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## Performance review process report

Goldsmiths, University of London, 2021-2023

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### Executive summary

This is a report of the process to review the performance of Goldsmiths, University of London. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have:

- Reviewed the institution’s portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Recommended when the institution should next be reviewed.

Through this assessment, we have noted:

- The embedding of the revised standards of proficiency. We asked the education provider to detail the process they used to acknowledge and embed the revised standards. They responded with a detailed description of the process used and the stages involved.
- The ongoing development and embedding of the SOP related to digital skills and new technology (6.5). Has been reviewed and how this has been developed in the review period.
- The provider should next engage with monitoring in 3 years, the 2026-27 academic year, because:
  - This allows sufficient time for the education provider to reflect and work on our two recommendations for review. This also allows time for the education providers' ongoing curriculum development review to be completed and reflected on.

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<b>Previous consideration</b>	Not applicable. The performance review process was not referred from another process.
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<b>Decision</b>	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"> <li>• when the education provider’s next engagement with the performance review process should be</li> <li>• whether issues identified for referral through this review should be reviewed, and if so how</li> </ul>
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## Next steps

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### Outline next steps / future case work with the provider:

- Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 academic year
  - Subject to the Panel's decision, we will undertake further investigations as per section 5.
  - We shall continue to work with the education provider on the ongoing focused review. This was not referred from this process but opened alongside. This looks at the education providers approach and management of suitable staffing levels.
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## Section 1: About this assessment

### About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing approval.

### Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

### Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

### The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:

- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see,

rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

This report focuses on the assessment of the self-reflective portfolio and evidence.

### **Thematic areas reviewed**

We normally focus on the following areas:

- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

### **How we make our decisions**

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

### **The assessment panel for this review**

We appointed the following panel members to support a review of this education provider:

Elaine Streeter	Lead visitor, Arts therapist, Music therapy
Lucy Myers	Lead visitor, Speech and language therapist
Prisha Shah	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer
Jonathan Isserow	Advisory visitor, Arts therapist, Arts therapist

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require

profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we appointed an advisory visitor to help with the assessment of the portfolio.

## Section 2: About the education provider

### The education provider context

The education provider currently delivers 1 HCPC-approved programme across 1 profession. It is a Higher Education Institution and has been running HCPC approved programmes since 2002. The education provider previously ran an arts therapy post graduate diploma programme on both a full and part time basis. But this programme closed in 2005.

### Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2002

### Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes<sup>1</sup>.

Data Point	Benchmark	Value	Date of data point	Commentary
Numbers of learners	70	23	2023-24	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through

<sup>1</sup> An explanation of the data we use, and how we use this data, is available [here](#)

				<p>previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission.</p> <p>The education provider is recruiting learners below the benchmark.</p> <p>We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their assessment and their ongoing monitoring recommendation.</p> <p>The education provider has since detailed how learner numbers have not recovered to their highest pre-covid level. They anticipate that learner numbers will remain stable at this new lower number</p>
Learner non continuation	3%	1%	2020-21	<p>This Higher Education Statistics Agency (HESA) data was sourced from data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has been maintained.</p> <p>We explored this by making the visitors aware of this</p>

				<p>ahead of their review. The visitors factored this into their assessment and their ongoing monitoring recommendation.</p>
<p>Outcomes for those who complete programmes</p>	<p>93%</p>	<p>98%</p>	<p>2020-21</p>	<p>This HESA data was sourced from a data delivery . This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 6%.</p> <p>We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their assessment and their ongoing monitoring recommendation</p>
<p>Learner satisfaction</p>	<p>79.5%</p>	<p>71.1%</p>	<p>2023</p>	<p>This National Student Survey (NSS) positivity score data was sourced at the summary level. This means the data is the provider-level public data.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point (2022 data), the education provider's performance has dropped by 8%.</p> <p>We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their</p>



				assessment and their ongoing monitoring recommendation.
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### Section 3: Performance analysis and quality themes

#### Portfolio submission

The education provider was asked to provide a self-reflective portfolio submission covering the broad topics referenced in the [thematic areas reviewed](#) section of this report.

The education provider’s self-reflection was focused on challenges, developments, and successes related to each thematic area. They also supplied data, supporting evidence and information.

#### Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their portfolio. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider was performing well against our standards.

#### Quality theme 1 – The embedding of the revised standards of proficiency (SOPs)

**Area for further exploration:** The visitors noted that the information available regarding the internal portfolio review exercise. But did not find information or reflections that an internal SOPs review or audit process had taken place to make these changes. It is important that we ensure the education provider has understood and embedded the revised SOPs. We therefore chose to explore this further to ensure that all SOPs have been embedded into the programme.

**Quality activities agreed to explore the theme further:** We chose to explore this by requesting the education respond with either a documentary submission and / or a narrative response. We determined that this was the best way to do this as it gave the education provider the freedom to respond in their own word or use existing documentation / mapping that may be available.

**Outcomes of exploration:** The education provider responded by detailed their institutional-level response to the revised Standards of Proficiency. This response involved a three-stage process. Firstly, an autumn term review to assess changes and strategies. Secondly, the development of a formal document to guide integration of revisions in learning outcomes, placement preparation, teaching methodologies, and staff CPD, and a curriculum review and approval process. Thirdly, revisions to the curriculum, informed by the previous two stages.

This was first reviewed at the departmental level before being presented to the school-level academic board and stakeholders committee for feedback from learners, service users, placement partners, and the Head of the Department.

The education provider has also detailed how and where adjustments were made to align them with the revised standards. This includes changes to their learning outcomes such as the outcome that asks learners to recognise and reflect on the importance of an understanding of the cultural, ecological, social, political, and organisational contexts of clinical work.

The visitors have welcomed the education provider expansion in this area. They found this to detail and demonstrate how the education provider has acknowledged and worked to embed the revised standards. They have clearly detailed the three-stage process to embed these, and the visitors have no further concerns for this area.

## Section 4: Findings

This section provides information summarising the visitors' findings for each portfolio area, focusing on the approach or approaches taken, developments, what this means for performance, and why. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

### Overall findings on performance

#### Quality theme: Institution self-reflection

#### **Findings of the assessment panel:**

- **Resourcing, including financial stability –**
  - The education provider had reflected on how they are navigating a challenging environment. This is similar to much of the higher education sector. After implementing a Recovery Programme to address past issues, the education provider has assured the Office for Students of its sustainable position for 2023-24. The education provider states that they are now embarking on a new transformation programme to achieve efficiencies across the institution. While this will involve some adjustments to the module portfolio, the Art Psychotherapy programmes remain robust.
  - The education providers reflected that over the past two years, they have invested in the Art Psychotherapy staff team by increasing contracts and hiring new staff, resulting in a well-resourced team of over 5 full-time equivalents. This investment reflects the specific teaching needs and strong recruitment in this area. They are now considering expanding learner numbers to accommodate the high volume of satisfactory applications. They reflect that this would support future sustainability amid financial challenges in the wider sector. Additionally, a new ceramics studio will be available for learners in 2024, addressing previous challenges with the old studio.
  - The education provider has also detailed that whilst their aspiration is to return to their pre-pandemic learner numbers, they expect their

learner numbers to remain stable at their current number for the foreseeable future.

- The visitors noted the positive developments in this area including the investment in new resources and plans to increase the number of learners. The visitors found the education provider to be performing satisfactorily in this area.
- **Partnerships with other organisations –**
  - The education provider has detailed how their programme actively collaborates with 18 NHS foundation trusts and approximately 66 non-statutory organisations that serve vulnerable adults and children. The placement team dedicates significant effort to relational work and stays current with developments across varied settings. They detailed how they have between 70 and 90 live partnerships at any one time.
  - The education provider discussed how they have yearly reviews with stakeholders to ensure that interests and registration details remain up to date, reflecting their capacity to continue partnerships. Their strategy prioritises maintaining high practice standards, transparency, and review within each setting to meet the needs of clients, settings, trainees, and supervisors.
  - The visitors found the education provider reflections to be detailed and to inform them on the ongoing developments in establishing new partnerships. The visitors found the education provider to be performing satisfactorily in this area.
- **Academic quality –**
  - The education provider reflected that their module evaluation process, which includes a feedback mechanism for learners, was paused in 2022-23 due to the development of the TEF submission. This has since resumed in academic year 2023-24. They have also discussed their Departmental Development Plan (DDP) which uses data on attainment, continuation, and graduate employment to set clear actions for improvement.
  - The education provider has discussed how their programmes have transitioned from a 5-year Periodic Programme Review (PPR) to a more in-depth curriculum review process as part of the college portfolio review, led by their programme convener. This process was delayed for the art psychotherapy programme due to staff capacity issues but is ongoing in 2023-24.
  - The education provider received a bronze rating for the TEF 2023 and has a ten-year action plan to achieve Gold by 2033. Challenges such as industrial action and college restructuring have impacted learner ratings that feed into TEF. However, they have in place an action plan, which draws on reflections and consultations from across the institution and presents an opportunity for improvement.
  - At the programme level, the COVID-19 pandemic interrupted the cyclical review process. The education provider reflects that they are regaining their rhythm and are considering feedback from the DDP, External Examiner Reports, and Student Feedback in Plenaries. Staff changes and the pandemic posed challenges to the review cycle. The department's decision to offer permanent contracts has enabled better planning and response to needs.

- They reflected that another challenge is the learners' desire to teach more without additional time or resources. The upcoming curriculum review process aims to address this challenge and ensure the programme remains relevant, balanced, and well-paced.
- The visitors noted the education provider development in this area including details of how learner feedback is acted upon. Additionally, they recognised how the education provider has responded to several challenges over the review period that have disrupted normal monitoring. This includes the COVID-19 pandemic and bouts of staff absence. They have persevered through these challenges and are working to move to a more balanced and stable approach going forward. The visitors were satisfied with the education provider performance in this area.
- **Placement quality –**
  - The education provider reflected on how their art Psychotherapy team has allocated workload hours to a qualified art therapist to coordinate placements, ensuring they meet required standards and sector-specific assessments. This coordination involves setting up placement agreements and liaising with legal and governance departments. However, they also discussed how relying on one individual (the coordinator) within the placement team for this role presents challenges, especially when they need time off or have other commitments. The placement coordinator works closely with the programme convener and the head of the department to address any issues, often involving other college departments and stakeholders.
  - They reflected that the pandemic significantly altered the placement landscape, with many NHS and Education placement supervisors leaving their posts or being too stretched to offer placements. This led to fewer available placements and delays in learners starting their placements. To adapt, the education provider reduced the number of full-time places and increased part-time offers, allowing learners to study theory online in their first year while developing robust placements for the subsequent year. An online placement forum was also created to support placement supervisors and foster a community.
  - The education provider discussed how their investment in the placement team has enabled the development of new placements and the ability to discontinue those that do not meet requirements. An extension supervision group was established to mitigate delays in placements, ensuring learners have the opportunity to meet required competencies. Regular events are planned to engage art therapists in the field, and the placement reporting system is being reviewed to reduce supervisors' workload while ensuring timely communication of concerns and successes.
  - They reflect that the complexity of service user presentations have increased, requiring learners to work with more complex cases. To address this, they have strengthened safeguarding and risk assessment training in collaboration with local safeguarding boards and the social work team. Training on formulation has also been introduced to encourage holistic thinking about clients. They aim to develop staff Continuing Professional Development (CPD) offers to ensure supervisors can confidently and safely oversee learners and is

reviewing the first term's structure to allow learners time to prepare for placements.

- Through clarification the education provider has detailed how maintain quality and adjust to the changing landscape of placements through various measures. These include regular meetings and reviews including mid-point assessments by supervisors, Placement Reports documenting trainee progress and Visits and ongoing communication with placement sites to ensure effective relationships.
- They also detailed how their placement team ensures quality control and readiness of partnerships, facilitating well-matched placements. Annual Continuing Professional Development (CPD) is offered at stakeholder meetings to maintain engagement and update skills.
- The visitors welcomed this expansion and found this helped them complete their assessment. The visitors found the education provider to be performing satisfactorily in this area.
- **Interprofessional education –**
  - The education provider reflects that their multi-disciplinary focus spans social work, youth work, community work, and various therapeutic approaches, allowing for diverse professional input across programmes. Despite challenges in coordinating timetables, successes include an interdisciplinary research methods module for Masters programmes and increased shared teaching sessions. The Art Psychotherapy MA shares theoretical teaching with the Dance Movement Psychotherapy and Counselling MA programmes, with plans to expand this collaboration from 2024-25.
  - Academics from different disciplines contribute to teaching Art Therapy learners on topics like safeguarding, race and racism, and queer theory. The challenge is to embed these teachings into the curriculum rather than presenting them ad hoc. The programme convener addresses this by co-teaching sessions and engaging in department-wide discussions on EDI (Equality, Diversity, and Inclusion) issues in educational practice.
  - Looking ahead, the department plans to design and deliver mock multi-disciplinary case discussions as part of the Comprehensive Curriculum Review (CCR) process. This initiative aims to help learners understand different professional perspectives and collaborate effectively with other professionals in the field.
  - The visitors found the education providers reflections to detail excellent inter-disciplinary delivery including an inter-disciplinary research methods module. The visitors found the education provider to be performing well in this area. The visitors would like to refer one area to the next performance review, this concerns how learners recognise that learning with and from other professions informs their future practice.
- **Service users and carers –**
  - The education provider has discussed how service users play a crucial role in the design and delivery of programmes across the department, particularly in social work, where NHS funding mandates their involvement in recruitment and assessment. They reflect that other programmes could enhance this involvement by assigning a coordination role to a team member, though budget constraints pose a

challenge. The guest lecturer budget allows for the inclusion of people with lived experience in teaching, but a department-level process to monitor service user involvement would be beneficial.

- The Art Psychotherapy programme has faced challenges in incorporating service user and carer perspectives due to time constraints and the sensitive nature of the work. Strengthening ties with the British Association of Art Psychotherapists (BAAT) Lived and Dual Experience Special Interest Group has led to the inclusion of lived experience lectures at the beginning and end of each academic year. This initiative has helped learners understand the importance of addressing the 'problems' rather than the 'people' and has encouraged them to consider their own lived experiences and needs as future therapists.
- They reflect that all teaching within the department centres on the service user and the care systems around them, challenging learners to consider these perspectives in their coursework and reflective writing. The department plans to further integrate this focus by capturing and representing service user perspectives during student placements as part of their formal assessments.
- Through clarification the education provider detailed how they conducted their inaugural and concluding lectures on lived and dual experience last year and have continued this tradition this year. All guest speakers have been part of a lived experience initiative within the NHS or the BAAT lived experience forum, bringing valuable insights to these discussions and learner experience. They reflect that they are pleased with their progress and recognise the need to strengthen the foundation further to ensure this critical perspective's sustained integration.
- The visitors welcomed this expansion and found this helped them complete their assessment. The visitors found the education provider to be performing satisfactorily in this area.
- **Equality and diversity –**
  - The education provider has stated that they are committed to equality, diversity, and inclusion (EDI) through various schemes such as Athena SWAN, Stonewall Workplace Equality Index (WEI), Race Equality Charter, Disability Confident, and the Inclusive Culture Pledge. They hold several awards and recognitions, including the Stonewall Silver Award and Bronze Athena SWAN award. In 2015, the education provider launched a renewed Equality and Diversity Strategy to embed EDI into all aspects of university life, and in January 2023, they introduced the Race Justice Strategy, a ten-year plan to address institutional barriers to race equality.
  - The education provider discussed how they have implemented several policies to ensure a respectful and inclusive environment. The Discrimination, Bullying, and Harassment Policy for Staff (2016) and the policy on sexual violence, harassment, and misconduct (2019) outline expectations and responses to these serious issues. The Goldsmiths Admissions policy (2023) ensures fair procedures and compliance with equality legislation, providing reasonable adjustments for applicants with disabilities. They also compile an annual EDI report to track progress and set targets.

- The education provider reflects that they have taken steps to improve EDI within its diverse department, including funding a Black and Asian learner-led group and facilitating staff conversations on anti-racism. They have also reviewed reading lists and lectures to ensure the representation of intersectional identities. Despite challenges in diversifying staff, the university continues advertising roles to attract a broader range of applicants. Additionally, first-year learners now receive critical theory lectures on intersectionality, race, and gender at the start of their course to underpin subsequent lectures.
- The visitors found the education providers reflections in this area to be detailed and comprehensive. They note that an impressive amount of work has gone into ensuring that the procedures, processes, and strategies are in accordance with the law. The visitors are satisfied with the education providers performance in this area.
- **Horizon scanning –**
  - The education provider reflects that the sector continues to operate in a challenging environment, with the real-terms unit of funding continuing to decrease (and with no political indication that this will change), along with concerns over political messaging around international learners numbers and visa requirements. Their Transformation Programme aims to place the institution in a robust position to respond to these challenges and to deliver growth in the coming years.
  - They reflect that to support the sustainability and strength of the Art psychotherapy programme, they are looking to grow the programme by accepting a higher number of applications they receive. The challenge will be to grow the programme while maintaining its distinctiveness and small group approach, which allows for reflection and learning with and from each other. They reflect that it is a popular programme with a strong reputation that attracts a wealth of applications each year.
  - The visitors are satisfied with the education provider's performance in this area. They note the education providers recognition of sector-wide challenges with plans to grow the programme whilst acknowledging challenges that this will bring

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** We are referring one area to the next performance review concerning interprofessional education. This specifically links to how learners recognise that learning with and from other professions informs their future practice

Quality theme: Thematic reflection

**Findings of the assessment panel:**

- **Embedding the revised Standards of Proficiency (SOPs) –**
  - The education provider described how they are conducting a comprehensive portfolio and curriculum review, specifically focusing on the art psychotherapy curriculum. This review includes consideration of SOPs at various levels and faces challenges due to having only one HCPC-validated programme, making institution-wide engagement

difficult. The learner success team is assisting with the review, while the Quality office ensures adherence to professional requirements.

- The education provider discussed how during the first business meeting of the year, learners were directed to the British Association of Art Therapists (BAAT) session on SOP revisions, and the BAAT PowerPoint was uploaded to the Virtual Learning Environment (VLE). The end-of-year Competency Audit Form was updated to reflect these revisions. The programme team also referenced the revised SOP on registrants' mental health in personal tutorials, experiential groups, supervision groups, and discussions about learners' lived experiences.
- The programme incorporates a public health approach across therapies, social work, and youth and community work, despite having only one HCPC programme. The team reviewed SOP 15 changes to cover health promotion, art psychotherapy, social determinants of health, empowerment in health management, and occupational health. These topics are integrated into placement preparation, safeguarding lectures, and weekly supervision sessions, highlighting societal and systemic health impacts and the link between physical and mental well-being.
- For equality, diversity and inclusion, the education provider detailed how they integrate explicit learning and reflection on Equality, Diversity, and Inclusion (EDI) issues across various disciplines. This includes therapies, social work, and youth and community work, despite differing standards from the HCPC programme. Their EDI coordinator collaborates with programme conveners to embed EDI and anti-racism into teaching, responding to learner feedback. Efforts include diversifying staff teams, leveraging expertise from other areas, and supporting student-led groups, particularly for Black and Asian students in Art Psychotherapy. The department also supports changes to SOPs to promote non-discriminatory and inclusive practices.
- For further centralising the service user, the education provider discussed how service users are actively involved in designing and delivering programmes, particularly in social work due to NHS funding and Social Work England requirements. While other programmes could enhance this involvement by assigning coordination roles, budget constraints limit paying service users outside social work. The guest lecturer budget allows for involving people with lived experience in teaching, but a department-level process is needed to monitor this involvement comprehensively. Additionally, teaching on placement preparation, safeguarding, and assessment has been improved to emphasise consent, communication, confidentiality, and empowering service users in decision-making.
- The education provider discussed how learners engage with their programmes through a virtual learning environment, with specific digital skills for art therapy managed at the programme level. The pandemic accelerated the integration of technology, fostering a culture of exploration. Learners are encouraged to use digital record-keeping tools and their engagement is assessed through placement reports and competency audits. They also detailed how technology is also used as a therapeutic tool, supported by an expert in the field. As technology evolves, the importance of SOP 6.5 is emphasised, with plans to



address the risks and benefits of digital mediums in art psychotherapy through the CCR process.

- The education provider discussed how the programme ensures learners meet training standards through a curriculum and placements that emphasize responsibility and leadership. From the start, learners are expected to take ownership of their learning. Applicants are assessed on their potential contributions during interviews. Throughout the programme, learners engage in experiential groups, self-led reading groups, and supervision to develop initiative and leadership skills. By the second year, they curate reading lists and organise their own exhibitions.
- For the SOPs on leadership, the education provider has detailed how the art therapy programme ensures learners meet standards through curriculum and placements, emphasising high responsibility from the start. Applicants are asked about their contributions during interviews, highlighting the importance of leadership and ownership. Learners explore initiative and leadership through experiential groups and supervision, participate in self-led reading groups in the first year, develop reading lists in the second year, and curate, publicise, and run their own exhibitions at the end of each year.
- The visitors noted that the information available regarding the internal portfolio review exercise. But did not find information or reflections that an internal SOPs review or audit process had taken place to make these changes. It is important that we ensure the education provider has understood and embedded the revised SOPs. We therefore chose to explore this further via quality theme [one](#).
- Following this exploration, the visitors were satisfied with the education providers performance in this area and that all revised SOPs are in place across their provision.
- Whilst the visitors are assured that all revised SOPs are in place and have been embedded, they are recommending one area of development for their next performance review. This is related to the SOPs on digital skills and new technologies.
- **Learning and developments from the COVID-19 pandemic –**
  - This section was omitted from the education provider portfolio. But the visitors have used the whole portfolio and the reflections across the portfolio to assess the education provider learning and developments from the COVID-19 pandemic.
  - The visitors found there to be a full descriptive account of learning from the pandemic is provided across the portfolio. There are frequent references to how the programme has needed to adapt to changes in service provision in the community and changes in the complexity of service users' presenting conditions. They have also reflected on the developments in using digital technology for delivery of the programme and for maintaining digital records.
  - The visitors were satisfied with the education providers performance in this area and their approach to the COVID-19 pandemic.
- **Use of technology: Changing learning, teaching and assessment methods –**
  - The education provider encourages the use of creative assessments to enhance learner continuation and attainment. They reflect that various

programmes incorporate diverse assessments beyond traditional essays to develop practical skills. However, differing standards from regulatory bodies require programme conveners to tailor assessments to their specific programmes, rather than standardising them across the department. The curriculum review process has further promoted the development of creative assessments.

- They reflect that on the programme, the relational focus has historically limited the use of technological simulation and AI. However, recent SOP revision audits have highlighted the growing impact of AI on service users, practitioners, literature, and the cultural base of artists. This evolving landscape, partly influenced by new working methods from the COVID-19 pandemic, has prompted the teaching team to prioritise AI considerations in their upcoming CCR process.
- The visitors were satisfied with the education provider performance in this area. Noting the reflections on the use of technology changing learning teaching and assessments methods including the use of AI and the employment of a digital technology expert to support them.
- **Apprenticeships in England –**
  - The education provider has discussed how an apprenticeship programme akin to their programme has started this academic year in Newcastle. Despite their initial concerns about its impact on placement availability and admissions, they reflect that it has not affected them directly, likely due to its geographical distance and newness.
  - They are monitoring its progress to evaluate the potential for inclusivity and considering whether a similar programme could be viable for them in the future.
  - They reflect that they must carefully structure it to ensure practitioners meet the necessary standards and competencies to address the needs of a complex service user population.
  - The visitors noted how the education provider does not offer approved apprenticeships but that this is an area they are mindful of and continue to monitor. They were satisfied with the education provider reflections in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow-up:** We recommend one area of development for the education providers' next performance review. This is related to digital skills and new technologies. Although we are satisfied this is embedded to the level required at this time, we recommend that further information be provided at the education providers' next review about how the SOP related to digital skills and new technology (6.5) has been further reviewed and developed in the review period.

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - The education provider states that the OfS Conditions of Registration now represent the requirements against which institutions' performance is measured. They as an institution still adhere to the sector-led

principles set out in the Quality Code and have participated in the ongoing discussions around its redevelopment.

- The visitors noted how the code is not a requirement for the education provider to adhere to but that they recognise it and have reflected on it. They have no concerns with their performance and reflections in this area.
- **Office for Students (OfS) –**
  - The education provider states that they have fully integrated the OfS ongoing conditions of registration into its policies, procedures, and governance structures, influencing the redevelopment of its institutional strategy.
  - The education provider has discussed that with the QAA no longer being the designated quality body for England, Goldsmiths has reflected on OfS assessments and was awarded a bronze rating in the Teaching Excellence Framework.
  - Through clarification, the education provider detailed how they have integrated mechanisms to measure, monitor, and improve academic standards into its processes and governance. They explained how their Academic Board is accountable to their council for maintaining these standards, with specific duties outlined in the terms of reference of its sub-committees, such as the Learning Teaching and Student Experience Committee and the Quality and Standards Committee. Departmental Development Reviews allow individual areas to assess and improve practices. The Academic Board ensures quality and compliance through ongoing monitoring and considers changes to registration conditions and potential risks, reporting to the Council.
  - The visitors welcomed this expansion and found this to detail how OfS conditions have been embedded. The visitors were satisfied with the education provider's approach to this area.
- **Other professional regulators / professional bodies –**
  - The education provider reflects that their programmes within the department that runs the approved programme are regulated by various bodies, including Social Work England, the Association for Dance Movement Psychotherapy, the National Youth Agency, and the Education Standards Board for Community Development. This often results in annual validation processes at the programme level due to varying standards. However, their department is moving towards joint provisions where standards align, such as developing shared modules for social work, community work, and youth work students at the undergraduate level for the 2024-25 academic year.
  - They reflect that there are also discussions about extending this joint provision approach to postgraduate programmes in Art Psychotherapy and Dance Movement Psychotherapy. These conversations are part of their college portfolio review. Additionally, the programme convenor regularly attends BAAT Educators meetings, providing a platform to consult with other validated programmes on emerging issues and challenges.
  - The visitors were satisfied with the education providers performance in this area but found it completed to a limited level. They noted the education providers interaction with a number of professional bodies being involved with programmes and frequent validation activities.

They have found the education provider to be performing adequately in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - The programme convener is undergoing a comprehensive curriculum review process, which includes self-assessment and changes based on student consultation, college priorities, and regulatory requirements. These efforts reflect and align with the HCPC SOP revisions, addressing similar challenges and developments within the profession and programme.
  - Through Clarification the education provider detailed each of the revised SOPs were considered and embedded into their processes at the programme level. The revised SOPs were reviewed by the Art Psychotherapy Team and used to inform the ongoing Curriculum Review process. The revised curriculum was scrutinised by academic staff and presented to the School Academic Board. The final Curriculum Review and SOP adjustments will be presented to the stakeholders committee for feedback from students, service users, placement partners, and the Head of the Department.
  - The visitors welcomed this expansion and found this to detail how changes have been developed and considered. The visitors were satisfied with the education provider's approach to this area finding the revised standards of proficiency to be in place for their provision. They also recognised how the education provider is completing a wider curriculum review and that the SOPs will factor into this.
- **Development to reflect changes in professional body guidance –**
  - The education provider discussed how BAAT published new guidelines in working with adopted children and families. These are referred to in the programme's Working with Children lecture series, with the importance of proper registration and funding being highlighted.
  - The visitors were satisfied with the education provider's performance in this area. They noted how the education provider has identified and responded to new guidelines for working with adopted families which have been integrated into a lecture series.
- **Capacity of practice-based learning (programme / profession level) –**
  - The education provider discussed how their placement team has been involved in three key projects with NHS care trusts, Health Education England, and the British Association of Art Therapists (BAAT). These projects aim to expand placements within the Allied Health Professions (AHP) by raising awareness about the need for AHP roles in the care sector and understanding diverse training, good practices, standards, and proficiencies. The Clinical Placement Expansion Project (CPEP) focuses on improving onboarding processes, fostering collaboration

among clinicians and educators, and developing innovative placement opportunities, including online practices and role-emerging placements.

- To support the CPEP initiative, the placement team has engaged in various actions, such as attending meetings with NHS Foundation Trusts and NHS England. They have reviewed standards and competencies and held monthly clinics for supervisors and department leads. Additionally, the team has worked on shared research projects with BAAT, NHS, and Goldsmiths, prioritising impactful information for placement providers and promoting diversity and inclusion in arts therapies. The Task and Finish Group has also addressed learner feedback, HR processes, and alignment of onboarding systems with other AHPs.
- They reflected that discussions within these projects have highlighted important workplace approaches, differences between Higher Education Institutions (HEIs) and NHS settings, and the interface between different theoretical models. The team has also focused on maintaining a contained / unified approach while working flexibly and employing innovative approaches, as well as using clinical models on placements that may not be part of the training curriculum.
- They also discussed how they have engaged in a new initiative at Aylesbury Cat C Prison, working with a Dance Movement Therapist's lead clinician. They are integrating art psychotherapy into extended clinical treatment plans in collaboration with the Tavistock and Portman clinic. The Corrinne Burton Award bursary has also fostered a close relationship with St Bartholomew's Hospital. They reflect that their stakeholders are crucial to the educational progress of their learner, and they remain in dialogue throughout the year through annual stakeholder meetings, shared supervision, a mid-point 3-way meeting and an ongoing consultative process throughout the 9-month academic placement cycle.
- Through clarification, the education provider detailed how their approved programme integrates theory and practice through tailored placements under programme supervisors, ensuring safe and effective Art Therapy application. They reflect how placements can vary but adherence to the SOPs and governance frameworks ensures consistent good practice. They reflect that despite COVID-19 challenges, strong relationships with placement partners and a focus on training quality have led to greater stability and a robust placement base. Collaborative efforts have established a network of art therapists and allied professionals, offering support through forums, meetings, and online communication. Placements cater to diverse populations, aligning trainee experiences with their skills and interests. Involvement in grassroots and NHS initiatives fosters innovative placement opportunities, enhancing service capacity and enriching the care landscape.
- The visitors welcomed this expansion, finding this to detail the Management of practice-based learning. They found this has evidenced that the programme is being carefully managed in relation to practice-based learning, though there are inevitable challenges already described. The visitors are satisfied with the education provider's performance in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - The education provider has reflected how at the college level, feedback from the National Student Survey (NSS), Postgraduate Taught, and Postgraduate Research surveys is collected, aggregated, and benchmarked annually. This feedback is shared with departments and broken down to the program level where possible. Departments use this data in their annual enhancement cycles, and the Department Development Plan (DDP) process requires them to reflect on student feedback and submit improvement plans, which are monitored by central governance processes.
  - The education provider described how the Staff Student Forum is the primary formal mechanism for learner feedback at the department level. Art Psychotherapy program representatives regularly attend these forums, leading to specific actions such as incorporating more discussions about race and intersecting issues into the curriculum. The head of the department also meets with learners for informal complaints, often resolving issues through constructive conversations. Formal complaints are addressed compassionately, ensuring they lead to program changes rather than just individual compensatory actions.
  - The visitors were satisfied with the education provider's performance in this area. They noted how the processes for gathering feedback from learners are described and how feedback from conversations about race has been highlighted. Details have been made available of the actions taken to ensure staff are trained in supporting neurodiversity and trans awareness.
- **Practice placement educators –**
  - The education provider discussed how their normal stakeholder feedback cycle was disrupted by COVID-19 and changes in placement coordinator personnel. To mitigate this, they held twice-termly online meetings for placement educators. With permanent contracts now in place for the placement team and networks stabilizing post-COVID, they have resumed their standard feedback cycle alongside the online forum.
  - The education provider has discussed how feedback from placement educators has highlighted the need for more contact with the programme. This is to address tensions and clarify mid- and end-of-placement reports. They have responded by continuing the twice-termly online forums and developing a Competency Audit Form to ensure all necessary information is efficiently covered for both placement and college educators. They reflect that these changes have been positively received, and they look forward to further feedback at our annual stakeholders meeting.
  - The visitors were satisfied with the education provider's performance in this area, noting how regular meetings have been arranged in

response to feedback from placement supervisors. Additionally, how actions have been taken to improve the clarity of the education providers processes.

- **External examiners (EE) –**
  - The education provider's Student Success team reviews all external examiner reports, highlighting comments that require a response or showcase good practice for departmental attention. They explained how the Student Success team then checks departmental responses before being sent to the external examiner. Examiners are asked to comment on the College's actions based on previous recommendations. They also annually review a digest of all reports to identify general themes and propose necessary policy and procedural changes, such as offering a broader range of assessments and diversifying the curriculum, which have been part of the ongoing Comprehensive Curriculum Review.
  - The education provider reflects that in response to feedback about the precarious nature of staff contracts in the Art Psychotherapy programme, they have moved most of the programme team to permanent contracts, using fixed-term or associate lecturer contracts only for fluctuating needs like maternity cover or additional tutoring. Other feedback from external examiners has been addressed at the programme level and discussed in the Academic Quality Section.
  - The visitors were satisfied with the education provider's performance in this area, noting how feedback from EE's feedback is used to bring about changes in staffing and resources for training. The visitors found the education provider to be performing satisfactorily in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

#### Data and reflections

#### **Findings of the assessment panel:**

- **Learner non-continuation:**
  - The visitors are satisfied with the education providers' performance in this area. They note that data is available and does not raise any concerns.
- **Outcomes for those who complete programmes:**
  - The visitors are satisfied with the education providers' performance in this area. They note that data is available and does not raise any concerns.
- **Learner satisfaction:**
  - The visitors are satisfied with the education providers' performance in this area. They noted that data is available, which shows a very low level of learner dropout rate. The visitors found this to be a positive result in this area.
- **Programme level data:**
  - The visitors note that there is clear data available and that the programme continues to enjoy a steady but small learner intake.

- The visitors were satisfied with the education providers performance in this area.

## Section 5: Issues identified for further review

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval or focused review process).

### **Referrals to next scheduled performance review**

**Title of issue:** How learners recognise that IPE informs future practise

**Summary of issue:** The visitors recommend that the education provider continue to develop and monitor their approach to IPE. The visitors would like to see evidence of how learners recognise how learning with and from other professions informs their future practice in the next performance review.

**Title of issue:** Ongoing developments and evidence of SOPs – digital skills and new technology

**Summary of issue:** The visitors recommend that the education provider continue to develop and monitor their approach to the revised SOPs. Although we are satisfied this is embedded to the level required at this time, we recommend that the education providers next review further information about how the SOPs related to digital skills and new technology (6.5) has been reviewed and how this has been developed in the review period.

## Section 6: Decision on performance review outcomes

### **Assessment panel recommendation**

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report

### **Reason for next engagement recommendation**

- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, and external examiners.
- External input into quality assurance and enhancement
  - The education provider engaged with one professional bodies. They considered professional body findings in improving their provision
  - The education provider engaged with other relevant professional or system regulator(s), including Social Work England, the Association for



Dance Movement Psychotherapy, the National Youth Agency, and the Education Standards Board for Community Development. They considered their findings of in improving their provision

- The education provider considers sector and professional development in a structured way
- Data supply
  - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period
- What the data is telling us:
  - From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.
- In summary, the reason for the recommendation of a 3-year monitoring period is:
  - To reflect the work the education provider has put into this review but also to reflect the work that needs to be undertaken for their ongoing development's this including their transformation programme and comprehensive curriculum review.
  - This also allows sufficient time for them to reflect and develop on the areas we have referred to in their next performance review.

### **Education and Training Committee decision**

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year

**Reason for this decision:** The Panel agreed with the visitors' recommended three year ongoing monitoring period, for the reasons noted through the report.

## Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Goldsmiths, University of London	CAS-01365-X9D4Q7	Elain Streeter Lucy Myers	3 years	<ul style="list-style-type: none"> <li>To reflect the work the education provider has put into this review but also to reflect the work that needs to be undertaken for their ongoing development's this including their transformation programme and comprehensive curriculum review.</li> <li>This also allows sufficient time for them to reflect and develop on the areas we have referred to in their next performance review.</li> </ul>	<p>How IPE informs future practise – referred to performance review</p> <p>Ongoing developments and evidences of SOPs – digital skills and new technology – referred to performance review</p>

Appendix 2 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/09/2007
MA Art Psychotherapy	PT (Part time)	Arts therapist	Art therapy		01/09/2007