

## PARTNER INSTITUTION INSTITUTIONAL ANNUAL REVIEW

The institutional annual report provides an opportunity for the Partner Institution to reflect on the institution's Higher Education operational management and quality assurance mechanisms, and demonstrate how students continue to be provided with learning opportunities of an appropriate quality and standard.

The annual review should draw upon a wide range of evidence including statistical data, student feedback and representation, employers and external examiners, and any relevant Professional, Statutory or Regulatory Bodies (PSRBs) or other external review reports. Key documents/data which support the annual review should be cross referenced in each section.

**SUBMISSION DEADLINE: By noon on Wednesday 27 January 2021.**

<b>Partner Institution:</b>	Tavistock and Portman NHS Foundation Trust
<b>Date of report:</b>	10/03/2022
<b>Prepared by:</b>	R Bouckley / E Reyes-Simpson / P Dugmore

### 1. Introduction

Please provide an overarching summary of the period under review, including general progress and development of the institution, key events, areas of good practice and issues, including areas identified in the most recent institutional annual review report. Please also provide details of how any conditions or recommendations from the institutional validation or last institutional review were met.

The Covid-19 pandemic has provided a formidable backdrop to the last two years of delivery, with unprecedented changes and unique and significant challenges to continuing the delivery of courses to the high standards we endeavour to hold ourselves to.

We worked closely with Essex and UEL to put in place 'force majeure' measures to ensure our students were not disadvantaged in the short term. In the survey feedback, students spoke with gratitude of the speed and diligence with which we strove to enable them to continue their studies with us.

In the last year, this satisfaction has dwindled as our students experience a sense of fatigue with solely remote methods of learning. Many students have expressed a wish to return to face to face delivery. We have been actively exploring ways in which our students could return to the building for some in person teaching. However, infection prevention and control measures that are still applicable to NHS settings have limited the extent to which we have been able to achieve this.

The Trust is currently in the midst of a Trust-wide Strategic Review. The aim of the review is to ensure the future sustainability of the organisation and its distinctive approach to understanding mental health and wellbeing. The Review has taken account of the changing financial and operational circumstances in which the Trust finds itself.

Understandably, the Strategic Review has given rise to a sense of uncertainty and anxiety in the organisation. Staff are currently undergoing a process of consultation in relation to proposals for change. Some of our students are also employed by the Trust, and therefore have also been consulted on the proposed changes. A couple of students expressed concerns about the outcome of the review in the student survey. In the aftermath of the

pandemic, students need a backdrop of certainty, clarity and support to underpin their academic experience. We will strive to avoid disruption for our students as far as possible by keeping lines of communication open and ensuring staff and students feel supported in the process.

The Trust has had two successful Revalidations in the 2020/21 academic year, namely M16 (MA Psychoanalytic Studies), and M80 (DProf Child and Adolescent Psychoanalytic Psychotherapy). We have also validated the Perinatal Module funded by the HEE.

We look forward to our next Essex institutional review, due to take place in 2022/23. We will take that opportunity to learn and consolidate the new structures implemented due to the Strategic Review into a high quality academic framework.

**Key documents/data:** Minutes of AGQA committee

## **2. Higher Education Strategy**

Please provide details of the institution's Higher Education strategy, reflecting on how this aligns with the University's [Strategic Plan](#) and [Education Strategy](#). Please also include details of the impact of any relevant internal and external factors, including the University's Curriculum Review and Partnership Performance Indicators (as appropriate). If applicable, please set out plans for new courses or the discontinuation of existing courses for the next academic year.

As part of the Strategic Review, the Trust has identified five key areas for improvement in the next few years:

- To deliver financially viable educational services, with more of a connection between the activity we deliver and manage and the use of resources, including the close monitoring accurate budgets on a regular basis
- To make changes to how and what we deliver
- To facilitate more coherent and focussed high quality management with high quality professional services to improve our provision for students
- To improve Equality, Diversity and Inclusion
- To extend reach and impact
- To make use of data in a meaningful way to demonstrate our impact for students, the regulator and commissioners

The Trust's ambitions for the future include investment in online delivery of courses, extending our provision into new areas and markets, including broadening our geographical reach. Following the launch of the Digital Academy in 2020, we are now looking to develop and grow new and existing courses into this arena. Like most providers, the Trust has learned from changes to delivery in response to the pandemic. The Trust hopes to review this experience, and incorporate some of the lessons learned into broadening our blended learning offer.

In addition, a review of our courses is currently being carried out to ensure that these are cost-effective, with potential consolidation options being considered.

Following our successful registration with the OfS, we are now looking to support the ongoing requirements for continued registration more effectively with a longer-term aim to possibly gaining Taught Degree Awarding Powers.

**Key documents/data:** Trust Learning & Teaching Strategy, Course Programme Specifications and

### 3. Validations and Periodic Reviews

In considering centre/school responses to, or ongoing action in respect of, course level Periodic Review and/or Validation activity, please comment on the following areas:

- The key themes emerging from Periodic Reviews and/or Validations (Please attach in the appendix the list of recommendations, conditions and commendations).
- The institution's response to ongoing themes emerging from Validation and Periodic Review commendations, recommendations and conditions.
- How the institution encourages effective engagement with Periodic Reviews and/or validations.

How the institution encourages timely, appropriate responses to Periodic Reviews and/or Validations which lead to approval within initial deadlines set by relevant panels.

The Trust has had two successful Revalidations in the 2020/21 academic year, namely M16 (MA Psychoanalytic Studies), and M80 (DProf Child and Adolescent Psychoanalytic Psychotherapy). We have also validated the Perinatal Module funded by the HEE. All conditions and recommendations have been responded to.

#### **M80**

##### **Commendations:**

- a. The panel commended the Course Team on the significant work that had been put into reviewing the course and the proposed course amendments, especially owing to the importance of the M80 Course NSCAP and the Tavistock and Portman NHS Foundation Trust.
- b. The Panel commended the Course Team for the quality of the teaching, tutorial and additional support they provided to students, especially during adverse environments students might encounter through the duration of their studies.

##### **Conditions:**

- a. The Course Team to introduce a system that ensures student assessment feedback is graded, rather than binary, in order to ensure that feedback isn't diminished due to the course moving to a pass/fail approach to grading modules.
- b. Combine the RSPB and Exam Board into a single progression board. The Course Team would then have to deanonymize this process and ensure its fully explained to students and members of the Board prior to the event.
- c. Update the student handbook, including the index, adding key information to detail the supervisory procedures, including the importance of progress boards and other key progress milestones students will encounter.
- d. Re-evaluate the current Equality and Diversity Action Plan, making reference to the approach and experience of external stakeholders, and review and clarify a timeline with measurable outcomes.

##### **Recommendations**

- a. Implement mechanisms to ensure best practice relating to Equality and Diversity, student experience, assessment and research supervision is being shared between the Tavistock and NSCAP to guarantee greater synergy between the two institutions.
- b. Create opportunities for interaction between the research and practice supervisors with

a view to enhancing the student experience.

**M16:**

**Recommendations**

- a. Update the handbook and course documentation so that it better reflects the realities of the course. This includes:
  - a. Updating the relevant documentation so that it better reflects the inclusion of contemporary issues within the course,
  - b. Ensuring the reading lists are kept up to date with relevant materials aligned to the teaching on the course, for which consideration should be given to moving the reading lists to Moodle,
  - c. Updating information within the documentation on research ethics and include information on safeguarding.
- b. Think creatively about both formative and summative assessments and how they align with the learning and teaching on the course.

**Commendations**

- a. The panel commended the course team for providing students with an extremely positive experience on a course that offers intellectually stimulating and absorbing material, really good library resources, a very responsive course team and a unique tripartite approach.
- b. The panel commended the high student satisfaction that the course has achieved

**Key documents/data:** Periodic review reports

**4. Operational Management**

Please describe the internal mechanisms for the management and quality assurance of Higher Education (HE) provision, including engagement with the [QAA UK Quality Code for HE](#) and how the development, approval, monitoring and review of academic provision is managed. Please provide details of the HE policies and procedures in place and how these map to the University's policies and procedures. Please outline the key HE academic / managerial and professional services staffing roles and the reporting structures in place, including the liaison points with the University. Also outline any key issues in relation to staffing that have arisen during the year under review (for example staffing restructures or significant periods of staff absence) and, where appropriate action taken to maintain the quality of the student experience.

The Trust works with the university and the university's policies and regulations to guide its internal mechanisms for quality assurance. The Trust's Academic Governance and Quality Assurance Committee (AGQAC) has oversight of the academic management of its provision. This committee includes members of its validating partner universities including a partnerships manager from Essex. This presence ensures that policies and procedures developed through the work of the committee are compliant with their University counterparts. The additional input from the Dean for Partnerships through the PQDC provides an additional steer from the university where it is felt there are issue which need to be addressed.

Our Assessment and Marking Policy which was last reviewed in 2018 needs to be reviewed again for implementation in 2022/23, particularly in relation to Extenuating Circumstances and the Trust's Extenuating Lateness policy.

The Trust's policies mirror the University's and policy approval and review is handled through the AGQAC and PQDC.

The Trust has a long history of offering validated provision and has engaged directly with the QAA for over a decade, and now is registered with the Office for Students.

In 2020/21 academic year, our Academic Quality Lead was on Maternity Leave. Responsibilities she holds were shared out amongst her colleagues, with the Annual Student Survey being administered by a colleague employed on a temporary basis.

**Key documents/data:** Trust policies on website, AGQAC minutes

### 5. Learning, Teaching and Assessment

Please provide details of the teaching and assessment strategy, including the variety of methods used, the timeliness of feedback to students and how comments from External Examiners are considered and incorporated.

The core principles informing curriculum design and delivery on all Trust course programmes are-

Learning should be significantly student led.

The large majority of programmes lead to post-graduate and professional post-qualifying awards. Most students are undertaking intensive programmes of clinical training having completed a prior professional qualification, or advanced development within their discipline. The ethos of teaching and learning rests on the assumption that students are professionals, many with significant experience both professionally and academically. Thus student learning is facilitated as much by their peers, as by staff, although the pedagogic skill of facilitating group learning, and setting the boundary conditions for group learning, rests primarily with staff especially in the earlier stages of programmes and in shorter courses.

Introductory programmes are generally non-validated and lead to Trust certificates, for example the one year Introduction to counselling and psychotherapy or the shorter Developing a diverse child and adolescent workforce: an introductory course which is NHS funded. These serve as pre-requisites to access validated provision and routes to accredited professions. The Trust prospectus defines these pathways in its prospectus.

Learning is significantly experientially oriented.

This notion embraces a number of 'registers' of experience – professional, personal, clinical, organisational, developmental, and programme based. Depending on programme aims, professional outcomes, academic level, and clinical methodology, students may be required to undertake personal psychotherapy (specifically where they are undertaking a clinical psychological therapy training), attend a three to five day group relations conference, attend a weekly programme-based experiential group, regularly present their current working experience in depth, reflect closely on their interactions with colleagues, service users and course staff – and typically a combination of these. Different modalities of experiential learning are carefully designed and facilitated by experienced staff who themselves have undertaken trainings based on the same principles.

Learning is significantly facilitated through observational methods.

Observational units, in which students typically observe for an hour a week for a defined period of time, having negotiated access to the observational setting, variously focus upon: newborn infants in their family/career setting, young children in their

family/carer/day care setting, vulnerable adults in their homes or care settings, organisations and institutions within and without the health and social care sector including psychiatric and forensic settings. Planned observational study is facilitated by weekly small staff led seminars in which observational reports are presented for close reflection, analysis and preliminary conceptualisation.

Theoretical learning largely 'follows' rather than leads the above.

All programmes include significant theoretical learning, which is undertaken and assessed in its own right. However, the key role of theory is to 'make sense' of, illuminate, deepen and extend experiential, observational and personal developmental learning. Thus theoretical curricula are typically designed to track, support, enhance and stimulate reflection on other programme elements.

Integration of all the above elements is the key goal.

The Postgraduate Research programmes share a common assumption that sound clinical, practitioner, and organisational research must be significantly generated from experience, and that appropriate research methodologies must be congruent with the principles informing practice understanding and methods. Thus the Professional Doctorate programmes are in many cases at the forefront of developing original research methodologies for their expert domains, and students themselves contribute to this endeavour. Trust staff and students are engaged in critically challenging particular dominant research paradigms in health and social care, and curricula reflect this.

Within both the psychodynamic and the systemically informed courses, research and teaching enables students to develop critical thinking and communication skills which also benefits inter-professional working. Theory/Reading seminars most closely resemble a traditional 'didactic model for learning, they also enable students to discuss, critique and apply the ideas to their own experience and practice although links with the students' experience is an integral aspect of the seminar.

Most courses also include a formal lecture/discussion component; lecturers are invited from within the Trust and from external institutions and are invited on the basis of their clinical and/or academic expertise in the topic under consideration and for their capacity to address the learning objectives in the syllabus. Some of these lecture discussions are linked to specific reading lists which form part of the discussion, and others are linked with teaching on specific topics, often about particular pathology or theoretical concepts. The Trust has an ongoing policy of recording formal lectures wherever possible to allow for their dissemination through Moodle and to give Course Leads greater scope for using face to face session for more interactive discussion and allowing students to access didactic theory through virtual means. This approach also allows more flexibility in timetabling and defining the minimum number of contact hours required for a programme.

Clinical supervision is the most intensive element of all the Trust's teaching across all modalities. Supervision concerns the detailed exploration of student's clinical work and takes place in individual and small group contexts.

Assessment criteria for each piece of coursework are included in the Course Handbook and students are notified of submission deadlines at the beginning of the academic year through Moodle. Assessment methods are intended to test students' achievement of the unit's learning objectives and critically to provide the student with the opportunity to reflect on their experience and make connections between observation or practice and

theoretical learning where appropriate. Across all programmes there is a broad congruence between methods of learning and assessment.

All the Trust programmes validated by the University of Essex include some study skills and written assignment support. This usually involves either personal tutor support, dedicated study skills time within the programme or, in some cases a dedicated half day or day session.

All assessment is submitted through Moodle to allow students to meet deadlines without needing to be physically present at the Trust and to avoid issues around lost work or uncertainty over the timing of submission. Deadlines are set by default as at midday to ensure that students have access to IT support should they choose to submit on the final day.

All feedback is also returned via Moodle and the indicative mark is recorded on the grading record. A semi-automated process allows marks on Moodle to be transferred to SITS to minimise the possibility of errors in completing the record of assessment on the student's permanent record.

All submitted work is checked by a Turnitin plugin on Moodle which then provides markers with a percentage similarity score. Clicking on this value then takes the marker into the full Turnitin breakdown of any material which has been identified as coming from other sources. The Trust does not set a threshold similarity value for triggering a misconduct investigation, instead markers are required to assess the reality of the situation and employ judgement as to whether there is concern that an offense has been committed. As all aspects of marking are conducted through Moodle, verifiers and external examiners also have access to Turnitin similarity reports and may review and challenge any decisions made by markers. The TEL unit has provided training to academic staff around the use of Turnitin and on-line resources continue to be available.

### Formative Assessment

Formative assessment is embedded in course team's approaches to learning and teaching. Within the Trust courses employ various types of formative assessment approaches. These range from essays which are marked and for which feedback is given through to students bringing observations to a tutorial for detailed feedback and guidance about how to improve.

Formative assessment is seen as an opportunity for students to get feedback on their writing and/or thinking about theory to practice linking. It is also an opportunity for them to see the standards for awards on the course.

Whilst there are a number of models of formative assessment being used across courses, all will be able to evidence it in some form. Its use is picked up and challenged during validation or review and good practice has been shared over the years through the annual review process.

### Marking

Written student work is anonymised on Moodle to ensure that markers are not aware of whose work they are assessing. Where units are offered across different locations, marking is divided across all of the centres so tutors do not just mark work from their local students. The exception for this is the Italian centres where the students write in Italian so the work is divided between them.

With the exception of dissertations or work where the student is identifiable (viva or video presentations), work is verified by a tutor who was not a marker. The verification sample is 15% or 10 students, whichever is greater, and the sample must include sufficient examples of papers considered by each marker. It is the verifier's responsibility to check for consistency between the different markers in relation to their grading of papers, i.e. that one marker's idea of a merit is consistent with others. Verifiers do not communicate directly with markers, rather, they report to the Assessment Tutor or Course Lead. If verifiers believe a marker is consistently grading papers higher or lower than their peers, the verifier recommends a specific alteration (e.g.+2%) that is then applied to all of that marker's grades in that unit. A verifier's report is completed and made available to the external examiner.

Dissertations and other coursework which is not verified must be second marked.

The Trust has a policy that students receive feedback within 4 weeks of handing in their work. Since 2016/17 all course administrators use marking tracking spreadsheets to monitor the return of marks and the uploading of feedback to Moodle. Student feedback via the annual survey indicates that work is not always being returned to the required deadline. This has been identified as a key target for improving student satisfaction.

External examiners are able to access student work, marks and feedback sheets via Moodle. This allows them to pick the pieces which they wish to review as well as easily having access to all submissions. There has been a mixed response to this development with many examiners being positive about this opportunity, whilst others requesting that the course team selects and emails the work to be reviewed.

#### External Examiners

External examiners reports are reviewed by Course Leads and are brought to Course Committee meetings for discussion. The Course Lead will write a response to the external examiner and will ensure that any recommendations or areas of concern are suitably addressed. The external examiner reports are a key source of evidence in the annual review cycle and are expected to inform action plans.

The AGQA unit reviews all external examiner returns and collates the feedback into an annual overview report which identifies the overall balance of the comments. This is discussed at the AGQA committee and has an associated action plan which picks up any common concerns which are being raised across programmes. Additional staff training or other responses can then be coordinated.

**Key documents/data:** Course Handbooks; Learning and Teaching Strategy; External Examiner Reports

#### 6. Learning Resources

(a) Please outline the learning resources provided, including staffing, teaching accommodation, Library, IT and the virtual learning environment. Please provide evidence of levels of student satisfaction with available learning resources.

The Covid-19 pandemic has significantly impacted on the resources on offer to students in the 2020/21 academic year. All courses were moved online as a temporary and emergency measure. This was delivered primarily through Zoom. The course teams were provided with 'pro' accounts, and supported in developing their skills to enable breakout spaces and making the best use of the features available. An emerging body of research



looking at the online adaptation of clinical technique and practice, necessarily imposed by the Pandemic, was helpfully integrated into teaching.

This was underpinned with our existing Moodle platform. It was significantly enhanced over the summer of 2020, and a Moodle app was included.

To promote more of a sense of community, we also trialled the use of Facebook Workplace for all new enrolling students. This was primarily administered by the Course Administrators, although other professional services and academic staff also were able to access and make posts.

Zoom common rooms were also opened for students, and a number of pro accounts were made available to student reps to use.

The Library was already largely an online resource, with most books and other publications available online.

We had a number of workstreams to ensure student support, communication/enquiries, wellbeing, assessment and other key areas were reviewed to work in an online environment.

We are slowly bringing students back into the building at least some of the time, within the constraints of a working NHS building and the requisite COVID measures. Once 'normality' resumes, the following describes our resources and provision.

Teaching takes place at the Tavistock Centre which is also a working out-patients clinic. Some classes take place in the adjacent Portman Clinic or the nearby Tavistock Consulting offices. The main building includes a flat lecture theatre, seminar rooms and library all of which have been refurbished since 2012. There are also four studios with one-way glass between to allow for observed sessions to occur. These rooms also have built-in video capture.

All teaching rooms have networked computers and screen projection facilities. Seating is flexible in all rooms and allows for seminar participants to sit facing one another

The Trust has wifi throughout which is accessible to students and there is an IT training suite with desktop PC's. The Trust provides desk space for students seeing patients on its premises to allow the completion of notes and there are soundproofed booths to allow confidential telephone calls to be made. A number of rooms are enabled for video conferencing and there is portable equipment which can be used in others.

The Trust provides communal seating areas, a café serving lunches and refreshments throughout the day and a student common room.

The Trust has an extremely well stocked specialist library with access to 19,000 loan items; it subscribes to 220 journals in print and has access to over 13,000 in electronic format. The library provides a Personal Librarian service so that each user of the library has a librarian to look after their needs. Students are able to email/phone their Personal Librarian about any library related issues specific to their course plus the library does a lot of communication via social media. As would be expected, recent growth has been around electronic resources with the provision of all weekly course reading available on-line through Moodle. There has been an increase in the use of the bibliographic databases as well as in the number of ebooks available. The library is also active in creating curated collections of relevant video material. A key function of the library is in

the development of information skills with training sessions delivered by a full time librarian with this specific specialism. Such sessions are now a core part of programme timetables. The library continues with a proactive approach to development with a continuous review of activity and ongoing software updates.

All validated courses have dedicated Moodle pages in a common format managed by the Technology Enhanced Learning (TEL) unit. These include course documentation, including handbooks, reading lists and assessment areas. Course teams can also add relevant materials including text, audio and video files.

Whilst students have access to some University of Essex resources, given their profile of primarily part time working professionals and the geographical distance from the Trust these tend not to be drawn upon; the majority of students principally identifying with the Trust and the available resources on site or electronically.

**Key documents/data:** Webpages

(b) Please provide details of annual library expenditure on HE level learning resources in relation to full time equivalent student numbers.

Total annual expenditure for the library was £556k. Of this £405k was staff costs and £151k non-pay. This equates to around £300 per FTE student.

**Key documents/data:**

### **7. Admissions, Enrolment and Induction**

Please summarise the student profile and entry criteria for the validated courses, referring to student enrolment numbers. Please provide details of induction arrangements and changes made resulting from student feedback.

For our postgraduate taught provision, we require an honours degree or equivalent. For those who are second-language English speakers we require at least IELTS 6.5 or equivalent. Other criteria vary from course to course and take into consideration requirements of any relevant PSRB. For courses with a clinical component, full enrolment can only take place once a CRB check has taken place and the student has attended certain compulsory induction events. For our Professional Doctorate provision, there is a minimum requirement for entry of successful completion of a Level 7 Postgraduate qualification or equivalent.

There are a few courses where prior successful completion of another course is a pre-requisite (or equivalent demonstrable learning) – for example, D24 is a pre-requisite for M34, and D58 is a pre-requisite for the D59 suite of courses. M7 is also a pre-requisite for the M80 course.

For many years the Trust has organised specific induction events for clinical and for non-clinical students. The rationale was for the induction to be closely aligned to the type of course the student was enrolling on. Such generic induction has always been augmented by course level induction.

As a result of student feedback requesting a more coherent and relevant induction, from the 2016 intake the Trust has run Welcome Week. Student are invited to attend on the

day in which their course will run throughout the year for registration, a course specific induction and, if applicable, mandatory governance and clinical introductory sessions. In addition, the programme includes Library/Moodle/ Quality Assurance & Student Support, valued-added open sessions for non-clinical and clinical courses, a student social, a welcome/information session for international students and evening seminars/film. There is a comprehensive range of information for new students about all aspects of studying at the Trust. This is available as a source of information for students throughout the duration of their programme. In September 2020, this ran online.

Student numbers are provided in a separate submission.

**Key documents/data:** Trust website

### **8. Student Progression, Retention and Achievement**

Please summarise student progression, retention and graduate destination data. Please comment on areas for development and actions taken or planned.

The full dataset is included with this submission.

We have a very small number of students who do not successfully complete. Only one student failed, four students left for personal reasons and five students withdrew for reasons not specified. This represents less than 1% of the student body.

Of those students who withdrew, three were Black, Asian and Minority Ethnic (BAME). The student who failed was white female.

18% of our total student body achieve a Distinction, 52% a Merit and 30% a Pass. (70% of students achieved either a distinction or a merit). This may be a bit low compared to the sector.

Our BAME-white awarding gap went down from 20% in 2019 to 7% in 2020. This has sadly risen to 25% in the 2020/21 academic year.

Our Disabled students awarding gap has also increased from 6% in 2019/20 to 21% in the 2020/21 academic year.

Although it is likely that the COVID-19 pandemic had a part to play in these increases in awarding gaps, it is important that we do not make assumptions, and we are in the process of analysing this information further to discover what has gone wrong.

We implement an assessment policy which includes anonymous marking. This is due for review with Essex University in the coming year – particularly in relation to Extenuating Circumstances processes. EDI will be at the forefront of revisions made.

There is a slight indication in the student survey from a student (who requests anonymous marking) that anonymous marking may not be strictly adhered to (where possible) and warrants further investigation. In addition, a number of students have mentioned dissatisfaction with the processing of Extenuating Circumstances.

There is also an indication in the survey feedback that assessment criteria in the handbook may not be consistently used for the marking. This uncertainty may disproportionately affect disabled students, and potentially also BAME students. We have worked on ensuring this clarity in the past but this may need revisiting in the current academic year.

**Key documents/data:** Data return for ARCs (included in documentation submitted)

**9. Higher Education Staffing and Staff Development**

(a) Please provide details of the approach taken to HE staff recruitment, induction, training, professional development and performance management for members of staff involved in the delivery or support of HE provision.

The Trust has a core staff of clinician-trainers involved in the delivery of the portfolio of courses. Their teaching is supplemented by a pool of visiting lecturers whose expertise is drawn upon throughout each academic year. All staff teach according to their area of clinical expertise and academic interest. Trust staff are well qualified and experienced with many being leading contributors in their field, nationally and internationally primarily through scholarly activity; publications and conference presentations. Recently the Trust has appointed a number of associate lecturers to support teaching in specific courses or subject areas. These staff having permanent posts give greater continuity in teaching and will be used to provide more opportunities for looking at the development of programmes. As part of the Strategic Review, we are reducing the number of fractional Course Lead posts, and appoint more Associate Lecturers, instead of Visiting Lecturers. VLS will still be used where there is an academic need to draw external expertise into the learning.

To date the induction and mentoring of new teaching staff had been undertaken at course level by Course Leads and in some instances by disciplines. The Associate Dean for Learning and Teaching has been working with the Learning and Teaching Committee and the Head of Human Resources to develop standard induction activities for all new Trust staff with teaching responsibilities appropriate for their different levels of engagement.

An integral part of Trust course provision and a part of the induction of new teaching staff is the role of the course administrator in providing important administrative support and acting as a conduit for questions from staff about supporting resources.

**Staff Development and Appraisal**

All members of staff are NHS employees and as such are required to have an annual appraisal including agreeing work objectives and a personal development plan under Agenda for Change employment. As a result of guidance from the Learning and Teaching Committee and meetings between the Associate Dean for Learning and Teaching and the Head of HR, all staff who have contracts which include sessions in Education and Training are expected to have personal objectives for their development around this activity.

34 Trust staff have now been awarded Higher Education Academy (HEA) Fellowships since 2013/14. In 2020/21, four members of staff achieved the fellowship through direct application with AdvanceHE. The influence of the existing Fellows is already felt in the Trust in their activity looking at new course development, improvements to assessment and methods of programme delivery.

In order to address ongoing issues relating to equality, diversity and inclusion across education and training, a number of interventions are being implemented. This includes

- A race equality CPD programme being delivered to teaching staff once per term
- A CPD course on disability
- A CPD course on creating space to have difficult conversations
- Working with the EDI leads on decolonising curricula
- An EDI themed Learning and Teaching conference this year
- Mentoring for Black, Asian and Minority Ethnic course leads

Since 2016 the Trust has put on a one-day Learning and Teaching Conference covering aspects of the Tavistock approach to education and bringing in relevant good practice from elsewhere.

#### Peer Review of Teaching

The Trust has developed a model of peer review under the oversight of the Learning and Teaching Committee. All staff with contracts with teaching as part of them are required to be peer reviewed at least once every two years. The peer review scheme is integrated with the HEA Fellowship programme so that all those applying for recognition are required to be peer reviewed by their mentor.

The peer review process is operated within portfolios but across courses. It is a three-part process with an initial meeting which sets the context and any expectations, the review itself and a debrief and collation of learning points. The completed forms are shared with staff managers and portfolio managers to allow any good practice to be highlighted and for any common areas for development to be addressed.

### **10. Research and scholarship**

Please outline the opportunities for staff to engage in scholarly activity and details of what has been undertaken. Please explain the impact that scholarly activity and research has had on curriculum design at an institutional level.

Staff publish in a range of peer reviewed journals as well writing and editing books. Many are invited to deliver papers at significant conferences on scientific and scholarly research. The Trust itself delivers a significant conference programme of its own which is developed, reviewed and renewed annually. Some conferences are seen as opportunities for professional development for Trust staff and for alumni from the UK and international centres.

Staff research is around clinical work and the application of psychological therapies to patients. As staff are also clinicians and the courses are fundamentally about developing practitioners, any research will have a direct bearing and application to Trust courses and students.

#### **Key documents/data:**

### **11. Student Support**

Please outline the student support arrangements in place and evaluate their effectiveness. Please comment on the management of equality and diversity.

Student support is one of the key areas under review as part of the Strategic Review. The intention is to provide a more discrete, coherent student support offer rather than being a 'bolt-on' to existing staff posts.

All students are allocated a personal tutor; tutorials are offered on, at least, a termly basis but tutors are usually very flexible and will provide additional support if necessary or requested. Clinical trainees are allocated a clinical supervisor and research supervisors for their dissertation/thesis. The small group model of learning also enables students to

have close contact with staff on a regular basis; this provides the opportunity for both the group and individuals to discuss any assistance that may be required at the point of delivery. In addition, courses arrange study skills sessions designed to support students with the academic requirements of the specific programme.

Based on experience the Trust believes that most students feel they are supported effectively. In addition to set, structured and regular mechanisms to ensure that we as a training provider communicate clearly and effectively there are many contact opportunities - an unusually high number of contact hours per week with personal tutors and teaching staff, as well as available documentation course committees, annual academic year reviews and informal discussions and course-specific and Trust wide anonymous student feedback.

Another supportive mechanism employed by the Trust is the allocation of a course administrator to a course programme. They are an important resource when staff from the teaching team are unavailable and can provide information about operational issues on the courses. There is also an "Academic Hub", which is operated by the Course Administrators. The Academic Hub email address is normally the first port of call for students with enquiries, and this continued to be closely monitored and supported by the CA team during the pandemic.

All of the information which students should need is available on the Trust website or through the course pages of Moodle. Website links in the handbooks and on Moodle lead to policies and regulations as well as giving instructions around processes such as assessment, extenuating circumstances, academic appeals, complaints and research ethics. Wherever necessary links are provided to the Essex website for policies to ensure that students are getting up to date and current information. The nature of the agreement between the Trust and the University means that students cannot access on-campus sources of support other than library facilities. Trust students are also ineligible to join the Student Union at Essex. Where students require advice on matters relating to appeals or misconducts, Trust staff advise and support. Care is taken to watch for conflicts of interest and to ensure that an advisor is suitably independent.

#### Additional Needs of Students

Any students with a disability which may impact on the accessibility of the learning provision and/or their academic performance are supported in accordance with Equality Act (2010) and OfS regulations. There are two Course Administrators who act as Student Disability Liaison Officers. They advise students on getting reasonable adjustments being approved as well as making applications for Disabled Students Allowance. The policies and processes around support for students with disabilities were reviewed and implemented in 2019/20, to ensure reasonable adjustments are agreed quickly and are implemented and monitored in an appropriate manner.

To supplement situations where students are unable to get the support which they need through their academic or personal tutorials, a Student Advice and Consultation Service is available. This recognises that confidential issues can impact on students' learning experience and performance which may require a more independent source of advice and support. The service is run by members of the professional staff within the Trust and consists of up to three sessions which can include helping the student with a referral for longer term help. There is a sufficient pool of academic staff available to ensure that any student wishing to use the service is able to see someone that they do not know and who is not involved in their studies.

The Trust is concerned about equalities and the experience of minority groups involved in Trust programmes. There is now an LGBTQIA+ group, a BAME group, a Disabled group and an International group.

These groups aim to empower all students and trainees to engage with issues and to voice their experiences and thoughts, and provide peer-to-peer support. They also function as a channels for communication and feed-back between students/trainees and the Department of Education and Training. The Trust is keenly aware of the need to train mental health professionals from a diversity of backgrounds and of the need to listen to its current students and trainees from both minority and majority backgrounds in order to do this well. There are two Equality, Diversity and Inclusion Leads working with the Associate Dean for Learning and Teaching. Various strands of work are ongoing in this area including annual data reporting to compare student experience across protected characteristics and identify any patterns or concerns such as attainment gaps. The Learning and Teaching Committee also has a strong directive to support Equality, Diversity and Inclusion activities. Other initiatives in place include:

A bursary programme to increase the numbers of students on child psychotherapy training from ethnic minority backgrounds.

- A wider bursary programme to increase the number of students from ethnic minority backgrounds on Trust entry level courses and more targeted support of the development of Trust staff to increase the representation of Black, Asian and Minority Ethnic teaching staff.
- EDI leads sitting on interview panels for teaching posts. We have appointed three new Black, Asian and Minority Ethnic course leads this Academic Year.

**Key documents/data:**

**12. Student Representation and Feedback**

Please describe the arrangements in place to gain feedback from students, including course committees, student forums and representation on institutional committees. Please reflect on the outcomes of internal or external student satisfaction surveys and the actions taken to address issues raised.

Feedback is obtained via the following mechanisms:

- Course Committees
- Individual course unit/module feedback
- Annual Trust-wide Student Survey
- Student representation on Learning and Teaching Committee; and Academic Governance and Quality Assurance Committee
- Dean's Student Forum

The Trust is also currently looking to appoint its first ever student Governor.

Course Committees are held at least twice during an academic year and are serviced by each course's allocated course administrator. Students are aware of the course committee system and there is good engagement and attendance. The minutes and the actions arising feed into the annual course monitoring processes. There is an expectation that the first course committee meeting in the academic year considers the key points raised in the external examiner report(s) and that there is a discussion of the annual monitoring process. The student membership of these committees is important for both PGT and PGR students and the Trust endeavours to secure membership from students doing only research having completed any taught doctoral modules.

There are places for student representatives on the Trust AGQA committee and on the Trust Learning and Teaching Committee. Students are also invited to sit on Validation and Periodic review Panels.

For students who are representatives on course committees support is currently available from the teaching team. For representatives on Trust-wide committees each is given an induction session and an explanation about the committee and their role by one of the Associate Deans.

The Trust has focused for a number of years as to how best to formalise student engagement in quality assurance and enhancement. In 2014, following a broad ranging consultation with staff and with student groups, the Trust published its first ever Student Charter to reflect the vision and mission that the Trust's Learning and Teaching Strategy articulated. This is due to be reviewed in 2022 following the implementation of the Strategic Review.

In order to collect feedback from across Education and Training, there is also the Dean's forum which has an open invite. This is an informal event where students can come and speak to the Dean and other senior members of the Department of Education and Training. The first Forum was held in 2016 and attracted students from taught and research courses as well as those studying on site and blended programmes. These are held periodically at different times/days of the week to maximise the chances for students to attend. There is one held during Welcome Week each year. Issues from the forum are collected and shared with the wider student body through Moodle. The AGQA Unit collates any feedback which requires action and sends it to the appropriate team or committee for action to close the loop.

Since 2004-05 the Trust has conducted an institution-wide student survey exercise. This is offered to all students studying at the Trust and feeds into the annual review process at course level as well as an overview picture of student satisfaction to the executive. The survey generates both quantitative and qualitative data.

Since 2015/16 the survey has been conducted online. The questions are benchmarked against NSS and the HEA postgraduate taught and research student surveys. In addition there are some Trust-specific questions. The response rate from the most recent survey, which closed in July 2021, was 40% of eligible students.

The Trust Quality Unit produce a Trust-wide analysis and report. This is received and considered by AGQAC, the Education and Training Committee and Learning and Teaching Committee.

In response to the pandemic, the Trust has also operated a weekly feedback exercise for students to complete after each taught session. This is voluntary, and consists of three questions. Feedback in the survey suggests that the feedback loop needs attending to for this data.

#### **Student survey 2020/21 outcomes:**

Overall satisfaction is at 82% which is an overall decrease of 7 percentage points since the previous academic year. This is in line with academic years 2016/17 and 2017/18.

It is clear that the 2020/21 academic year was difficult for students. As with the rest of the sector, Trust students felt disconnected and had lost a sense of belonging both with their



peers on their course and with the wider Trust. As a result, satisfaction in almost all aspects of Trust student life has suffered.

The full impact and reach of the pandemic is not known, as in some instances it is not possible to separate out Trust performance in general from the issues caused by the pandemic. It would be very easy to absolve the Trust of responsibility in the light of these extenuating circumstances. However, the Trust is committed to taking the recommendations from the Overview Report to work up a plan of action to address these concerns.

Recommendations mostly relate to engagement, to enhance the students' feeling of belonging to the Trust, and related areas such as communication. This includes looking at engagement methods for online delivery and an enhancement of the Moodle platform.

Longer-term plans to review the workload on courses is also a recommendation from the Survey Overview Report.

**Key documents/data:**

Student Survey Overview report 2020/21

**13. Employer Engagement**

Please detail the impact and involvement of employers in the development and review of courses and the mechanisms in place for employer engagement. If courses include work placements or work-based learning, please provide details of how these are managed from an institutional perspective.

Much of the employer engagement carried out in the Trust is liaison with organisations and teams who provide placement opportunities for Trust students. In the systemic and the child psychotherapy disciplines, clinical service supervisors play a key role in the training elements of the courses and are in close contact with the Course Leads and other team members.

The Trust is often in contact with services who employ Trust graduates and supportive quotes can be found in the prospectuses. Validated courses are offered through the London Health Education England Workforce Development (LCPPD) partnership which also involves conversations with employers about their workforce needs.

The Trust will also respond to tenders for training with offers of validated provision. There is a current bid with Herefordshire County Council to provide funded places on the Professional Doctorate in advanced practice and research: social work and social care to adult social workers.

The DProf Child, Community and Educational Psychology maintains a stakeholder group, with terms of reference relating to course matters including policy issues, placement management and course developments. The membership includes employers and Principal Educational Psychologists as well as service users.

Many Trust courses include clinical placements where student gain experience of working with patients. At present the Trust is revising its Placements handbook, however each course is required to maintain its own placements-related documentation. This will include instructions to students about securing a placement, a clear statement of how the

placement is governed including where clinical risk and supervision is held and a communication with providers outline their responsibilities and input into the student's experience and progression. These documents are checked at validations and periodic review.

**Key documents/data:** Placement handbook, placement documents, PSRB reports.

**14. Baseline Regulatory Requirements**

Please outline how baseline regulatory requirements such as the CMA, OIA, FHQE, course changes and closures and the HE Code of Governance are addressed and implemented at an institutional level

The Trust has engaged with information produced by key regulatory bodies, including the OIA and OfS (previously with HEFCE), to develop and review its policies and procedures.

In addition, Trust staff have received advice and briefing from the university through the Partnership Education Committee and specific round table discussions. The latter has included discussion of CMA and its implication for HE providers with the opportunity to share good practice between Essex partner organisations.

The Trust registered with the OfS in 2020 and ensures compliance with the conditions of registration.

**Key documents/data:**

**15. Accuracy and completeness of Published Information**

Please outline the mechanisms in place to ensure the accuracy and completeness of published information, including liaison with the University of Essex.

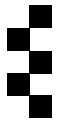
The Trust is clear that the definitive course documents are the programme specifications and course handbooks which are approved during the validation process. All published information is based on these, for example entry requirements or methods of delivery.

The Communications and Marketing Team work closely with course leads to ensure published information is correct and complete. For the last four years the Trust has published a prospectus containing its validated and self-certificated long courses. Drafts of this document have been sent to the University for approval before going to print. The Partnership manager has given useful feedback each time. The University has also passed on comments around material on the Trust's website.

The Trust engages with external bodies and the University where there is information and guidance around the advertising of higher education. Whilst the Competition and Markets Authority has published on expectations on undergraduate information, the Trust has endeavoured to ensure that the principles are applied to its publicity for its postgraduate degrees. The Trust has engaged with the University in discussions and has attended a partner's round table discussion on terms and conditions which involved the sharing of good practice.

**Key documents/data:** Trust website, prospectus

**16. Key themes for consideration over the coming academic year.**



The Trust is looking to implement and embed the outcomes of the Strategic Review over the next few academic years. It is hoped that any changes to structures and processes will deliver greater data and operational efficiency, student support services and will contribute to enhancing the student experience.

Engagement and engendering a feeling of belonging was a key theme to come out of the 2020/21 student survey and will receive attention in the 2021/22 academic year. There are a number of recommendations within the survey report which will form the basis of an action plan to take forward.