

SEN14D022

Title: Proposed New Institutional Partnership – Royal Marsden School
Authors: Mr Laurence Daly, Partnerships Office
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A proposed new institutional partnership to validate degrees at Royal Marsden School, London.

Senate is asked to:

endorse the recommendation made by the Learning and Teaching Committee at its meeting on 28 January (minute 86) that the Royal Marsden School be approved as a partner institution of the University for a period of up to five years commencing September 2015 subject to following requirements and recommendations as set out in Appendix C of the attached report.

Resource Implications

Cost and time involved in supporting the approval process. Ongoing costs (mainly fixed costs: staff time) in managing and monitoring the partnership and supporting academic and support staff at RMS.

Risk Implications

Risks identified as part of the Institutional Approval process.

Equality and Diversity

There are no equality and diversity implications.

Further Information

Mr Laurence Daly
Senior Partnerships Manager, LTS
01603 592779
l.daly@uea.ac.uk

Attachments

Appendix 1 - RMS Institutional Approval Report

University of East Anglia

Report of the Institutional Approval of the Royal Marsden School 13 January 2015

1. Introduction and Background

- 1.1 An institutional review Panel met at the Royal Marsden School (RMS) on 13 January 2015 to consider the approval of the School as a partner institution of the University of East Anglia (UEA). Membership of the Institutional Approval Panel is shown in Appendix A.
- 1.2 The Panel met with a range of School staff and a group of students from a range of programmes at the School (as listed in Appendix B). Separate meetings took place with the Chief Nurse of the Royal Marsden NHS Foundation Trust, academic staff and NHS commissioners, administrative staff and students.
- 1.3 Discussions were informed by a supporting statement from the Head of the School and an Initial Assessment Checklist produced by the Partnerships Office during a two day visit to the School in October 2014, accompanied by a range of supporting documentation.

2. Summary of Discussions

Tour of Facilities

- 2.1 The Panel was provided with a tour of teaching and learning facilities including teaching rooms, the Knowledge Resource Centre, refectory and the academic and administrative offices.

During the tour, and in discussions with the Chief Nurse as detailed below, the Panel noted that the structure of the building offered limited access to people with a physical disability. It was explained that students were employed in practice which required them to be physically able. However, if for some reason an occasion were to arise which required it, the School would make arrangements for teaching to take place in an accessible room.

Nevertheless, the School agreed that the situation was not ideal and had plans in place for the development and improvement of physical access to teaching and learning facilities and of the Knowledge Resource Centre, for completion in 2015.

Requirement 2:

Provide details of the School's plans for the development and improvement of physical teaching and learning facilities (including access), with a timetable for implementation.

School Vision, Strategy and Proposed Collaboration with UEA

- 2.2 The Panel met Dr Shelley Dolan, Trust Chief Nurse and discussed the School's place within the Trust, the strategic vision of the School and the proposed collaboration with UEA. The Panel heard that since the establishment of the School the vision had been to provide expert clinical preparation education that was current and research orientated. The Royal Marsden Trust Board considered the School to be a strategic gem and it was recognised as a quality provider of education.
- 2.3 In terms of the five year plan for the School the Panel noted that the School planned to grow both numbers of staff and students, and diversify the provision to include other long term conditions and workforce development priorities. Part of this growth would need to include the development of the School's facilities, whilst maintaining the close geographical location to the hospital, which was essential for the clinically led pedagogy of the School. The Chief Nurse stated that these plans would be complete in 2015.

- 2.4 When asked about the proposed collaboration with UEA, the Panel heard from the Chief Nurse that she hoped that the relationship would foster a framework and philosophy that allowed the School some autonomy and flexibility to grow and develop the School and its provision, whilst meeting UEA requirements.
- 2.5 The Panel noted that that the Head of School was in the process of updating the Learning and Teaching Strategy.

Requirement 5:

Develop a Higher Education Learning and Teaching Strategy that reflects the HE ethos of the School and the plans for staff development activity in this area.

Academic Governance and Quality Assurance and Enhancement

- 2.5 The Panel was interested to understand the School's structures for the oversight of academic governance and quality assurance and enhancement. The Panel noted the role of the Programme Board which included consideration of student module evaluation and management information, membership of which included student representatives, and which reported to the School Board. The Panel noted that the newly established Quality Group would be taking responsibility for the consideration and sign off of policies, procedures and curriculum development documents, but that the newly established group had not yet met. The current structure of the School did not identify one person with overall responsibility for the oversight of academic standards and quality.

Requirement 3:

Confirm arrangements for the designation of, and role description for, the person at the School with responsibility for the oversight of academic standards and quality in relation to UEA-validated programmes.

- 2.6 The Panel noted the ways in which feedback was provided to students on actions taken in response to issues raised by them, which included a quarterly produced newsletter, Module Leader feedback to students in classes and an annual update via Moodle. Students confirmed to the Panel that they were able to raise any concerns or issues with staff if and when necessary.
- 2.7 With respect to the transition from the School's current awarding body to UEA validated provision, the Panel noted that once institutional approval had been confirmed by UEA, there would be further work in relation to the confirmation and approval of UEA-informed regulations, policies and procedures for use from September 2015. During the Panel meeting with students there was some discussion around the proposed changes to validated provision and the plans for students currently studying for St. Georges University of London awards, however more detailed information for current students would be agreed and provided in due course.

Requirement 1:

Agree with UEA Partnerships Office an action plan and timetable:

- i) for working with UEA to map and develop relevant UEA Royal Marsden regulations, policies and procedures for approval by the UEA Learning and Teaching Committee at or before its 24 June 2015 meeting, for implementation at Royal Marsden School from September 2015; and*
 - ii) for the transition of students to UEA- validated provision, including a communication plan.*
- 2.8 Following discussion with academic and administrative staff around knowledge of the QAA Quality Code for Higher Education, the Panel noted that the Partnerships Office would be supporting the School with its engagement with the Quality Code, as it had for all of its partner institutions. The order in which the chapters would be addressed would be agreed with the

School in light of particular priorities such as the introduction of the new website which relates to Part C: Information about Higher Education.

Requirement 6:

Working to an agreed schedule and with the support of the UEA Partnerships Office, engage all staff in the mapping of UEA approved School practice, policies and procedures to the QAA Quality Code for Higher Education to demonstrate compliance and inform enhancement.

Learning Resources and Online Provision

- 2.9 Following the tour of learning resources the Panel had a further opportunity to discuss the provision of IT and learning resources with all staff and students. Both staff and students confirmed that the Knowledge Resource Centre staff were supportive and helpful in guiding them to access physical and electronic learning resources. The Knowledge Resource Manager was an active member of the teaching team, regularly supporting students' group research activities and introducing module learning resources to students at the commencement of modules.
- 2.10 The Panel noted the range of learning resources available to staff and students through the NHS network, Institute for Cancer Research and through their current awarding body partner, which students confirmed met their needs. The Panel also noted that the proposed move to UEA validated provision would mean a reduction in access to some of the currently available e-resources.

Requirement 4:

Complete a resource gap analysis to establish what additional electronic resources for teaching and learning will need to be acquired before the transition from St Georges to UEA-validated provision.

- 2.11 With respect to access to IT facilities the Panel heard that the Head of School was currently in discussion with the Trust Director of IT with regard to the establishment of a revised service level agreement to improve the School IT infrastructure for staff and students.
- 2.12 The Panel received a demonstration of the School's virtual learning environment, Moodle, which included the structure and documentation associated with taught, blended and online modules. A demonstration of the Turnitin system followed and covered; the process for the submission of assignments, online marking, online feedback on assignments, plagiarism detection, and External Examiners' online access for the purpose of sampling student work. The Panel noted that the School was in the process of trialling an online student application process.
- 2.13 The Panel was interested to learn more about the delivery of blended and online learning modules. The Panel heard that there were currently five blended and three completely online modules being delivered by the School and this provision had been developed to: (a) meet the needs of the students, who were working as practitioners whilst studying part-time, who did not necessarily live or work in close proximity to the School; (b) to meet the requirements of the commissioners and purchasers, who were seeking flexibility in educational provision to minimise impact of education on clinical settings. The small module group sizes enabled tutors to provide individual support to students online or via telephone support. Student engagement in technology-enhanced modules was actively monitored, with tutors contacting students who were not actively engaging in the activities and forums, specifically designed for these modules. The School's e-Learning Forum was an important group which enabled staff to reflect on the ways in which students were accessing learning and teaching resources, the requirements of the Trust and the development of e-learning within the School.

Staff Development

- 2.14 The Panel was keen to explore the induction process at the School and staff development opportunities. The Panel noted the thorough, structured and detailed induction for staff which included face to face and e-learning induction programmes covering the requirements of the Trust and the School, as described by a new member of staff. Professional development opportunities and networks were available to staff through the Trust, with the appraisal system being the tool used to identify developmental needs of the staff. The School had a dedicated Staff Development Fund available and all staff were encouraged and supported to continue their professional development. Twice yearly in-house School development 'Away Days' are provided for all staff in the School, arranged and/or facilitated by the Head of School; the academic team have an additional (third) 'Away Day' to meet together and engage in development activities related to teaching and learning.

Academic staff attend a monthly 'Teaching Circle' which enables sharing and discussion of pedagogy and scholarly activity related to teaching and learning.

Collaboration with the Commissioners and Patient and Public Involvement

- 2.15 The Panel was pleased to be able to meet two commissioner representatives who were able to describe the collaborative and positive relationship between the School and the organisations they represented. Commissioners commented on the School's ability to offer clinically based and educationally current programmes which met the needs of the workforce, and patient care. Commissioners were increasingly looking for Clinical Nurse Specialists in cancer care to be educated to Masters level and this provision was being successfully delivered by the School. The specialist nature of the School enabled them to be flexible and responsive in meeting the delivery needs of the commissioners through short courses and study days. The Panel noted that the School benefited from the formal and informal close working relationship with the commissioners by their input into curriculum development.

Commendation 1:

The customer service focus of the School which met the needs of students and stakeholders, including commissioners and purchasers.

Commendation 2:

The curriculum currency of the programmes which was targeted to meet workforce and patient care needs.

- 2.16 With respect to the involvement of patients and public in the programmes the School undertook annual consultations with stakeholders to ask for feedback on the provision, and patients were directly involved in some aspects of programme delivery and had input into curriculum development. However, the Head of School confirmed that there were plans to further develop patient and public involvement in recruitment processes and assessment. The establishment of the Clinical Advisory Group would offer a more formalised approach to ensure equity of patient involvement across all modules.

Recommendation 2:

Further develop the current plans for patient and public involvement in all aspects of the School's work, including curriculum development and teaching and learning.

Student Experience

- 2.17 The Panel met with students from a range of programmes at the School and explored a number of issues including student support, student engagement and the impact of their studies on their practice. The Panel heard that students received excellent academic and pastoral support from their tutors, administrative staff and library staff, all of whom were easily accessible. The Panel

noted that the students considered the lecturers to be motivated and clinically relevant, and had up to date knowledge and skills which meant students were receiving quality teaching and learning. All students were able to comment on the positive impact of their studies on their practice which had helped to raise their knowledge and confidence in the treatment of patients and had helped to develop a consistent and improved level of practice. Students also commented on the flexible nature of the School which enabled them to study in a way that suited them and that fitted around work and other commitments.

Commendation 3:

The use of clinically credible teaching staff with input from clinical experts and current practitioners from the Royal Marsden and other Trusts and the quality of the teaching as confirmed by students.

Commendation 4:

The supportive environment, personal learning experience and pastoral care provided to students by programme module leaders, library staff and administrative staff at the School.

- 2.18 The Head of School confirmed that although the current practice for academic and pastoral support appeared to be working to support students, there were plans to improve this by re-introducing the formalised Academic Tutor System and this was supported by the Panel.

Recommendation 1:

Re-introduce the academic tutor system.

- 2.19 The Panel was interested to understand whether the School had reliable information on graduate career destinations and the current level of engagement with School alumni. Staff confirmed that they did have anecdotal knowledge of students' career progression, especially for those graduates employed by the Royal Marsden Trust, and that engagement with alumni had been progressed to some extent but that further developments were required in this area.

Recommendation 3:

Continue to develop the plans for engagement with School alumni.

3. Summary of Conclusions

- 3.1 The Institutional Approval Panel resolved to recommend to the Senate of the University of East Anglia that the Royal Marsden School be approved as a partner institution of the University for a period of up to five years commencing September 2015, subject to the following requirements and recommendations. The action plan is included in Appendix C.

3.2 Requirements:

- 3.2.1 Agree with UEA Partnerships Office an action plan and timetable:
- i) for working with UEA to map and develop relevant UEA Royal Marsden regulations, policies and procedures for approval by the UEA Learning and Teaching Committee at or before its 24 June 2015 meeting, for implementation at Royal Marsden School from September 2015; and
 - ii) for the transition of students to UEA- validated provision, including a communication plan.
- 3.2.2 Provide details of the School's plans for the development and improvement of physical teaching and learning facilities (including access), with a timetable for implementation.
- 3.2.3 Confirm arrangements for the designation of, and role description for, the person at the School with responsibility for the oversight of academic standards and quality in relation to UEA-validated programmes.

- 3.2.4 Complete a resource gap analysis to establish what additional electronic resources for teaching and learning will need to be acquired before the transition from St Georges to UEA-validated provision.
- 3.2.5 Develop a Higher Education Learning and Teaching Strategy that reflects the HE ethos of the School and the plans for staff development activity in this area.
- 3.2.6 Working to an agreed schedule and with the support of the UEA Partnerships Office, engage all staff in the mapping of UEA approved School practice, policies and procedures to the QAA Quality Code for Higher Education to demonstrate compliance and inform enhancement.

3.3 Recommendations:

- 3.3.1 Re-introduce the academic tutor system.
- 3.3.2 Further develop the current plans for patient and public involvement in all aspects of the School's work, including curriculum development and teaching and learning.
- 3.3.3 Continue to develop the plans for engagement with School alumni.

3.4 Commendations

The review Panel commended the School on:

- 3.4.1 The customer service focus of the School which met the needs of students and stakeholders, including commissioners and purchasers.
- 3.4.2 The curriculum currency of the programmes which was targeted to meet workforce and patient care needs.
- 3.4.3 The use of clinically credible teaching staff with input from clinical experts and current practitioners from the Royal Marsden and other Trusts and the quality of the teaching as confirmed by students.
- 3.4.4 The supportive environment, personal learning experience and pastoral care provided to students by programme module leaders, library staff and administrative staff at the School.

3.5 Deadline for responses to recommendations

Responses to the recommendations should be submitted to the Secretary to the Institutional Approval Panel by 30 June 2015, for consideration by the Panel Chair.

Panel Membership

Professor Ian Dewing, Academic Director of Partnerships, UEA (Chair)

Ms Celia Moran, Director of Academic Quality and Partnerships, University of Bradford
(External Panel Member)

Professor Nicola Spalding, Deputy Head of School of Health Sciences, UEA

Mr Nicholas Lewis, Library Director, UEA

Mrs Sally Walker, Head of Partnerships, UEA

Mr Laurence Daly, Senior Partnerships Manager, UEA

Dr Cathy Wilson, Head of the Royal Marsden School (Internal Panel Member)

Mr Miles Ripley, Student Representative, BSc Cancer Care, Royal Marsden School

Mrs Hannah Jackson, Partnerships Manager, UEA (Secretary)

Members of School Staff Involved in Discussions with the Panel

Dr Shelley Dolan, Chief Nurse, Royal Marsden Trust

Academic and Commissioning Staff

Mr Mick Coughlan, Programme Leader (BSc)

Ms Helen Foulser, Lecturer Practitioner

Dr Richard Hatchett, Deputy Head of School and interim Programme Leader (MSc)

Ms Helene Hibbert, Lecturer Practitioner

Ms Trish Hughes, Lead Cancer Nurse, St Georges Healthcare NHS Trust

Ms Kath Malhotra, Lecturer Practitioner

Dr Barry Quinn, Assistant Chief Nurse, Macmillan Lead Nurse in Cancer and Palliative Care, Chelsea and Westminster NHS Foundation Trust

Ms Pearly Thomas, Lecturer Practitioner

Dr Richard Towers, Lecturer Practitioner

Ms Alex West-Oram, Programme Leader (Bespoke Education)

Administrative Staff:

Ms Claire Blyghton, Academic Administrator

Ms Olivia Bolger, PA to Head of School

Ms Ann Carroll, Administration Manager

Mr Atiq Hussain, Academic Assistant and Moodle Administrator

Mr Paul Mincher, Project Manager

Ms Giselle Rambaran, Administration Supervisor

Mr Dale Russell, Knowledge Resource Manager

Mr Gary Etchell, Programme Administrator/PA to Programme Leaders

Mr Neil Pearson, Library Assistant

Vacant Posts: Business Manager and Marketing Administrator

Students Involved in Discussions with the Panel:

Ms Amelyn Cajucom (BSc Cancer Care)

Ms Susan Couper-Sutherland (BSc Cancer Care)

Ms Ruth Hall (Graduate Diploma in Cancer Care)

Ms Concepta Jackson (MSc Healthcare Practice (Advanced Practice in Clinical Cancer Care))

Mr Adiola Katandika (BSc Cancer Care)

Dr Natalie Pattison (Physical Assessment module, Level 7, stand alone)

Ms Heather Rohan (BSc Cancer Care)

Ms Cate Simmons (BSc Cancer Care)

Ms Jane Smeeth (Graduate Diploma in Cancer Care)

**Institutional Approval Outcomes Action Plan
The Royal Marsden School
13 January 2015**

The Institutional Approval Panel resolved to recommend to the Senate of the University of East Anglia that the Royal Marsden School be approved as a partner institution of the University for a period of up to five years commencing September 2015 subject to the following requirements and recommendations.

Outcomes				School Response
Type	No	Details	Deadline	
REQ	1.	<p>Agree with UEA Partnerships Office an action plan and timetable:</p> <p style="padding-left: 40px;">iii) for working with UEA to map and develop relevant UEA Royal Marsden regulations, policies and procedures for approval by the UEA Learning and Teaching Committee at or before its 24 June 2015 meeting, for implementation at Royal Marsden School from September 2015; and</p> <p style="padding-left: 40px;">iv) for the transition of students to UEA- validated provision, including a communication plan.</p>	27 February 2015	
REQ	2.	Provide details of the School's plans for the development and improvement of physical teaching and learning facilities (including access), with a timetable for implementation.	27 February 2015	
REQ	3.	Confirm arrangements for the designation of, and role description for, the person at the School with responsibility for the oversight of academic standards and quality in relation to UEA-validated programmes.	30 June 2015	

* Outcome Types: Con (Condition) – must be completed before institutional approval can be confirmed
Req (Requirement) - must be completed by given deadline
Rec (Recommendation) – must be responded to by given deadline

Appendix C

REQ	4.	Complete a resource gap analysis to establish what additional electronic resources for teaching and learning will need to be acquired before the transition from St Georges to UEA-validated provision.	30 June 2015	
REQ	5.	Develop a Higher Education Learning and Teaching Strategy that reflects the HE ethos of the School and the plans for staff development activity in this area.	31 December 2015	
REQ	6.	Working to an agreed schedule and with the support of the UEA Partnerships Office, engage all staff in the mapping of UEA approved School practice, policies and procedures to the QAA Quality Code for Higher Education to demonstrate compliance and inform enhancement	31 July 2016	
REC	1.	Re-introduce the academic tutor system.	Respond by 30 June 2015	
REC	2.	Further develop the current plans for patient and public involvement in all aspects of the School's work, including curriculum development and teaching and learning.	Respond by 30 June 2015	
REC	3.	Continue to develop the plans for engagement with School alumni.	Respond by 30 June 2015	

* Outcome Types: Con (Condition) – must be completed before institutional approval can be confirmed
Req (Requirement) - must be completed by given deadline
Rec (Recommendation) – must be responded to by given deadline