

Institute of Psychiatry King's College London

Education Strategy, 2011-2016¹

1. Introduction

The Institute of Psychiatry (IoP) is one of the world's leading postgraduate teaching and research centres in mental health related sciences. It currently offers a range of postgraduate taught programmes, postgraduate research opportunities, and numerous bespoke short courses. The Institute is part of King's College London (KCL) which is among the top 25 universities in the world (*QS World University Rankings 2010*), ranks among Europe's foremost research universities, and itself is the largest centre for the education of healthcare professionals in Europe.

This strategy outlines the Institute's position and priorities in relation to education over the next five years. The overall aim is to enhance our education provision to ensure that it attracts the very best students nationally and internationally, draws upon our research excellence, and is at the cutting edge in content and delivery, enabling graduates to achieve their potential and to contribute to society.

2. Background/Context

The strategy is set against a turbulent and challenging global and national higher education context. Globalisation has seen increasing internationalisation within the HE sector and an associated increased competition from existing and new players across the world.

On a national level, HE has witnessed substantial changes in recent years, particularly in the area of funding and with the introduction of student fees. Furthermore, the climate of higher education has seen students become increasingly discerning in their selection of an institution for study, as well as having higher expectations of their student experience. With increased undergraduate fees, postgraduate students will only become more discerning. An increasingly diverse student body and the role of technology in transforming the way that we live and learn are also impacting significantly on the development and delivery of higher education.

As a member of the Russell Group of Universities, King's enjoys a strong position in both the national and international market. In the 2006-2016 Strategic Plan, King's articulates its 'robust plan for strengthening the College's position as a world-class

¹ Undergraduate medical education and academic psychiatry are strategic priorities for the Institute of Psychiatry. The former is delivered by the School of Medicine and, therefore, primary strategic responsibility for undergraduate medicine lies with that School. Strategy pertaining to medical education and academic psychiatry can be found at: www.maudsleytraining.com

institution over the next 10 years so that King's establishes itself as one of the world's leading universities'. The IoP's Education Strategy is informed by and articulates with this key document, as well as with the refreshed Investing in Strength, KCL, Strategic review for 2011-2016, the recently approved College strategies in relation to Teaching, Learning and Assessment, Technology Enhanced Learning and Internationalisation, the Student Charter, and the College paper on the Student Voice of 2009.

Additionally, this strategy is contextualised within the development of King's Health Partners (KHP); a unique collaboration between King's College London, Guy's and St Thomas', King's College Hospital and South London and Maudsley (SLaM) NHS Foundation Trusts. KHP has worked to create one of the UK's largest Academic Health Sciences Centres (AHSC) which integrates world-leading research, teaching and clinical service in order to deliver enhanced patient care. Thus, the AHSC's Education and Training Strategy and associated structures, the Education Academy and the education and training element of the Clinical Academic Groups, have relevance to this strategy. Similarly, the NIHR Biomedical Research Centre in Mental Health (KCL IoP and SLaM) and the Biomedical Research Unit in Dementia, (KCL IoP in partnership with SLaM and King's College Hospital NHS Foundation Trust), have integrated research, teaching and enhanced healthcare objectives and have bearing on the position and priorities articulated within this document.

Finally, while the current context of Higher Education is challenging, it also presents exciting opportunities. King's is a world leader in the globalised environment of higher education and the IoP is one of the world's foremost centres for mental health related sciences. At the heart of King's mission is providing value to society, and education is a considerable force for self and social change. Globalisation affords us the opportunity to contribute to, drive and lead in area of education as it pertains to mental health related sciences. It is the aim of this strategy to set this direction of travel and to initiate progress toward achieving this ambition.

3. Education at the IoP: Key Distinguishing Features

As well as students of the IoP being equipped with the knowledge and skills of the King's graduate (Teaching, Learning and Assessment Strategy, KCL, June 2011), the educational environment of the Institute is distinctive. Consequently, it offers students a unique educational experience almost unrivalled in the world. These distinguishing features are as follows:

- 3.1 The IoP is Europe's top and the world's second most cited institution² for psychiatry, psychology, neuroscience and mental health.
- 3.2 The IoP provides a truly interdisciplinary context for research, education and clinical practice, with teams of researchers working at the cutting edge of science and translating that work into education and the enhancement of clinical care.
- 3.3 The IoP comprises a high proportion of the world's leading experts in psychiatry, psychology, and neuroscience. Students are able to network with the international leaders in their field and have the

² After Harvard which achieves the most citations (add reference and date of access)

opportunity to attend a wide range of symposia, workshops and conferences as part of their studies.

- 3.4 The formation of King's Health Partners, the Academic Health Sciences Centre and the Clinical Academic Groups, as well as strong partnerships with industry and healthcare organisations, enables the rich integration of academic and clinical practice.
- 3.5 The IoP's unique, historical relationship and co-location with the world-famous Maudsley Hospital, part of the SLaM NHS Foundation Trust and one of the largest mental health providers in Europe, offers unrivalled opportunities for students in clinical training as well as access to clinical populations for research.
- 3.6 The IoP has a long standing and strong ethos of contributing to society through enhancing patient care, advancing science, and sharing and disseminating knowledge and skills through education.
- 3.7 Students are an integral part of a rich community of scholars who produce world-leading basic and translational research. Additionally, students are part of the larger King's community and the city of London which offers many different opportunities, both academic and social.
- 3.8 The IoP is currently an exclusively postgraduate environment tailored to the needs of advanced study.

4. Strategic Priorities

This strategy was developed through a process of internal review, focussed discussion, and consultation, leading to the formulation of the following strategic priorities:

- 4.1 Provide world-leading postgraduate education in psychiatry, psychology, neuroscience and mental health related disciplines through the integration of world-leading research and clinical practice with teaching and learning opportunities*
 - i. To develop a robust portfolio of high-quality programmes that are strategically relevant, financially viable, sustainable, and aligned with the IoP's clinical and research strengths
 - ii. To use appropriate, innovative, and stimulating approaches to curriculum design, and teaching, learning and assessment methodologies
 - iii. To work with key partners to deliver our strategic intentions in relation to education and contribute proactively to relevant national and international initiatives
 - iv. To provide postgraduate research students with access to appropriate levels of supervision and guidance

- v. To afford students access to appropriate education support, both academic and non-academic
- vi. To engage in robust evaluation of educational programmes, including the undertaking of pedagogic research
- vii. To foster a student culture of knowledge exchange and sharing built upon the interdisciplinary context of the IoP's world-leading research
- viii. To create opportunities for students to achieve both the specialist training associated with their specific programme of study as well as relevant transferable skills
- ix. To provide students with appropriate, contemporary and innovative research methods training so that they are able to themselves lead and contribute to the development of knowledge
- x. To work with the College to develop a vision for enhancing teaching and learning spaces on the Denmark Hill campus
- xi. To be open to exploring new education initiatives proactively and responsively in relation to the fast-changing global, national and local context

4.2 Enable all students who have the potential to benefit from studying at the IoP to have the opportunity to do so, irrespective of background

- i. To increase further the quality of our intake with respect to both postgraduate taught programmes and postgraduate research opportunities
- ii. To explore the possibility of scholarships to enable students with potential to access education at the Institute in cases of financial hardship
- iii. To work with the College to enhance the admissions process to enable students with the greatest ability and potential to benefit from studying at the Institute and to access learning opportunities, irrespective of social and economic background

4.3 Engender in students a strong commitment to 'service to society' in line with King's mission and the IoP's philanthropic legacy

- i. To encourage an approach which views education as a transformational experience, resulting in personal and professional individual change.
- ii. To promote the translation of research excellence into clinical practice and service enhancement through education
- iii. To foster a compassionate community and high ethical standards in line with King's mission
- iv. To encourage life-long relationships with students as alumni of the College

4.4 Foster a culture of excellence in all staff responsible for delivering and supporting education through encouraging their personal and professional development

- i. To provide appropriate personal and professional development opportunities for new faculty and new professional services staff and to support their engagement in these opportunities
- ii. To encourage and support faculty to undertake relevant and appropriate courses offered by the King's Learning Institute
- iii. To encourage and support the active participation of faculty in the College's peer support scheme
- iv. To embed education into mentoring and appraisal processes, as appropriate, tailored to the individual faculty member's needs
- v. To encourage and support professional services staff supporting education to engage in relevant development opportunities
- vi. To embed the administration of education into mentoring and appraisal processes, as appropriate, tailored to the individual professional services member's needs

4.5 Promote effective and enabling educational leadership and structures that support educational enhancement

- i. To establish, communicate, and operate a clear governance structure for education
- ii. To ensure that governance enables both the maintenance of academic standards and quality, as well as the enhancement of provision
- iii. To foster the development of excellence and educational leadership in faculty and professional services staff as appropriate
- iv. To provide appropriate and relevant education support to enable the development, management and maintenance of world-class education

4.6 Enhance the student learning experience through the use of new technologies

- i. To increase the use of technology enhanced learning where appropriate in line with the College's strategy and benchmarks
- ii. To ensure that pedagogy drives the use of technology, and that the use of technology for learning is underpinned by scholarship and evaluation
- iii. To review the impact of new technologies on the student experience
- iv. To encourage faculty and professional services staff to undertake development opportunities in this area

4.7 Harness the benefits of the IoP's international and world-leading position for students

- i. To increase the number and quality of international students in order to further enhance our diverse community
- ii. To promote the development of internationally relevant curricula, incorporating a global perspective wherever appropriate
- iii. To develop sustainable programmes using appropriate pedagogy which are aligned to global needs in mental health related science and associated practice
- iv. To make available appropriate academic and pastoral support for international students
- v. To focus and enhance the Institute's international marketing strategy

4.8 Support the articulation of the student voice

- i. To foster a culture of partnership between staff and students, acknowledging that students are a valuable resource in all aspects of the education process
- ii. To engage with and support the work of the College and KCLSU in enhancing student participation and representation in matters of importance to students
- iii. To gather student feedback regularly and to respond to that feedback in a timely and appropriate manner