Performance review process report

New School of Psychotherapy and Counselling and Middlesex University, 2021-2023

Executive summary
This is a report of the process to review the performance of The New School of Psychotherapy and Counselling (NSPC). This report captures the process we have undertaken to consider the institution's performance 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 requested further information to complete our assessments. These are presented as points of clarification and detailed in section 4 of this report.
- Recommended when the institution should next be reviewed.

Through this assessment, we have noted:
- The following are areas of best practice:
  The visitors have identified the use of clinical Vivas in teaching as an area of good practice and to be commended.
- The following areas should be referred to another HCPC process for assessment:
  - We are referring the ongoing development of institutional-level partnerships to the next performance review. The reflections available indicated how this is an area still being developed. Therefore, we ask the education provider to continue this development and reflect on this at their next review
  - We refer the monitoring and reflections on placement quality to the education providers' next performance review. This was an area we found reflected on in a limited manner and where developments remain ongoing. We recommend that the education provider reflect on this in their next performance review.
- The education provider must next engage with monitoring in 2 years, the 2025-26 academic year, because:
  - We are recommending a two-year ongoing monitoring period to allow the areas of development identified above and detailed in section 5 of this report to be implemented and reflected on.
  - We shall also consider the development of data points in the recommendation. Two years shall allow the data points to be fully embedded and data to be collected and reflected on. This means we approach the next performance review with established data points in place and can consider an extended monitoring period (longer than two years) as part of that review.

Previous consideration	This performance review follows their previous performance review in the academic year 2021-22. The education provider was awarded an ongoing monitoring period of two years as a result of this review. This document is the report of that process following a two-year ongoing monitoring period.
Decision	The Education and Training Committee (Panel) is asked to decide: • When should the education provider's subsequent engagement with the performance review process be. • Should issues identified for referral through this review be reviewed, and if so, how?
Next steps.	Outline subsequent steps / future case work with the education provider: • Subject to the Panel's decision, the education provider's next performance review will be in the 2025-26 academic year. • Subject to the Panel's decision, we will recommend two areas for the next performance review as per section 5. • Work with the education provider to embed and establish the required data points.

Included within this report

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's 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:

Garrett Kennedy	Lead visitor, Counselling psychologist
Natalie Fowler	Lead visitor, Clinical scientist
Prisha Shah	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer
Alexander Hudson Craufurd	Advisory visitor, Counselling psychologist

Section 2: About the education provider

The education provider context

The education provider currently delivers one HCPC-approved programme across one profession. It is a private provider and has been running HCPC approved programmes since 2011.

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.

The education provider engaged with the performance review process in the current model of quality assurance in 2021. The outcome of this review was an ongoing monitoring period of two years. Findings from this review concluded that overall, the portfolio was completed well and showed good reflections from the provider. It clearly showed their progress and performance during the review period. Due to the lack of comparable data points available for this provider, we recommend the maximum review period of two years.

The education provider engaged with the annual monitoring assessment process in the legacy model of quality assurance in 2018.

	Practice area	**Delivery level**		**Approved since**
Pre-registration	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2011

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[1].

Data Point	**Bench-mark**	**Value**	**Date of data point**	**Commentary**
Numbers of learners	111	108	6/12/2023	The benchmark figure is data we captured from previous interactions with the education provider, such as through initial programme approval and / or performance review

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[1] An explanation of the data we use, and how we use this data, is available here

				assessments. Resources available for the benchmark number of leaners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission. The education provider is recruiting learners broadly at the benchmark, which suggests we do not need to further explore resources for the programme solely linked to the number of learners. We explored this by making the visitors aware of this prior to their review and factored this into their assessment.
Learner non continuation	3%	N/A	2020-21	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment. We explored this by making the visitors aware of this prior to their review and factored this into their assessment.
Outcomes for those who complete programmes	93%	N/A	2020-21	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment. We explored this by making the visitors aware of this prior to their review and factored this into their assessment.

Learner satisfaction	N/A	N/A	2023	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment. We explored this by making the visitors aware of this prior to their review and factored this into their assessment.

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 did not need to investigate any areas further via quality activity. We did have areas on which we requested further information and clarification. These are discussed in section 4 of this report. We defined that we did not have to investigate these quality activities as we did not define a risk to the continued running of the programme or a risk of the education provider failing to meet standards. We found, however, that some areas lacked depth and detail. Therefore, we concluded the appropriate way to explore this was by allowing the education provider the room and opportunity to expand on their already submitted information. Please refer to section 4 for further details.

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

<u>Quality theme: Institution self-reflection</u>

Findings of the assessment panel:

- **Resourcing, including financial stability** –
  - The education provider has detailed how they have recently engaged with the performance review process and, as such, have reflected on this area recently.
  - They have also discussed institutional changes that have taken place over the review period, including the setting up of a new leadership team following the retirement of some team members and the appointment of a new principal. They also continue to outsource their human resources management system and confirmed that there has been staff turnover in their administration team, as well as creation of new roles. They are also making more use of digital communication technology to ensure that processes are reviewed and maintained to an optimal standard.
  - The visitors found the education providers' reflection to be limited and to not provide details of challenges or planned sustainability. They note this may be due to the education provider's recent engagement. But want to feedback that this section could be enhanced for the education provider's next performance review.
  - They found that the education providers' reflections indicated that they had improved in this area through a governing board and some minor staff changes. The visitors have no concerns and have not identified any risks in this area. They agreed the education provider is performing adequately in this area.
- **Partnerships with other organisations** –
  - The education provider reflected on recent developments that have taken place in relation to this portfolio area. This includes the re-validation of their programmes. As a result, they have introduced a new structure for their doctoral programmes to align them with the requirements of Middlesex University who is their validating partner institution.
  - The visitors note the ongoing relationship with Middlesex University and that this relationship appears to be well-managed. They found that much of the reflections relate more to academic quality and not partnerships.
  - Through clarification, the education provider described how their partnership with their validating institution remains strong and collaborative after being reviewed last academic year (2022-23). They found the review to be a collegial event attended by external assessors and helpful in refining and improving their programme. They held discussions about AI use in assignments and levels of assessment.
  - The education provider is also accredited by the British Psychological Society (BPS), the Universities Psychotherapy and Counselling Association (UPCA) and the UK Council for Psychotherapy (UKCP). They have agreements with these accrediting bodies and abide by their training standards, codes of ethics, and practice. They recently (2023) underwent a re-accreditation with UPCA and UKCP to enable their DCPsych learners who take additional modules to become registered

as existential psychotherapists with UKCP. They are also accredited as a Training Organisation by the Federation of Existential Therapy in Europe (FETE).

- o They reflected that the challenge of being accredited by numerous professional bodies is that training standards do not always align. They work to ensure that the programme meets all the required standards as well as those of the HCPC. An example of this is the differing approach professional bodies have taken to in-person vs online learning and therapy. They have modified their teaching and learning strategy so that they can fulfil each professional body's requirements.
- o The visitors found this section to be limited and contain minimal reflections. They recommend that this area be developed further, with more details provided in their next performance review.

- **Academic quality** –
  - o The education provider has discussed how they offer teaching in a flexible manner to meet the needs of their diverse learner group. Most learners value the flexibility of learning facilitated by online systems, providing the learning material, with forums and exercises to facilitate learning. Learners can access and work with the course material independently and at their own pace. This is a flexible learning environment that fosters self-directed learning as well as direct tutor input.
  - o The education provider has identified their learners' use of artificial intelligence (AI) in their essays. Their existing computer systems have been able to detect this. They have recognised both the challenges and potential benefits AI can bring and have introduced policies requiring that the learner write 77% of the essay. They reflect on the importance of the human perspective in learners' work and require the expression of critical thinking and evaluation, identifying issues that are important from a human ethics point of view.
  - o The visitors note the education provider's acknowledgement of the challenge of AI development. They note the introduction of new vivas to test human skills and find the education provider to be responding well to this challenge.
  - o The visitors find the education provider to be performing well in this section. They note the reflections on teaching practice and how the education provider is aware of emerging issues in relation to the production of learners work. They find the use of vivas to be a positive practice point.

- **Placement quality** –
  - o The education provider has detailed how they have recently engaged with the performance review process and, as such, have reflected on this area recently.
  - o The education provider reflected on how they have added questions about learner satisfaction with placements to their regular surveys. This reflected how this feedback helps them review the quality of learning that learners are gaining. They will continue to work to set up and maintain strong working alliances with their placement providers.
  - o They reflect on how they have only had a small number of responses to their annual survey this year but that these responses were largely

positive on their placement experience. 80% of respondents felt they strongly agreed they had been given good support, and 82% that the referrals they had been given were appropriate.

- o Through clarification, the education provider detailed how, since their last performance review, they have instigated an annual placement satisfaction survey. This feedback helps them to review the quality of learning that learners are gaining from their clinical placements. They state that they continue to work to set up and maintain strong working alliances with their placement providers. Unfortunately, they only received a small number of responses to their annual survey, but these were largely positive. They are looking at ways to improve the response rate and have been trialling QR codes as a format where learners can quickly and easily access the survey.
- o The visitors found this section to be completed to a limited level with limited reflections available for their review. They note some areas, such as collecting feedback, are still in development. They recommend that the education provider provide more details and reflections during their next performance review.

- **Interprofessional education (IPE)** –
  - o The education provider has detailed how they have recently engaged with the performance review process and, as such, have reflected on this area recently.
  - o They detailed how, in their doctoral programmes, Counselling Psychology training continues to be delivered in conjunction with their training in Existential Psychotherapy. Learners across the two programmes share study units. Learners in placement will also encounter colleagues from other professional groups in multidisciplinary teams.
  - o The visitors found their IPE initiatives primarily focused on their placements and research days. They found the education provider to be performing satisfactorily in this area, which is on par with the outcomes of the previous performance review. There is evidence of interprofessional learning 'within' the organisation and some reference to interprofessional learning on placements.

- **Service users and carers** –
  - o The education provider has reflected on how they have moved towards building stronger working relationships with 'experts-by-experience.' Service users who have established roles in consultation are now engaged with their programmes in varying roles. Most often, these roles are connected with the rewriting of study units. The education provider has a long-established practice of seeking expertise that is forged through lived experience.
  - o They reflect on how, where their teaching covers specific forms of mental health diagnosis or neurodiversity, they would ensure that the learning material is written or reviewed by someone with the experience of living with that condition.
  - o Through clarification, the education provider informed us how they are setting up a diversity committee and encouraging representatives from the various protected characteristics to join the committee to give feedback directly to senior management on how processes or learning

can be improved. Their intention is for service users and family carers to be able to study and work with them. They have designed their programmes so that they are accessible to as many people as possible. This means that concerns about outcomes for service users and family carers are core to their teaching and to the research that they support.

- o Many learners with lived experience as service users or family carers choose placements and research projects related to their group. They aim to work in these areas upon qualifying and the education provider will use their research to inform policy and practice reviews. Learner research is increasingly treated as a highly valued form of feedback on service user and family carer experience. They have introduced an extra workshop in the doctoral training on dissemination and publication.
- o The visitors noted the education provider's reflections in this section and the identified challenge of recruiting external partners in relation to this. They also note the positive point that the education provider has made progress in this area. They visitors have found the education provider to be performing well in this area and meeting the discussed challenges.

- **Equality and diversity (EDI)** –
    - o The education provider has discussed how they continue to build on their cross-cultural nature of its learner group, and to facilitate inclusive learning processes. The conferences they deliver are designed to give voice to people from diverse backgrounds, to improve access to services and to increase understanding.
    - o They hold study skills workshops for learners who are re-entering education after a break, and learners can also reach out to the deputy course leader for academic guidance and their unit tutors. The Deputy Course Leader also has a pastoral care role. Still, they also offer a pastoral care support service which the Course Leader of the MA offers in Existential and Humanist Pastoral Care programme.
    - o All learners on the DCPsych are required to be in personal therapy as part of the programme and encouraged to use that to talk about how their mental health might be impacted by studying.
    - o The education provider reflected on their approach to providing an inclusive learning environment where learners are not disadvantaged due to race, culture, sexuality, gender, age, parenthood or relationship status, disability, neurodiversity, or religion. They have permanent members of staff who act as touchpoints for each of the protected characteristics, and they can advise and advocate for staff and learners who are adversely affected due to their protected characteristics. They have set up a diversity committee with the aim to consider how to make the learning environment more accessible to all. Additionally, to highlight any gaps in the curriculum, processes and procedures, or marketing materials that need addressing in light of diversity.
    - o The visitors found this section to be very detailed and include useful examples about individuals' experiences. They found there to be a good variety and detail of reflections here, as well as helpful details on

how EDI is considered throughout the training. The visitors found the education provider to be performing well in this section.
- **Horizon scanning** –
    o The education provider has detailed how the new management team took over in September 2023 as the founders stepped back from the day-to-day running of the organisation. They say this has been a well-planned transition which has gone smoothly. They have now begun an overhaul of their administrative processes.
    o As an education provider, they have grown considerably since their founding in 1996, and the staff pool has increased to accommodate the increased learner numbers. Consistent feedback received from learners has been about communication and they now have a monthly learner bulletin to keep learners informed and update them on changes that are happening. They have recently changed the way in which they seek learner feedback, using QR codes and Microsoft forms rather than the previous system, which used the Student Management System, which often encountered glitches. Despite the challenges presented with moving to this system, this is an innovative initiative as it allows learners to easily access the survey.
    o Academically, they are planning to utilize their online platform more to become a resource hub for learners. Learners can select their class presentations from this hub reducing the number of emails sent and received. Different types of learning can also be used in Moodle, and they will incorporate different types of media to facilitate different learning styles; this will include podcasts, videos, and written materials.
    o The visitors noted the education provider's reflections in this area and found them to be performing well. Based on the reflection in this area, they identified no risks to the provision.

Risks identified which may impact on performance: None.

Outstanding issues for follow-up: The visitors recognise that the development of institutional-level partnerships remains ongoing. We, therefore, are recommending that this continues to be developed and that the education providers' plans be enacted and that they reflect on this at their following performance review.

The visitors also found the education providers' reflections on placement quality to be limited, and some developments are still ongoing. They have not seen this to be a risk to their provision or management of practise-based learning placements. However, the Executive recommend that the education provider expand their reflections on this, , and complete the ongoing developments ahead of their next performance review.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Embedding the revised Standards of Proficiency (SOPs)** –
    o The education reviewed the revised standards of proficiency (SOPs) and compared them to their current training standards. Any areas not already covered will be taken to the Teaching Committee, a sub-

committee of the Academic Team. Decisions would then be made about the changes that would need to be implemented and how and where these changes would occur in the programme. The changes and the revised SOPs are then disseminated to teaching and supervising faculty, so they are aware of changes to delivery and assessment that are now needed.

- They reflect that many of the new SOPs were already themes embedded in the programme. For any changes in the curriculum, they go through a process of bringing changing SOPs to their teaching committee and then agreeing on how these will be incorporated into the various modules and units of the programme.
- The visitors note the education provider's reflections and explanations for how the new SOPs have been embedded into their processes and curriculum. The visitors have found the education provider to be performing satisfactorily in this area.

- **Use of technology: Changing learning, teaching and assessment methods** –
  - The education provider has reflected on how they have included technology in their teaching and ways of working and how this has driven development. Examples include how they have increased the use of multiple media in their teaching methods, including videos, podcasts, etc. Some units are also now taught online using their online learning platform. Essays and assessments are submitted through the 'Turnitin' submission system, which checks the originality of work.
  - They have also reflected on the increased use of AI. They discussed the issue and different ways to address it at their recent revalidation event. They are making assessments more reflective, with learners needing to include personal reflections on the academic content they are discussing. Turnitin also flags AI use and has identified examples of learners' work that require further investigation to ensure its authenticity.
  - The visitors found this section shorter than others but contained sufficient detail to inform their assessment. The visitors have no concerns about this area.

- **Apprenticeships in England** –
  - The education provider has reflected on how apprenticeships are not possible for the teaching and training of counselling psychologists. They have provided work experience to a local A-level student interested in pursuing a career in psychology.
  - The visitors noted their reflections on this area and the inapplicability of apprenticeships for their provision. They were grateful for the education providers' reflections and have no concerns in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow-up: None

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Other professional regulators / professional bodies** –
  - The education provider has detailed that they engage with other regulators and professional bodies. These include the Universities Psychotherapy and Counselling Association (UPCA), the UKCP college, and the British Accrediting Council. The programme also went through accreditation with UPCA this year, and the main concern related to the ratio of online vs in-person learning.
  - During their recent engagements, no changes or updates were required for their approved programme. The BAC made some recommendations, encouraging staff research. The education provider also held a workshop with staff about research interests, and they can focus on particular areas of research that are useful for the organisation and broader profession. As a result, three permanent staff members are undertaking research regarding research supervision.
  - Through clarification, the education provider also informed us that the British Psychological Society (BPS) has visited to present its new policies on inclusion related to consultation with learners. The BPS has also written to give guidance on the assessment of risk related to suicidality, which has been incorporated into the curriculum.
  - The visitors recognise the education providers' reflections and clarifications in this area, finding them to be performing satisfactorily 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 education provider has discussed how they have reviewed the revised standards (SOPs) in their teaching committee to determine where changes needed to be made. They found their programme to meet most of the standards already. They have added an extra focus on standards which were not explicitly covered. They have highlighted the units where additional learning is needed and will use the revised standards as the basis of the clinical viva in the programme's final year. At the clinical viva, learners must demonstrate that they have met the standards to pass.
  - The visitors found there to be a good level of detail here about curriculum development. They note the use of the clinical viva and want to recognise this is a good practice point. They also note how the Viva is used to demonstrate that learners meet the SOPs. The visitors have no concerns about this area, and they are finding the education provider to be performing well.
- **Development to reflect changes in professional body guidance** –
  - The education provider discussed how they conduct a continual process of seeking feedback and reviewing it to develop the programme further. The revalidation with their validating body

(Middlesex University) gave them an opportunity to thoroughly review the programme and enter into discussion with academics and counselling psychologists. They were required to make some structural changes to the programme, which largely centred on a change in terminology in order for the programme to fit into the new research degree regulations of Middlesex University. This meant that they needed to change the terminology around modules and units.

- o Several developments were also discussed as part of their revalidation, including those related to assessment. They are also introducing a flipped classroom mode of delivery and making use of their online learning environment. They use this to deliver extra content and ensure that tutor time has more discussion time built in to check understanding and enable learners to consolidate their learning.
- o The visitors are satisfied with the education provider's performance in this area. They note how the education provider is making greater use of feedback mechanisms and focusing on guidance from their validating body / university.
- o The visitors recognise the education providers' reflections and clarifications in this area, finding them to be performing satisfactorily in this area.
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- **Capacity of practice-based learning (programme / profession level)** –
  - o The education provider has discussed how their clinical coordinator is in constant contact with learners regarding their placements and ensuring they are suitable for the learner's needs. The contract between the placement and the education provider ensures the placement's suitability and meets the requirements of the training. This means that the clinical coordinator can assess the availability of placements, and any concerns over this can be brought to the Academic Team.
  - o An important aspect of counselling psychology training is the supervision that the student receives both in the placement setting and in the New School of Psychotherapy and Counselling (NSPC). This ensures that students are reflecting on an ongoing basis on their clinical work as well as receiving modelling from their NSPC supervisor on how to apply theory to practice.
  - o Through clarification, the education provider detailed that placement capacity is not an issue for this programme as there is not one placement that all learners use. Learners access many different placement settings and are located throughout the country, which means that there is no competition for resources. They currently keep the number of learners taken onto the programme at a steady rate, which also ensures there are no issues regarding capacity. They have not encountered any situations where learners are not able to find a clinical placement.
  - o The visitors note the education providers' reflections and expansions in this area and found them to be performing satisfactorily in this area

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors want to recognise an area of good practice regarding the education provider's curriculum development. They recognise the use of clinical Vivas in the education providers' teaching and the use of these same Vivas to demonstrate adherence to the SOPs. They found this to be an innovative development and a point of good practice.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
    - The education provider has discussed the efforts they have made to improve and increase the rate of learner feedback. They reflected that much of this feedback has focussed on communication, which they are working to improve.
    - The education provider has reflected on complaints they have received from learners, which largely relate to the progression of the programme. They have listened to this feedback and are working on tightening up progression monitoring. They also considered areas of assessment for research and have created marking procedures which help ensure learners receive the right feedback for their progression.
    - They also detail how they have changed how they seek feedback from learners. They have set up QR codes, which makes it easier for learners to complete and submit their forms. They ask learners to give feedback after each unit, and since the last audit, they now have an annual satisfaction survey, which includes satisfaction on the placement. Additionally, they now have twice-yearly student voice meetings where learners can give direct feedback and raise any issues.
    - All the feedback is considered in the Academic Team meeting and the Teaching Committee where appropriate. This guides any changes they make to the programme, the teaching and learning strategy, assessment or, more broadly, across the organisation.
    - The visitors noted the education providers' reflections in this area. They found there to be a good level of detail with an outline of the steps involved to support learners better. The visitors found them to be performing well in this area.
- **Practice placement educators** –
    - The education provider reflected that this is an area for development for themselves. Currently, placement supervisors complete termly reports on the learners, which are then reviewed in the clinical supervision groups, and this forms part of the evaluation of the learner's work.
    - The education provider also states that they have a new placement satisfaction survey where they ask learners to discuss their placement experience. They also recognise the need to create a more regular formal feedback route for placements educators to feedback more generally to learners. This is something they will be looking to develop in the next academic year.

- o The visitors note their use of new feedback mechanisms and their plans for onward develop. The visitors have no concerns for this area and find the education provider is performing satisfactorily.
- **External examiners** –
  - o The education provider reflected that over the review period they had a new external examiner in place and that generally the feedback they recieved was positive.
  - o One area of development highlightd by the external examiner was regarding the low fail rate on individual units. They discuss how they are creating marking guidelines which should help tutors when marking to ensure that they are marking to the correct standard.
  - o Through clarification, the education provider explained how they have one external examiner available for their programme. But also, that this programme shares many units with another non-hcpc programme who have a different external examiner. Both external examiners are present at progression and assessment boards and comments from both external examiners are useful when considering feedback on the programme.
  - o The visitors noted the reflections and clarifications the education provider submitted on this section. 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:**
  - o The education provider does not have established data points available for this section. They have reflected that between 2019-2023 there were 134 new learners enrolled on the programme. Of those, 14 permanently withdrew (10%) and five exited the programme with a lower award (0.032%). The withdrawal rate is slightly higher than at the last performance review when it was 9.8%, although not significantly.
  - o They continue to monitor the reasons behind those withdrawals to see if there are any trends. They reflected that often withdrawals are due to things that happen in the personal life of the learners.
- **Outcomes for those who complete programmes:**
  - o The education provider does not have an established data point for this area but have provided reflections for this section. They reflected that since their last performance review, they have started sending out graduate outcomes surveys to their graduates.
  - o This is a new process which means the response rate has been low, but they have received positive data. This data indicated that in the academic year 2020-21, one graduate responded and indicated they were in full-time employment. In 2021-22, they received two responses, which informed them that one graduate was employed and the other remained in education.

- **Learner satisfaction:**
  - The education provider does not have an established data point for this area but have provided reflections for this section. They have provided their own learner-satisfactory survey data. This survey was first sent out in the summer of 2023 and received nine responses. The data provided showed generally positive levels of satisfaction across a number of matrices. This includes 80% average satisfaction with the modes of delivery of learning and overall satisfaction of learning experiences.
- **Programme level data:**
  - The education provider has provided both data and reflections for this area. They have detailed how they recruited 36 learners in academic year 2022-23 leading to a staff-to-learner ratio of 1:8.
  - They reflected that they aim to keep their intake level fairly constant to ensure that we keep below the 1:10 staff-to-learner ratio and that the programme is resourced adequately. They receive a high number of good quality applications and the number of applications received exceeds the number of places offered. They are then in a position to offer the best candidates a place on the programme.
  - The visitors acknowledged the data and reflections in this area and the work put in by the education provider in respect of this. They also note the existing guidance and processes in place, and that this is an area under review within HCPC processes. The visitors note the data points being developed and how this can be considered in future performance review cases.

Proposal for supplying data points to the HCPC: This is an area being developed alongside the supply of new guidance on HCPC processes. This is an area that can be developed, meaning usable data may be available for consideration at the education provider's next performance review.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

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

The development of Institutional level partnerships

Summary of issue: The visitors recognised that the development of institutional level partnerships remains an ongoing matter at the education provider. Much of the reflections in their submission refer to their last performance review (2021-22). Due to the short time in between reviews they reflect that there has not been much time

for developments to be implemented. At this last review, there were many good practice points, and feedback mechanisms appear to be used well. However, we did not find there to be new mechanisms to be in place or reflected on in this review. Therefore, we are referring this matter to the next review and asking the education provider to embed their new developments and reflect on this at the next review

<u>Reflections on placement quality</u>

Summary of issue: The visitors found the education providers' reflections on placement quality to be limited, and some developments are still ongoing. They have not found this to be a risk to their provision or management of practise-based learning placements. But recommend the education provider reflect on this, expand their reflections and complete the ongoing developments ahead of their next review.

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 2025-26 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 include learners, service users, practice educators, partner organisations and external examiners.
- External input into quality assurance and enhancement
  - The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision
  - The education provider engaged with the British Psychological Society (BPS), the Universities Psychotherapy and Counselling Association (UPCA) and the UK Council for Psychotherapy (UKCP). They considered the findings of these and their validating partner Middlesex University in improving their provision
  - The education provider considers sector and professional development in a structured way
- Data supply
  - Through this review, the education provider established how they will supply quality and performance data points which are equivalent to those in external supplies available for other organisations. A regular supply of this data will enable us to actively monitor changes to key performance areas within the review period. The annual receipt of this data will enable us to consider a longer than two-year ongoing monitoring period at their next performance review.
- What the data is telling us:

- o 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 2 year monitoring period is:
  - o We are recommending an ongoing monitoring period of two years so that the two areas of referral can be enacted and planned developments concluded. This will allow time for reflections and data on these areas to be collected.
  - o We shall be able to work with the education provider during the ongoing monitoring period to supply us with the required data. The annual receipt of this data will enable the visitors to consider a longer ongoing monitoring period at 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 the information presented to them, the Committee decided that:
- The education provider's next engagement with the performance review process should be in the 2025-26 academic year

Reason for this decision: That the education provider and its programmes next engage with the performance review process along the timeframe stated in the report. The Panel agreed with the visitors' recommended monitoring period for the reasons noted in 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
New School of Psychotherapy and Counselling and Middlesex University	CAS-01406-X1R0S7	Garrett Kennedy Natalie Fowler	2 years	**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 2025-26 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	**Referrals to next scheduled performance review:** • The development Institutional level partnerships; o The visitors recognise that the development of institutional level partnerships remains an ongoing matter at the education provider. Much of the reflections in their submission refer to their recent performance review (two

				○ The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider include learners, service users, practice educators, partner organisations and external examiners. - External input into quality assurance and enhancement ○ The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision	years ago). Due to the short time in between reviews they reflect that there has not been much time for developments to be implemented. At this last review, there were many good practice points, and feedback mechanisms appear to be used well. However, we did not find there to be new mechanisms to be in place or reflected on in this review. Therefore, we are referring this matter to the next review and asking the education provider to

				- o The education provider engaged with the British Psychological Society (BPS), the Universities Psychotherapy and Counselling Association (UPCA) and the UK Council for Psychotherapy (UKCP). They considered the findings of these and their validating partner Middlesex University in improving their provision - o The education providerconsiders sector and professional development in a structured way • Data supply - o Through this review, the education provider	embed their new developments and reflect on this at the next review • Reflections on placement quality; o Summary of issue: The visitors found the education providers' reflections on placement quality to be limited, and some developments are still ongoing. They have not found this to be a risk to their provision or management of practise-based learning placements. But recommend the education provider reflect

				established how they will supply quality and performance data points which are equivalent to those in external supplies available for other organisations. A regular supply of this data will enable us to actively monitor changes to key performance areas within the review period. The annual receipt of this data will enable us to consider a longer than two-year ongoing monitoring period at their next performance review. • What the data is telling us: o From data points considered and		on this, expand their reflections and complete the ongoing developments ahead of their next review.

				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 2-year monitoring period is: o We are recommending an ongoing monitoring period of two years so that the two areas of referral can be enacted and planned developments concluded. This will allow time for reflections and data on these	

				areas to be collected. We shall be able to work with the education provider during the ongoing monitoring period to supply us with the required data. The annual receipt of this data will enable the visitors at their next performance review to consider a longer ongoing monitoring period.	

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/09/2011