provides an observation-based learning experience that students value.

2.8 At the time of the review the Trust was developing a teaching and learning strategy and a new peer observation scheme, successfully launched in 2011, is to be one of the objectives of the new strategy. The Trust would benefit from the early publication of its teaching and learning strategy and the team considers it desirable that the Trust seeks to approve, publish and implement its teaching and learning strategy as soon as it is practicable.

How does the provider assure itself that students are supported effectively?

2.9 The Trust has developed and uses two annual student feedback forms, a generic student feedback form for taught master's programmes and a generic postgraduate research feedback form for professional doctorates and PhDs. Questions include feedback on learning and teaching, assessment, student support, equality of opportunity, and learning resources.

2.10 A personal tutor system operates for all students and, along with the tutorial system and supervisory meetings, students also reported that there were several mechanisms for offering informal advice. The team notes that an overwhelming majority of the Trust's students rate their experience very positively and feel very able to recommend the Trust to others.

2.11 Students studying at the Trust feel well supported and the team considers it a very positive feature that the Trust goes to such lengths to formally obtain feedback from their students. However, the team considers it to be desirable for the Trust to establish a more explicit method of action planning in response to student feedback. For example, a planned response should be put in place for the professional doctorate students who only felt partially satisfied with their level of supervision.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.12 The team concludes that the Trust actively arranges staff development that both maintains and enhances the quality of learning opportunities. The Trust seeks to employ staff, full-time and visiting, who are already experienced in higher education. The Trust delivers an annual half-day training session and all staff are expected to attend. It is mandatory for new staff. These sessions update staff on new developments, share best practice and discuss teaching and learning. Other staff development initiatives that are active include a mentoring system for new staff, the new peer review system, and a co-teaching scheme. Staff are encouraged to take the PGCert in Learning and Teaching available through their university partners.

2.13 Programme staff members actively engage in the annual monitoring process, and the programme teams share the annual programme level reports in their Cluster meetings. It is also common for staff from the partner universities and the associate centres to attend. This is seen as a constructive method of immersing staff in the higher education quality assurance framework and as a successful vehicle for disseminating good practice.

2.14 The Trust organises training for both new and experienced postgraduate research degree supervisors, which is delivered by an external consultant. It is mandatory that all new supervisors attend the training. The team considers that adequate staff induction processes are in place and a draft staff handbook is made available. However, in its current stage of development, the document presented was significantly focused upon the introduction of the new Cluster system and it was unclear how the effectiveness of staff development was monitored and evaluated.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.15 The Trust's learning resources are accessible and the library is well resourced, enabling students to achieve their learning outcomes. The team considers that the Trust's innovative library service is a feature of good practice as aspects of its provision, for example its active use of social media and blogging to support student learning, are sector-leading practices. The library has embraced the use of electronic resources, including ebooks and journals. It is also active in blogging and tweeting about resources of value to students while retaining a relevant book stock and media resources in support of all of its taught and research programmes. The students that the team met praised the library resource very highly. The library staff are also very responsive to student feedback and a request by students for group social learning space was under consideration at the time of the visit.

2.16 There is a minimum expectation for the usage of the virtual learning environment and students were very positive regarding its usefulness as a learning resource. Programmes provide study packs through the virtual learning environment twice per year and students also used the chat facility to discuss programme issues. The combination of the library's electronic materials and the virtual learning environment enable students to

experience good levels of support both when attending the Trust and when studying remotely.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Public Information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The team concludes that the openness, transparency and availability of published information, including programme specifications and the Trust's quality assurance policies, is good practice. The Trust provides a good range of information for potential and current students and information for teaching staff, organising tutors and employers. Public information is provided in alignment and under the terms of its partnership agreement with the Trust's awarding bodies, and includes policy and processes documents, for example the Tavistock Policy for students with disabilities, student advice and Consultation Service Information Sheets. Awarding bodies are aware of the processes of providing public information which they audit and monitor at and through validation.

3.2 There is a mix of information provided through hard copy, and electronically delivered through the Trust's website, local intranet and the virtual learning environment. These include: staff and student handbooks, the organising tutor quality assurance manual, the overview of academic regulations and procedures, course programme specifications, course handbooks and course outlines, and internal quality processes and procedures.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.3 The commitment, value and investment the Trust has put into public information procedures and policies, including their swift implementation, is deemed by the team to be good practice. The Trust acknowledges that the responsibility for supporting public information is a new area of development and has invested considerable time and resources, including dedicated staffing in the drive to implement rigorous policy and procedures. The aim is to capture the full range of public information, ensuring that they are compliant with internal and external reference points. The newly-established Commercial Directorate is led by a Communications and Stakeholder Engagement Manager with a Press and Communications Officer with specific responsibilities for public information, working with organising tutors and course teams annually to ensure the accuracy of course information and web pages. The Communications Team works directly with Organising Tutors to annually review course outlines and web pages, support the development of literature and ensure the process is met to provide accurate information, including marketing materials.

3.4 The website is undergoing improvement and updating for completeness and although it is in general terms a comprehensive and useful source of information, there were some areas that were incomplete at the time of the review visit, for example links to academic governance forms, including Extenuating Circumstances, Student Complaints Procedure and Tavistock Research Ethics Committee Application. The team has been given assurances that these few gaps in the information links will be attended to swiftly and has confidence that the Trust will indeed take appropriate action. However, the team deems it to

be desirable that the Trust ensures that the website is regularly checked for completeness as it is being developed further.

3.5 Agreements with awarding bodies outline the responsibilities in regard to published information. For example, the UEL gives responsibility to the Trust for published information, with managing and marketing of information in consultation with the University. The institutional review examined the accuracy and completeness of published information (including sample student handbook). As part of periodic review, validation and approval processes, awarding bodies ensure that the appropriate generic information relating to policies and procedures is included in all handbooks. Similarly, the University of Essex allows the Trust to provide information under the licence agreement. Middlesex University Memorandum of Agreement has the right to approve and monitor published information. The UEL also provides the Essential Guide to Students on enrolment and this information was deemed very helpful by student who also commented on the usefulness of pre-entry information and on-course materials.

3.6 Course handbooks are reviewed and amended annually by the Trust Academic Governance and Quality Assurance Unit and by course teams, with amendments and additions considered by the Trust Quality Assurance and Enhancement Committee. Course teams are responsible for writing copy for course programme outlines and other publicity materials, reviewed by the Communications Officer. Course handbooks and programme specifications are approved at the time of validation, and before they are uploaded to the website and intranet.

3.7 As part of the annual review of Public Information in the Directorate of Education and Training, the Education and Training Project Assistant by the Dean's authority reviews web pages and these have been scrutinised by the Associate Deans, the Dean and other relevant members of the Directorate of Education and Training. Some programme teams provide public information to employers, for example programme handbooks, supervisor role, progression charts and student records. The Communications Team acknowledges that public information for employers is part of its remit, and the team feels it desirable for the Trust to establish a corporate audit process to verify the accuracy and completeness of public information that goes out to employers.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan³

| Tavistock and Portman NHS Trust action plan relating to the Review for Educational Oversight February 2012 | | | | | | |
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| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| The review team identified the following areas of good practice that are worthy of wider dissemination within the provider: | | | | | | |
| <ul style="list-style-type: none"> the Trust's arrangements for the management of academic standards are comprehensive and effective (paragraph 1.1) | <p>The Trust proposes to maintain the clear structure in place for the management of academic standards</p> <p>This includes the role of the Trust Quality Assurance and Enhancement Committee and that of the Academic Governance and Quality Assurance Unit in having responsibility for procedures and processes related to academic standards and quality</p> | October 2012 | Academic Governance and Quality Assurance Manager | Positive feedback from students employers reviews/audits from our awarding bodies and professional accrediting bodies, annual and periodic | Trust Training Executive | <p>Through receiving and responding to the feedback noted under success indicators and the reviews/audits</p> <p>Evaluating the effectiveness of the oversight in this area of our Quality Assurance and Enhancement Committee by an annual review report received at the beginning of the academic year and connected to the review of its terms of reference</p> |

³ The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding body and organisations.

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| | <p>More specifically the committee will continue to receive, consider and approve an agenda related to academic governance quality assurance and enhancement and collaborative management</p> <p>Representation on the committee will as now include that from our awarding bodies</p> <p>The first meeting of the committee in each academic year will specifically review its term of reference especially in relation to the maintenance and enhancement of academic standards</p> | | | | | |
| <ul style="list-style-type: none"> the thoroughness of the engagement with the Academic Infrastructure enables the Trust to provide very clear parameters for delivering learning opportunities | In respect of the Academic Infrastructure and its successor the Quality Code the Trust will continue to ensure awareness of all reference points within the three-part | July 2012 | Academic Governance and Quality Assurance Manager | Positive and supportive feedback from external examiners, employers, students on design of courses including learning | Trust Training Executive through both Quality Assurance and Enhancement Committee and Research Degrees Committee | Trust Board and Training Executive reviewing teaching and learning strategy by external examiner and other feedback by |

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| <p>(paragraph 2.3)</p> | <p>Quality Code that are relevant to its provision</p> <p>It is required to do so in many aspects by its awarding bodies (and in some cases parallel professional body requirements)</p> <p>But on a continuing basis the Trust through its Academic Governance and Quality Assurance Unit will 'map' compliance on an annual basis</p> <p>Any area of non-compliance will be reported to the Trust Quality Assurance and Enhancement Committee</p> <p>Awareness of the Quality Code will also be evident through the Trust's Teaching and Learning Strategy (see page 19)</p> | | | <p>aims, methods and effectiveness of assessment</p> | <p>Also through awarding body annual monitoring reports</p> | <p>awarding and professional body reviews</p> |
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| <ul style="list-style-type: none"> the Trust's innovative library service provision is comprehensive and effective, and its active use of social media and blogging to support student learning belongs to sector-leading practices (paragraph 2.15) | <p>The Library has set up a Library Marketing Team and is planning to increase marketing services in various ways: presentations playing on 5th floor of Trust building, Fairs, 'Thursdays Tips' and tweeting and blogging our services</p> <p>Ongoing presentations on a different day each week First Fair end of May on mobile technologies</p> | December 2012 | Communications and Marketing Team | Increased use of services particularly Web 2 tools | Dean of Postgraduate Studies | <p>The library will continue to survey users to see how they like what we are doing and how useful the services are</p> <p>We will also use the statistics that are available to monitor usage The former will include the annual Trust student feedback exercise</p> |
| <ul style="list-style-type: none"> the Trust has put considerable commitment, value and investment into procedures and policies for public information (paragraph 3.3) | <p>To take account of organisational changes in the Directorate of Education and Training and Clinical Services, a review of the Standard Operating Procedure for the development of Public Information</p> | June 2012 | Communications and Stakeholder Engagement Manager in consultation with Senior Managers from the Directorate of Training and Clinical Services | Standard Operating Procedure will be fully implemented and Public Information across the Trust will be developed according to the Standard Operating Procedure | Associate Commercial Director and Senior Management Team across Clinical Services and Directorate of Education and Training | Annual review of the Standard Operating Procedure to ensure it meets the organisation's needs |

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| <ul style="list-style-type: none"> public information reflects exemplary practice in the openness, transparency and availability of a wide range of documentation including programme specifications, student handbooks and the Trust's policies and practices (paragraph 3.1). | <p>In line with further development of website (see below) – to ensure access to student-related policies and procedures</p> <p>With regard to programme specifications to continue to use the annual Review and Enhancement Process to review and revise the documents and subsequently post amended versions on the awarding body and Trust websites</p> <p>To ensure student course handbooks are posted on the virtual learning environment and made available in other formats</p> | August 2012 | Staff in the Directorate of Education and Training and Course Tutors | Receiving positive feedback from potential and new students through course committees and student feedback exercises | Trust Training Executive | <p>Through student feedback</p> <p>The Trust Quality Assurance and Enhancement Committee will evaluate course handbooks annually at its November meeting</p> |
| Desirable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| The team considers that it is desirable for the provider to: | | | | | | |

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| <ul style="list-style-type: none"> develop a common set of criteria and processes for double-marking and verification, which could be included in the proposed Learning, Teaching and Assessment Strategy (paragraph 1.12) | <p>The Trust will develop in agreement and in accordance with our awarding bodies a Trust- wide approach to internal verification and double marking, and include this in our Teaching and Learning Strategy</p> | July 2012 | Academic Governance and Quality Assurance Manager | Reports from external examiners, for example that there is consistency in this area within a single course and across courses validated by an awarding body | Trust Quality Assurance and Enhancement Committee | Our external examiners, reviews by course teams, by reviews and audits by awarding and professional bodies |
| <ul style="list-style-type: none"> publish an annual overall action plan for external examiners' reports, which would identify the Trust-wide issues and propose coherent solutions (paragraph 1.14) | <p>The Trust will continue its practice of publishing an annual review of external examiner reports</p> <p>In addition to the existing identification of strengths and weaknesses the report will in future include an action plan</p> <p>The plan itself will consist of Trust-wide or generic issues raised by external examiners and how and by when the Trust will address the concern or criticism, also taking into</p> | July 2012 | Academic Governance and Quality Assurance Manager | <p>Positive comments from external examiners that the concern or issue has been addressed</p> <p>Identification of improved practice through course level review and enhancement returns</p> | <p>Trust Quality Assurance and Enhancement Committee</p> <p>Trust-University of East London School Research Degrees Sub-committee</p> | <p>Trust annual quality review of the Review and Enhancement Process</p> <p>Feedback from students and employers</p> |

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| | <p>account best practice for dissemination</p> <p>The plan will be a standing item on the Quality and Research Degrees committees until respective actions are completed</p> | | | | | |
| <ul style="list-style-type: none"> approve, publish and implement the Trust's teaching and learning strategy as soon as it is practicable (paragraph 2.8) | <p>Since the review visit the Trust has published 'A Development Programme for Learning and Teaching'</p> <p>This was made available to the University of East London Academic Review Panel in February</p> <p>It identifies the Trust's priorities for learning and teaching</p> <p>This document will form the basis of a Teaching and Learning Strategy following discussions in appropriate forums within the Trust</p> | September 2012 | Quality Chair | That the Trust's training is viewed as high quality sector leading by commissioning, professional and awarding bodies | Trust Board | Through recruitment and feedback from individual students, employers and professional bodies |

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| <ul style="list-style-type: none"> establish a more explicit method of action planning in response to student feedback (paragraph 2.11) | <p>Currently the Trust publishes a report for our awarding bodies and internal use that summarises the results and trends of the two student feedback exercises we deliver</p> <p>The Trust also requires course teams to address matters raised in the student feedback exercise in course committees and in their Review and Enhancement Return</p> <p>The Trust proposes in relation to Trust-wide or generic issues raised by students to include an action plan within the above noted report. Arising actions will be monitored and approved by the Trust Quality Assurance and Enhancement Committee and the Trust-University of East London School</p> | October 2012 | Academic Governance and Quality Assurance Manager | Through subsequent feedback in course committees, student feedback exercises and other sources of feedback indicating sounder procedures and services | Trust Quality Assurance and Enhancement Committee Trust-University of East London School Research Degrees Committee | By the feedback noted and by annual reviews received and considered by both noted committees |
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| | Research Degrees Committee and fed back to students through course committees and the course Review and Enhancement Process report | | | | | |
| <ul style="list-style-type: none"> ensure that the website is regularly checked for completeness as it is being developed further (paragraph 3.4) | <p>Revise and update the Education and Training section of the website</p> <p>Checks for completeness are being built into the Education and Training Directorate's process for the management of public information which links into the Communications' department's overarching Trust-wide procedure for the management of public information</p> <p>The Communications' Unit are to appoint a Website Project Officer to review current information and implement new process to verify</p> | September 2012 | Training Executive and Associate Commercial Director in role managing Communications Unit | A clear and robust internal departmental policy outlining the responsibilities for accuracy and completeness of all areas of the education and training section of the website and the dates of when reviews/checks of content need to be made | Dean of Postgraduate Studies | At present the suggestion is to ensure annual fundamental reviews are completed before the start of the academic year followed by periodic reviews at the end of each academic term |

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| <ul style="list-style-type: none"> establish a corporate audit process to verify the accuracy and completeness of the information that goes out to employers (paragraph 3.7). | <p>The Trust will through its associate deans undertake an annual audit of the various aspects of this process</p> | <p>September 2012</p> | <p>associate deans</p> | <p>Feedback from employers and from students</p> | <p>Trust Training Executive</p> | <p>Report of the annual audit process</p> |
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About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk. More detail about this review method (Review for educational oversight) can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for educational oversight handbook](#)⁴

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels one to eight, with levels four and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

⁴ www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically Public Informationally on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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