The Tavistock and Portman NHS Foundation Trust

Academic Governance and Quality Assurance Committee

Minutes of the meeting held on Tuesday 13th May 2014 at 10.00 am in the Board Room, Tavistock Clinic, 120 Belsize Lane, London NW3 5BA

Present:  A. Bryan (Chair), R. Bouckley, M. Allen, K. Partridge, N. Makinwa, K. Tanner, W. Bannister, L. Taussig, (Secretary)

Apologies:  H.S. Price, C.P. Parkinson

Action Points to be completed by 10th June 2014 unless otherwise stated –

<table>
<thead>
<tr>
<th>Action Point</th>
<th>Description</th>
<th>Responsible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP1</td>
<td>Student Representatives Academic Governance and Quality Assurance Committee: to publicise again through course Moodle pages in light of agreement to make honorarium available to representatives.</td>
<td>LT</td>
<td>To report</td>
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<tr>
<td>AP2</td>
<td>Take forward E-assessment implementation with appointment of Blended and Technology Enhanced Learning Manager</td>
<td>WB</td>
<td>July 2014</td>
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<tr>
<td>AP3</td>
<td>To publish single procedure for secure storage of student research data on Trust website</td>
<td>LT</td>
<td>To report</td>
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<tr>
<td>AP4</td>
<td>Research Ethics narrative for Educational Psychology courses: further meeting to take place between Director of Educational Psychology and Academic Governance and Quality Assurance Manager</td>
<td>LT</td>
<td>To report</td>
</tr>
<tr>
<td>AP5</td>
<td>Committee to receive draft standard Trust APEL Procedure</td>
<td>RB, PG</td>
<td>July 2014</td>
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<tr>
<td>AP6</td>
<td>Trust to withdraw from UEL Portfolio - courses accredited by former General Social Care Council and which have GSCC awards in course titles</td>
<td>LT</td>
<td>To report</td>
</tr>
<tr>
<td>AP7</td>
<td>College of Social Work endorsement for Trust courses: discussion to take place in the Trust</td>
<td>KP &amp; KT</td>
<td>To report</td>
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<tr>
<td>AP8</td>
<td>Trust to withdraw references to College of Social Work endorsement for Trust courses in the UEL PSRB schedule</td>
<td>LT</td>
<td>Done</td>
</tr>
<tr>
<td>AP9</td>
<td>Establishment of Trust Student Experience Committee: Associate Dean Academic Partnerships … and Associate Dean SAAMHS to meet to join up work of Community of Practice Working Group with that of committee</td>
<td>AB</td>
<td>To report</td>
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<tr>
<td>AP10</td>
<td>M1 Course team to address remaining recommendation of the British Psychoanalytic Council reaccreditation of the course</td>
<td>KP</td>
<td>To report</td>
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<tr>
<td>AP11</td>
<td>Dean of Postgraduate Studies to address right of reply of the Trust to accreditation and reaccreditation reports of professional and regulatory bodies relating to Trust courses.</td>
<td>MA</td>
<td>To report</td>
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<tr>
<td>AP12</td>
<td>Trust Student Charter: to undertake consultation with student representatives to endorse the Charter</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP13</td>
<td>To revise information about Student Admissions on Trust Website</td>
<td>LT</td>
<td>To report</td>
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<tr>
<td>AP14</td>
<td>Trust to draft and introduce Standard Interview template for admissions</td>
<td>AB</td>
<td>To report</td>
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<tr>
<td>AP15</td>
<td>Associate Deans CAMHS and SAAMHS to stress urgency of responding to external examiner reports to course teams</td>
<td>KT &amp; KP</td>
<td>To report</td>
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<tr>
<td>AP16</td>
<td>Corporate Brochure for Employers/corporate process for auditing information provided to employers re Trust training: meeting to take place involving Associate Director of Education and Training, Associate Dean CAMHS and Associate Dean Academic Partnerships</td>
<td>KT, WB, AB</td>
<td>To report</td>
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<tr>
<td>AP17</td>
<td>Trust Professional Suitability for Training Procedure: procedure to be posted on the Course Moodle pages of the following courses: Professional Doctorate in Child Psychoanalytic Psychotherapy; MA in Psychological Therapies with Children, Young People and Families</td>
<td>LT</td>
<td>Done</td>
</tr>
<tr>
<td>AP18</td>
<td>QAA statement on the Trust following Review for Educational Oversight submission for 2013 to be posted on training pages Trust website</td>
<td>LT</td>
<td>Done</td>
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<tr>
<td>AP19</td>
<td>MA in The Foundations of Psychodynamic Psychotherapy (D58) to nominate new external examiner</td>
<td>ML</td>
<td>To report</td>
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<tr>
<td>AP20</td>
<td>Course Variation for e-version of the Graduate Certificate in The Introduction to Counselling and Psychotherapy: course team to agree proposed amendments made by University of Essex Associate Dean Academic Partnerships</td>
<td>SH</td>
<td>To report</td>
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<tr>
<td>AP21</td>
<td>University of Essex – Tavistock Curriculum and Quality Group: to arrange rescheduled meeting by Video Conference</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP22</td>
<td>University of Essex Graduation Ceremony for Tavistock students – to ensure participation by Trust staff</td>
<td>MA</td>
<td>To report</td>
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<tr>
<td>AP24</td>
<td>Chair of committee to write to Chair of UEL’s Collaborations Monitoring Sub-committee proposing the committee draft a standard template for auditor’s to provide uniform feedback on Course REPs</td>
<td>AB</td>
<td>Done</td>
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<tr>
<td>AP25</td>
<td>Trust to undertake Scoping Survey of student placement arrangements on Trust courses</td>
<td>LT</td>
<td>To report</td>
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<tr>
<td>AP26</td>
<td>Trust Education and Training Executive to agree on courses that can be withdrawn at this juncture from the UEL, portfolio of validated Tavistock courses</td>
<td>MA</td>
<td>On agenda</td>
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<tr>
<td>AP27</td>
<td>Trust to draft statement/narrative in relation to research ethics procedures for observation component of Masters level courses</td>
<td>AB&amp;LT</td>
<td>To report</td>
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<tr>
<td>AP28</td>
<td>UEL School Restructuring: UEL Link Tutor to request Leah Netley to provide the Trust with more information.</td>
<td>HSP</td>
<td>To report</td>
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<tr>
<td>AP29</td>
<td>Student Admissions Action Plan to remain standing item on the committee’s agenda until completed</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP30</td>
<td>Student Engagement Action Plan to remain standing item on the committee’s agenda until completed</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP31</td>
<td>External Examiner Action Plan to remain standing item on the committee’s agenda until completed</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP32</td>
<td>Main Student Feedback Exercise Action Plan to remain standing item on the committee’s agenda until completed</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP33</td>
<td>Research Degrees Student Feedback Plan to remain standing item on the committee’s agenda until completed</td>
<td>RB</td>
<td>On agenda</td>
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<tr>
<td>AP34</td>
<td>Main Student Feedback Exercise 2014: committee to receive details of overall response at its next meeting</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP35</td>
<td>Review for Educational Oversight Action Plan to remain standing item on the committee’s agenda until completed</td>
<td>LT</td>
<td>On agenda</td>
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<tr>
<td>AP36</td>
<td>Course Review of Intercultural Psychodynamic Psychotherapy: course team to forward review report + other documentation to Associate Dean SAAMHs by 6th June 2014</td>
<td>KP &amp; LT</td>
<td>To report</td>
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<tr>
<td>AP37</td>
<td>Trust Student Charter: once finalised document to be posted on Trust website; on Course Moodle pages and a printed copy to be presented to each new student and those re-enrolling for 2014-15</td>
<td>LT</td>
<td>On agenda</td>
</tr>
<tr>
<td>AP38</td>
<td>Students with Disabilities: to communicate with UEL Director of Student Services re required package to access UEL services.</td>
<td>WB</td>
<td>To report</td>
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<tr>
<td>AP39</td>
<td>Review of Academic Partnerships: committee to be updated of outcome of the Review at appropriate time</td>
<td>MA</td>
<td>July 2014</td>
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<tr>
<td>AP40</td>
<td>Review of Trust Associate Centres – committee to receive update at its next meeting.</td>
<td>MA</td>
<td>On agenda</td>
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<tr>
<td>AP41</td>
<td>Revised UEL-Tavistock Academic Framework for Level 7 and Level 6 courses to be considered by the UEL Regulations Committee on 27th May 2014</td>
<td>LT</td>
<td>On agenda</td>
</tr>
<tr>
<td>AP42</td>
<td>Guidance Note on Course Modifications: revisions to be completed and revised document circulated to Course Tutors</td>
<td>LT</td>
<td>Done</td>
</tr>
<tr>
<td>AP43</td>
<td>Guidance Note Courses for course teams - Professional /Regulatory Accreditation/reaccreditation: document with rationale and agreed procedure to be circulated to course teams.</td>
<td>LT</td>
<td>Done</td>
</tr>
<tr>
<td>AP44</td>
<td>Committee to receive progress report on nominations of external examiners</td>
<td>RB</td>
<td>On agenda</td>
</tr>
<tr>
<td>AP45</td>
<td>Following UEL Collaborative Review of North Bristol NHS Foundation Trust – conditions set by Panel to be considered as part of Review of Associate Centres by Associate Dean SAAMHS</td>
<td>KP</td>
<td>To report</td>
</tr>
<tr>
<td>AP46</td>
<td>To agree date for Preparatory Meeting re UEL Collaborative Review of Northern School of Child and Adolescent Psychotherapy in 2014-15</td>
<td>NM &amp; NW</td>
<td>To report</td>
</tr>
<tr>
<td>AP47</td>
<td>Application to change title of current PG Diploma in Applied Systemic Theory to be submitted to UEL Validation &amp; Review Sub-committee</td>
<td>LT</td>
<td>Done</td>
</tr>
<tr>
<td>AP48</td>
<td>Course eD12 Course Variation – to note concern of committee about course still being heavily assessed.</td>
<td>SH</td>
<td>To report</td>
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</table>
1. Minutes of the Previous Meeting

The committee approved the minutes of 8th April 2014.

2. Matters Arising

To note any such matters as arising from the last meeting of the committee.

2.1 Student Representative Academic Governance and Quality Assurance Committee (ref. 2.1)

The Academic Governance and Quality Assurance Committee reported that the wish to approach the four students currently involved with the Post Portfolio Review Project Working Groups had not materialised. An attempt would now be made to approach the whole student body to seek representatives for both University of East London and University of Essex courses noting that a honorarium was available for the task.

AP1: to circulate these particular details to the student body

2.2 Development of E-assessment – meeting of reconstituted Working Group (ref. 2.2)

The Associate Director of Education and Training clarified that this task would be subsumed within the Blended and Technology Enhanced Learning Group and the Group would pick up what had been progressed so far.

It was noted that new manager for Blended and Technology Enhanced Learning, Simon Kear would be joining the Trust in early July and would lead the group’s work.

The committee received as an additional paper – Office User Policy – drafted by the Trust Head of IT as to how students would gain access to and the terms of use for research students.

Microsoft Office 365 was the solution of choice. This is a Cloud based software subscription solution that provides access to documents, emails, calendars, contacts, and team sites.

Training in its use was to be provided by the respective department.

The Associate Director of Education and Training was keen for members to indicate that the policy does all it need to do? The University of Essex Academic Partnerships Manager had indicated prior to the meeting that she was satisfied with the Policy. It was agreed to seek Chair’s Action subsequent to the meeting with any comments to be sent to the secretary.

AP2: members to forward any comments and Chair’s Action to be taken.

2.3 Single Trust Procedure – secure storage student research data: implementation of procedure (ref. 2.3)

The Academic Governance and Quality Assurance Manager reported that the single Trust procedure would be posted on the Trust website.

AP3: to post document on Trust website.

2.4 Narrative relating to research ethic procedure in an educational setting (for educational psychology students) (ref. 2.5)

The Academic Governance and Quality Assurance Manager reported that the Course Director for Educational Psychology had reported on a recent discussion with the SEEL Consortium about procedures being followed by other courses delivered by members of the consortium.

The committee however felt the course team had still not addressed the task they had asked the course team to fulfil.
It was agreed that a further meeting between the Director Educational Psychology and himself was necessary.
**AP4:** further meeting to take place to clarify what the original task was.

### 2.5 Standard Trust Accreditation of Prior Learning Procedure (ref.2.6)

The committee noted that it would receive this draft paper at its July 2014 meeting.
**AP5:** committee to receive paper in July

### 2.6 Withdrawal of Courses with former General Social Care Council professional accreditation (ref. 2.8)

The Academic Governance and Quality Assurance Manager reported that the meeting had taken place and it had been agreed which courses needed to be withdrawn with UEL. The meeting had been additionally valuable in highlighting that the timeline for students eligible for the GSCC award in the MA in Advanced Social Work was different from the other courses that had had GSCC accreditation.
**AP6:** to withdraw courses with GSCC in the title.

### 2.7 College of Social work endorsement for Trust Courses (ref. 2.8)

The Associate Dean SAAMHS reported that she wanted to meet with Professor Andrew Cooper to talk about this. The Associate Dean CAMHS expressed the view that there needed to be wider discussion amongst relevant staff in the Trust.
**AP7:** wider discussion to take place over case for and against College of Social Work endorsement.

The Academic Governance and Quality Assurance Manager noted that he would withdraw the current references to the College of Social Work for several Trust courses on the UEL Professional and Statutory Body Register.
**AP8:** to withdraw courses from UEL PRSB register

### 2.8 Guidance Note on Application for a Course Modification (ref. 2.9)

The committee noted that this item was on the agenda (**see** 18).

### 2.9 Student Admissions – meeting Associate Dean Academic Partnerships…, Associate Director of Education and Training and Academic Governance and Quality Assurance Manager (ref. 2.11)

The Academic Governance and Quality Assurance Manager reported that the meeting would take place once the additional information about admissions and about the admissions policy in particular had been posted on the Trust website.

### 2.10 Establishment of Student Experience Committee – Collaboration with deliberations of Project Working Groups: Community of Practice; Shared Teaching and Flexible Learning (ref. 2.14)

The committee noted that the Associate Dean Academic Partnerships… and Associate Dean SAAMHS would be meeting on 14th May to discuss this task.
**AP9:** meeting to take place.
2.11 **Students with Disabilities – Revised Trust Procedure (ref.2.25)**

The committee noted that this item was on the agenda (see 11).

2.12 **British Psychoanalytic Council re-accreditation of Psychoanalytic Psychotherapy Course (M1) (ref.2.16)**

It was agreed that the Associate Dean SAAMHS would contact the course team.

**AP10**: Associate Dean to elicit update from course team.

2.13 **British Psychoanalytic Council re-accreditation of Psychoanalytic Psychotherapy Course (M1) (ref.2.17)**

The Dean of Postgraduate Studies apologised that he had not yet completed the task of establishing that the Trust had the right to reply to reports drafted and subsequently published about Trust courses by professional and regulatory bodies. He would endeavour to complete this for the June meeting.

**AP11**: Dean to complete this task.

2.14 **Guidance Note on Protocol for Course Teams seeking Professional Body Accreditation (ref. 2.18)**

The committee noted that this item was on the agenda (see 19).

2.15 **Trust Student Charter (ref. 2.20)**

The Academic Governance and Quality Assurance Manager reported that he had tried to elicit feedback from the four student representatives sitting on the two Project Working Groups but this had not been successful. The committee agreed that the next step was to request student representatives on the following courses to provide feedback on the Student Charter: MA in Strategic Leadership & Management (M26); MA in Psychoanalytic Observational Studies (M7), Postgraduate Certificate in Postgraduate Certificate Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice (D24) and the MA in Consultation and the Organisation (D10). Hopefully, as a result this would be a good enough sample response to be sufficiently representative of student views.

**AP12**: to consult with student representatives on listed courses.

2.16 **Student Admissions information on Trust website (ref.2.21)**

The Academic Governance and Quality Assurance Manager reported that he had not yet completed this task.

**AP13**: task to be completed.

2.17 **Drafting of Standard Student Interview template (ref. 2.22)**

The Chair noted some progress in that she had reviewed a number of current templates and identified what the standard template should be populated with. The next step was to meet with the Associate Dean SAAMHS to finalise the template.

**AP14**: meeting to take place

2.18 **Student Induction Day – reintroduction of common events for all new students (ref. 2.23)**

It was confirmed that the Education and Training Executive would endeavour to deliver as much on this in September 2014 as was feasible.
2.19 Outstanding course team responses to external examiner reports (ref.2.24)

The Associate Deans CAMHS and SAAMHS reported that they had undertaken some follow up. They agreed to chase up further.
AP15: to follow-up with course teams.

2.20 Meeting re Corporate Brochure for Employers (ref. 2.25)

There was a wide ranging discussion of this matter especially as staff who had been involved in the drafting of the brochure a few months earlier had not been present at the immediate previous meetings of the committee when it had been discussed.

The primary question asked was what was the purpose of the brochure? Was it addressing the real concern that had been initially raised by the QAA following the initial Review for Educational (REO) Oversight Visit? Members present thought that it was best to take it back to the drawing board.

It was noted that the QAA REO desirable recommendation had been about the accuracy and completeness of information provided to employers.

It was noted that the current document as a marketing brochure was very useful. But did it address what the QAA had been advising us.

The question was raised as why we thought about the brochure?

The point was also made – and clearly stated at an earlier juncture by the Trust Director of Corporate Affairs and Facilities as to what information could be provided to employers about students in the context of the Data Protection Act. In this context, the Associate Director of Education and Training pointed out that under the CPDD contract such feedback was provided because the students are funded - - and the feedback was around – does the student attend? How are they progressing?

The UEL Quality Manager Collaborations emphasised that the knub of what was being asked for was a Trust mechanism for communicating with employers.

The Chair stressed that we should look at the brochure again.

The desirable recommendation made by the QAA had been that the Trust establish a corporate process for auditing information provided to employers about training.

It was agreed that there needed to be a meeting involving the Associate Director of education and training, the associate Dean CAMHS and the associate Dean to establish what the task was.
AP16: meeting to be arranged

2.21 To send details of QAA documentation that had led to drafting of Brochure to UEL Head of Quality Assurance and Enhancement (ref.2.26)

This was picked up under the previous matter arising.
2.22 Trust Professional Suitability for Training Procedure (ref. 3)

The committee noted that the approved procedure had been published on the Trust website and circulated to course teams.

From the student perspective in particular, the committee agreed that the procedure should be posted on the course Moodle pages of the *Professional Doctorate in Child Psychoanalytic Psychotherapy* and the *MA /PG Dip in Psychological Therapies with Children Young People and Families*.

AP17: procedure to be posted on the respective Course Moodle pages

2.23 Student Engagement Action Plan (ref. 4)

The committee noted that this item was on the agenda (see 4).

2.23 Main Trust Student Feedback Exercise 2013 (ref. 5.1)

The committee noted that this item was on the agenda (see 5.1).

2.24 Research Degrees Student Feedback Exercise 2013 (ref. 5.2)

The committee noted that this item was on the agenda (see 5.2).

2.25 Trust Action Plan - External Examiner Reports 2011-12 (ref. 6)

The committee noted that this item was on the agenda (see 5).

2.26 Outcome of Quality Assurance Agency Review for Educational Oversight (REO) Annual Monitoring and (ref. 7)

It was agreed that the Academic Governance and Quality Assurance Manager would ensure that the statement was posted on Web training pages.

AP18: to post statement on Web pages.

2.27 Trust Review for Educational Oversight Action Plan (ref. 7)

The committee noted that this item was on the agenda (see 8).

2.28 Institutional Review of Tavistock Partnership (ref.8.1)

The committee noted that this item was on the agenda (see 22.1).

2.29 Annual Review 2012-13 of e-version Graduate Certificate in The Introduction to Counselling and Psychotherapy (eD12) and the MA/PG Dip/PG Cert in the Foundations of Psychodynamic Psychotherapy London and Leeds (NSCAP) (D58,D58L) (ref. 8.2)

It was noted that the Trust had received feedback from the university: there was nothing highlighted in the three reports that required immediate follow-up. Progress on actions identified within the reports will be reported through the Curriculum and Quality Group.
2.30 **Research Programme Review 2012-13 of the Doctorate in Child, Community and Educational Psychology (M4) and Doctorate in Child and Educational Psychology (M5) (ref. 8.3)**

It was noted that the Trust had received feedback from the university: the Graduate School only provide feedback if there are concerns and none had been raised. Furthermore, there were no comments from the Associate Dean of Academic Partnerships who had also reviewed the reports. The ongoing progress of the courses will be monitored through the Curriculum and Quality Group meetings.

2.31 **Nomination of new external examiner for MA/PG Dip/PG Cert in The Foundations of Psychodynamic Psychotherapy (ref. 8.4)**

It was noted that the university had not yet received a nomination.

AP19: course team to forward nomination to the university.

2.32 **Graduate Certificate in The Introduction to Counselling and Psychotherapy E-version - Application for Course Variation (ref.8.5)**

The committee noted that feedback had been provided to the eD12 Course Tutor on the course variation form. The university was awaiting confirmation that the changes being proposed by the university were accepted by the course team. If so, the university will then formally approve the course variation.

AP20: course team to respond to university’s suggestions

2.33 **Essex-Tavistock Curriculum and Quality Group (ref.8.7)**

It was noted that the Trust needed to provide some dates for a re-scheduled meeting of this Group. The meeting would be held by Video Conference.

AP21: rescheduled meeting to be arranged.

2.34 **University Graduation Ceremony 2014 (ref. 8.8)**

It was noted that the Graduation Ceremony for Tavistock students will be held on Tuesday 15 July at 1.00pm. It had been previously noted and was thus reiterated that the Trust should ensure as many appropriate staff as possible attended the Ceremony.

AP22: a number of Trust staff to attend Ceremony.

2.35 **University of East London Collaborations Monitoring Sub-committee Audit of Tavistock REP 2013: Briefing for 2014 exercise (ref. 10)**

The committee noted that the Associate Dean Academic Partnerships would be convening an Academic Tutors Forum in early September to brief and prepare staff for the 2014 REP exercise and especially approaches to recording staff development in learning and teaching and Action Plans, as well as agreeing the task of interpreting student characteristics data.

AP23: Academic Tutors Forum dedicated to REP 2014 to be arranged in due course

2.36 **University of East London Collaborations Monitoring Sub-committee Audit of Tavistock REP 2013: proposed feedback template (ref. 10)**

The Chair reported that she had written via the Servicing Officer to the Chair of the university’s Collaborations Monitoring Sub-committee proposing that the university draft an auditor’s template which provides an opportunity for good practice to be noted as well as concerns and areas for development.

AP24: Trust to await response to proposal re template.
2.37 Trust Placement Management Policy – Scoping Survey (ref. 12)

The Academic Governance and Quality Assurance Manager reported that he had not yet undertaken the agreed scoping survey.
AP25: survey to be undertaken.

2.38 External Examiner Nominations for UEL, Essex and Middlesex courses (ref. 14)

The committee noted that this item was on the agenda (see 20).

2.39 Courses to be withdrawn from UEL portfolio (ref. 14)

It was agreed the courses would be agreed by the Education & Training Executive as soon as possible.
AP26: list of courses to be agreed.

2.40 Research Ethics procedure re Observation component of validated Masters level courses (ref. 15.4)

The Chair reported that the Associate Dean CAMNHS and herself were drafting a narrative to address this issue which subsequently would be forwarded to UEL.
AP27: narrative to be completed.

2.41 UEL Schools Restructuring especially current school of Law and Social Sciences (ref.15.10)

Through Link Tutor, Heather Price, Trust to be provided with more details about the proposed restructuring.
AP28: Trust to receive details

ITEMS FOR NOTING AND APPROVAL – to item 12

3. Student Admissions Action Plan

The committee received and considered the Action Plan. Refer Appendix 1.

The committee noted that the agreement for there to be a standard interview template was as already noted being progressed by the Associate Dean Academic Partnerships and the Associate Dean SAAMHS.

The additional information on admissions to be included on the Web pages at the pre-application stage still needed to completed.
AP29 : work on additional information to be progressed

4. Student Engagement Action Plan

The committee received and considered the Action Plan. Refer Appendix 2.

It reiterated the earlier noted action points –

That student involvement in the drafting of a final Student Charter still needed to be completed;
Also, the work of the post Portfolio review Working Groups and the establishment of a Trust Student Experience Committee needed to be joined-up.

The other task that needed to be progressed was the enhancement work around student representatives: training; information available at the beginning of academic year 2014-15 for student representatives.

AP30: all three items/tasks noted above to be completed.

5. **External Examiners Action Plan**

The committee received and considered the Action Plan. Refer Appendix 3.

The Academic Governance and Quality Assurance Manager reported that the following items were still to be fully addressed:

- Publishing of a statement on common criteria for double marking and verification.
- When looking at links between courses and the Trust-wide ‘intellectual climate’ to consider creating an in-house publication to publish high-quality work that is being produced by students at all levels.

AP31: items to be addressed so that Action Plan can be signed off

6.1 **Main Trust Student Feedback Survey 2013 Action Plan**

The committee received and considered the current Action Plan. Refer Appendix 4.

The committee noted that it would soon receive as an outcome of the 2014 exercise qualitative feedback from the student body on the new structure of course handbooks, the Trust website, IT facilities and classroom and audio-visual facilities.

The Academic Governance and Quality Assurance Manager noted the item on the quality of feedback to students on assessed work that the Trust would undertake a review following the feedback provided in June 2014.

AP32: Action Plan to remain standing item until completed

6.2 **Research Degrees Student Feedback Survey 2013 Action Plan**

The committee received and considered the Action Plan. Refer Appendix 5.

The Chair referred to the planned training of supervisors and updating guidance information to Directors of Studies on approval of research ethics.

Re action item 7 it was noted that the information systems tracker would be part of the delivery of the ITC Project managed by the Directorate of Education and Training.

On Research Ethics, the Chair reported on meetings with UEL and with NOCLOR – and a revised flow chart re route(s) for approval – and students making use of the services of NOCLOR. There were plans for training in the autumn term for Directors of Studies and students on gaining research ethics approval. The Dean of Postgraduate studies congratulated the Chair in role as Associate Dean Academic Partnerships, Governance and Quality and the Trust Quality Assurance Officer for these important developments.

The Trust was also addressing revising our version of the Research Degrees regulations. This initially would be considered by the Tavistock School Research Degrees Sub-committee and then by the Academic Governance and Quality Assurance Committee.
The Chair also reported on planned changes to the current Course Registration Boards – their terms of reference and membership – possible new title *Course Review and Application Group* as nothing being actually registered only recommended.

Finally, for either the June or July meeting of this committee there would be a Research Degrees Enhancement Paper set in the context of the UK Quality Code chapter B11 – Research Degrees.

**AP33:** Action Plan to remain standing item until completed.

7. **Proposal for Main Trust Student Feedback Survey 2014**

The committee received and noted a proposal including the generic feedback form. Refer Appendix 6, Appendix 7.

The key points contained in the proposal were –

- Students to be given the opportunity to complete the generic form in seminar time;
- The formal ‘window’ for the exercise this year was between 6th and 16th May 2014;
- The Head of Trust Informatics had agreed that his department would create the database;

The committee considered the much changed generic form. The primary driver for change had been to align with the Higher Education Academy’s *Postgraduate Taught Experience Survey* (PTES). In percentage terms, the form was now about 70% identical to the 2014 PTES but with 30% still rooted in the Trust context. The latter was particularly true of the following sections: Application/Transfer of Knowledge and Skills to the Workplace; Resources and Services supporting students; Equal Opportunities and the Overview of Experience as a student.

The initial feedback from a couple of courses was that students were finding it easier and quicker to complete and there was still a good balance of quantitative and qualitative questions.

A progress report on the response would be received at the next meeting.

**AP34:** committee to receive progress report at next meeting

Under this item, there was some discussion about student data and the quality of Trust data in this area.

8. **Review for Educational Oversight Action Plan**

The committee received and consider the Action Plan. Refer Appendix 8.

Quite a number of the actions within this Plan had already been considered under the agenda items devoted to Student Admissions and Student Engagement Action Plans.

The Plan would remain a standing item on the agenda until this phase of the development completed.

**AP35:** Action Plan to remain standing item until completed.
9. **Course Review of Intercultural Psychodynamic Psychotherapy (Course D59I)**

The committee noted the process and the timeline involved. Refer Appendix 9.

The Academic Governance and Quality Assurance Manager reported that the process of Course Review had been in existence for over five years. The thinking behind it was to review every five years long duration Trust courses that were not validated by an awarding body and so not subject to external scrutiny. To review – for example – current aims versus original aims; marketability; changes to curriculum; planned developments.

The Trust template had been provided to members: the Academic Governance and Quality Assurance Manager invited members to make any revisions or additions to the template for future use.

However, the current process and template was for the course team to complete and forward to the Associate Dean SAAMHS by Friday 6th June.

If the Associate Dean SAAMHS were satisfied with the submission, her report and the submitted documentation could be received and considered by the committee at its meeting on 8th July.

The committee noted that the last Course Review was for the escalator course.

The Chair endorsed the idea of a regular cycle of review. The Dean of Postgraduate Studies was uncertain whether a five year interval was often enough?

The committee noted that the annual Review and Enhancement Process fulfilled a regular monitoring process for university-validated courses. But some of the long duration Trust courses not validated had not recently participated in REP. The committee was of the view that they should be engaged in an annual Review and Enhancement as well as the five yearly Course Review. The Course REP pro-forma could be adapted for this purpose and also utilised for purposes of professional and regulatory body accreditation and reaccreditation.

**AP36:** course team to forward report to Associate Dean by 6th June; committee to receive this report together with that of the Associate Dean at July 2014 meeting. And Academic Governance and Quality Assurance Manager to create a REP pro-forma for the Trust long duration courses not validated by an awarding body.

10. **Trust Student Charter**

The committee received a progress report. Over and above the agreement reached under Matters Arising to elicit comments and views from student representatives on a select number of courses, the committee agreed that once the Charter was finalised and published both on the Trust Website and Course Moodle pages, each new student enrolling for academic year 2014-15 and those re-enrolling should receive a printed copy of the Charter.

**AP37:** Charter to be made available to student body as noted.

11. **Students with Disabilities**

To receive a progress report on the implementation of the Action Plan. Refer Appendix 10a & b

The Associate Director of Education and Training clarified that the aim was to review the existing Trust Policy on Students with Disabilities. That policy had been reviewed a few months ago by the Trust Lead on Students with Disabilities and himself.
In relation to section 6.8 of the Policy ‘Admission of students’ the UEL Quality Manager Collaborations asked who is doing the exploratory work as to whether reasonable adjustments can be made for an individual student? The Associate Dean CAMHS asked what is the risk if we cannot meet the student’s requirements? This might lead to a complaint to Equalities Commission. There was a view amongst members present that there needed to be more co-ordination in this area including the role of the course administrator in student admissions and such as the course team interviewing a student with a declared disability letting the trust lead know.

This led to a broader discussion as to how the standard interview template would include a section on disability- the interview was the earliest point at which a decision could be made re the disability.

The UEL Quality Manager Collaborations advised that the Trust view the UK Quality Code re expectations and indicators of sound practice – to ensure that the Trust policy was appropriate and robust.

The committee was being asked to agree the items on the Action Plan, Appendix 10b. Some members wondered whether at this time they were achievable? There was our capacity versus ambition?

This led to a discussion of possible support from UEL. It had been pointed out at the recent Joint Manager’s meeting that if a collaborative partner paid a supplement they could access certain UEL resources. The view was that the Trust should do so and be in communication with UEL’s Director of Student Services to this effect.

**AP38:** communication with UEL

**12. Academic Tutors Forum**

To note details of the next forum.

*There was insufficient time to discuss this item.*

**ITEMS FOR DETAILED DISCUSSION – to item 20**

**13. Review of Academic Partnerships**

The committee received and noted details of the review being undertaken. Refer Appendix 11.

The Dean of Postgraduate Studies spoke to this item. The task was of paramount importance, the very big picture of our training venture, and the review had arisen out of the publication of Our Ambitions’ (the Trust’s Learning and Teaching Strategy), the Portfolio Review of Training undertaken by HEA Associates in 2013, the plan for Internationalization and the whole matter of Intellectual Leadership within the Trust.

There were practical considerations driving the Review, too, such as the five-year current formal Memorandum of Understanding with the University of Essex coming to an end this year – and so the very important issue of what would happen with the current Essex validated courses?

The review was being conducted in the round. The Trust had written to its existing academic partners and had set out the agenda for the Review. In addition, the Trust was exploring
potentially new partnerships. All this was with a view to coming to a conclusion before the summer recess. It was a difficult process. The Dean stressed that he could not make too much of the enormity and magnitude of the task.

The UEL Quality Manager Collaborations asked whether this was just a paperbase exercise? Would there be further dialogue? The Dean of Postgraduate Studies responded that there would be conversations and discussions during the exercise and these would be duly recorded and acknowledged.

Obviously, the committee would be informed of all key developments and decisions.

**AP39:** committee to be updated at appropriate time.

14. **Portfolio Review of Trust Training**

The committee received a report on the work of the Project Working Groups established to address some of the recommendations of the Portfolio Review Report. In particular, how they relate to ‘Our Ambitions’ - the Trust’s Learning and Teaching Strategy.

The Associate Dean SAAMHS explained that the deliberations of the Community of Practice were connected to the culture of the Tavistock: what it is like to be a learner here; the experience of the individual student.

The Community of Practice Group had given much time to consider Induction Events provided by the Trust for students.

15. **Review of Trust Associate Centres**

The committee received a progress report on the arrangement of site visits and the template to be used to assist with recording the details of these visits. **Refer Appendix 12**

The committee noted visits to Scotland and to Maidstone, Kent, happening in the next couple of weeks.

**Secretary’s Note:** subsequent to the meeting it was decided that reviews of the centres of delivery in Italy would be undertaken at the Tavistock Clinic when staff from the centres were attending course field assessment boards held here in July.

**AP40:** committee to be updated of progress at next meeting.

16. **Annual Review of Course Handbooks**

To receive and consider feedback and reflection on the changes made to the structure and content of handbooks for academic year 2013-14.

*This item was deferred to the June meeting of the committee.*

17. **Academic Framework with UEL**

The committee received and noted a revised academic framework submitted for approval by the University of East London Regulations Committee. **Refer Appendix 13**.

The Academic Governance and Quality Assurance Manager noted that the original driver to revise the framework had arisen from the pending validation of a Level 6 Graduate Certificate/Graduate Diploma and thus for the Framework to accommodate Level 6 Higher Education Qualification provision.
However, the opportunity had been taken for the attached revised Framework to address the following too:

- to accommodate the new Tavistock academic term structure from 2014-15, specifically two eleven week autumn and spring terms and a five week summer term replacing the current three ten-week terms;

- to amend Tavistock use of academic terminology: the current unit to become a module; the current course to become programme;

- to introduce additional assessment points in order that on courses (programmes) offering ‘short fat modules’ in future – progression and resubmission would not be delayed by there be only one assessment point during the course of an academic year;

Following consultation with and advice from several staff in UEL’s Quality Assurance and Enhancement Unit – the specific regulations for Level 6 where equivalency could be established – were integrated into the document alongside or following Level 7 provision rather than as a separate section.

The award classification for Level 6 was that as advised by UEL Quality Assurance staff and predicated on the undergraduate section of the current UEL Part 3 Modular Regulations of the General Manual of Regulations;

The Trust would be seeking exemption for the number of opportunities a student had for resubmission and the maximum registration of study;

The revised Framework had been forwarded to UEL for consideration by its Regulations Committee on 27th May.

AP41: Regulations Committee to consider revised framework.

18. Guidance Note on Course Modifications

The committee received and considered the draft Guidance Note. Refer Appendix 14.

The Academic Governance and Quality Assurance Manager apologised that there had been some delay in drafting the note and the accompanying pro-forma/template.

The essential background was that over recent years a number of proposed modifications for UEL validated courses that could be approved by the Academic Governance and Quality Assurance Committee as a UEL School Quality Standing Committee had not been clearly presented and it was difficult for members without in-depth knowledge of the course to quickly grasp what the nature and type of modification was being proposed.

The Guidance Note was intended to

- define what constituted a modification;
- what level of modification could and could not be considered by the Trust committee;
- the procedure to be followed in applying for a modification to be considered by the Trust committee;
- the information to be presented in making such an application.

The Associate Director of Education and Training highlighted that the meaning of the 25% should be made clearer. The UEL Quality Manager Collaborations suggested the template for
application make clearer that the course team note the additional information accompanying
the basic proposal.

Once these points had been addressed, the Guidance Note = template would be circulated to
course teams
AP42: once revised to circulate to course teams.

19. Guidance for courses proposing to apply for accreditation or reaccreditation
by a professional or regulatory body

The committee received and considered the draft concise Guidance Note. Refer Appendix 15.

The rationale behind this was to provide a structure and line of accountability within the Trust
training structures for those courses seeking professional accreditation or reaccreditation.
Recent instances had indicated that such processes sometimes operated ‘outside’ of the
training management structures and more specifically the Trust Dean of Postgraduate Studies
as lead for the Trust Education and Training Executive was clear that the Trust should have
the ‘right to reply’ to a report published by a professional or regulatory body about a training
course delivered under the aegis of the Trust.

The draft document was a kind of protocol; it defined what the task was for those responsible
for the executive management of Trust training, and the procedure that needed to be followed
re accreditation and re-accreditation.

The committee approved the tasks that were required to be addressed in relation to any
professional accreditation or reaccreditation and the procedure proposed within the
Document.
AP43: approved procedure to be circulated to all course teams.

20. Nomination of External Examiners for UEL, Essex and Middlesex courses

The committee received an update. Refer Appendix 16.

The Trust Quality Assurance Officer reported that although the nomination form was
incomplete, the committee was being asked in principle with Chair’s Action to follow to
approve the nomination of Franca Tani as the Italian speaking external examiner for the
Psychoanalytic Observational Studies course (M7) and the Infant Mental Health course (M9).
The committee noted the lack of experience in external examining of the nominee and it was
proposed that the current examiner, Fiorella Monti, being asked to serve as a mentor over a
period of time.
AP44: to progress nominations of new external examiners


21.1 UEL-Tavistock School Research Degrees Sub-committee

To receive a report on the current business of the Sub-committee.

There was insufficient time to consider this item.

21.2 Trust Research Ethics Committee

To receive a report on the current business of the Committee.

There was insufficient time to consider this item.
21.3 **Course Validations and Revalidations 2013-14**

To receive a progress report in relation to the validation of the following –

- Post Graduate Certificate in young people and adult mental health: multidisciplinary practice (D24a);
- MA: From Safeguarding to Permanence – Psychodynamic & Systemic Therapeutic Practice with Children in Complex Settings(M22);
- Graduate Certificate/Diploma in The emotional care of babies, children, young people and families: developing skills and knowledge (EC1);
- MA/PG Dip in Infant Mental Health delivery in Belfast (M9);
- the revalidation of the MA in Consultation and the Organisation(D10)

**Appendix 17**

*There was insufficient time to consider this item.*

21.4 **Collaborative Review of North Bristol NHS Foundation Trust**

The committee received a brief report on the outcome of the Collaborative Review that was held on 14th March 2014. Refer Appendix 18.

The Trust Quality Assurance Officer reported that the Collaborative Event had gone well. The Panel had set two conditions which had been met and had also highlighted that UEL offer more support to the students in Bristol.

It was noted that in terms of the Trust Review of Associate Centres, the Associate Dean SAAMHS who was undertaking the review visit was aware of the Centres’ response to the conditions of re-approval arising out of the Collaborative Review.

**AP45:** Associate Dean to liaise with Centre staff re meeting of conditions for reapproval.

21.5 **Collaborative Review of Northern School of Child and Adolescent Psychotherapy 2014-2015**

To note the preparatory meeting taking place in summer term 2014. The UEL Quality Manager Collaborations reported that NSCAP and UEL had yet to agree a mutually convenient date.

It was noted as part of the Trust Review of Associate Centres that the Chair of the committee was visiting NSCAP on 6th June.

**AP46:** to agree date for preparatory meeting.

21.6 **Extraordinary Review of Birmingham Trust for Psychoanalytic Psychotherapy**

To receive an update in relation to the condition and the recommendations set by the Review Panel.

*There was insufficient time to consider this item.*

21.7 **Course Withdrawals from UEL Portfolio**

To receive an update.
21.8 Change of Course title – current PG Dip in Applied Systemic Theory

The committee received and noted the application. Refer Appendix 19.

It was clarified that students enrolling on the course from October 2014 would receive their award with the new title if approved by UEL’s validation & review sub-committee. AP47: application to be forwarded to UEL Validation & Review Sub-committee

21.9 Learning and Teaching Committee

To receive an update.

There was insufficient time to consider this item.

21.10 Any Other Business

22. University of Essex Business

22.1 Institutional Review of Tavistock Partnership Action Plan

To receive and consider the Action Plan. Appendix 20

There was insufficient time to consider this item.

22.2 Doctorate in Child and Educational Psychology Research Programme Review 2012-13

To receive and note. Appendix 21

There was insufficient time to consider this item.

22.3 eD12 – Graduate Certificate in The introduction to Counselling and Psychotherapy Course Variation

The committee received and noted details of the Course Variation application. Refer Appendix 22

There was a concern that the assessment load needed to be reduced even further than that being proposed.

It was agreed to approach the Course Tutor about this. AP48: to approach the Course Tutor

22.4 Doctorate in Child, Community and Educational Psychology: The British Psychological Society Partnership Visit

To receive and note details of the Visit in 2015. Appendix 23

There was insufficient time to consider this item.

22.5 Any Other Business
23. **Trust Quality Business**

To note and consider any particular business of the CAMHS and SAAMHS Training Committees.

24. **Any Other Business**

25. **Date of Next Meeting**

The next meeting of the committee will take place on **Tuesday 10th June 2014** at **10.00 a.m.** in the **Room 337**.