Performance review process report

Metanoia Institute, 2021-2023

Executive summary

This is a report of the process to review the performance of Metanoia Institute. 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
- Reviewed the institution's portfolio submission to consider which themes needed to be explored 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
- Decided when the institution should next be reviewed

Through this assessment, we have noted:
- The areas we explored focused on:
  - Embedding the revised standards of proficiency (SOPs) – from the initial reflection submitted, it was unclear how changes were made, how the standards were implemented and how some of the SOPs were integrated. Through the quality activity, sufficient clarification was received which addressed all the queries.
  - Responding to feedback from practice educators - there was a lack of reflection around feedback from practice supervisors and practice educators. Through the quality activity, we were reassured through examples given that this had been adequately addressed.
- The following are areas of best practice:
  - The visitors noted good practice around the education provider's efforts to proactively reach out to ethnic minority therapists / psychologists when advertising teaching posts and advertising for learners in a range of avenues to attract more minority ethnic learners. It was positive to note that this has been associated with an increase in non-white teaching staff and learners.
  - The visitors also recognised good practice with reference to curriculum improvements driven by needs within the profession. For example,

curriculum development driven by the UK Council of Psychotherapy (UKCP) registration requirements.

- The provider must next engage with monitoring in two years, the 2025-26 academic year, because:
  - o The visitors considered that the education provider has performed well overall, and there are no significant risks identified. Although several issues were flagged following the visitors' initial review of the portfolio, the education provider addressed all the themes for exploration.
  - o We also identified a couple of areas where the education provider demonstrated good practice.
  - o Due to the lack of comparable data in all three areas where it is required, we are only able recommend a maximum review period of two years. However, we expect that the education provider will engage with our proposed arrangement to establish data points when this becomes available before their next performance review.

Previous consideration	Not applicable. This performance review was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be
Next steps	• Subject to the Panel's decision, the provider's next performance review will be in the 2025-26 academic year

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 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, Practitioner psychologist, Counselling psychologist
Rosemary Schaeffer	Lead visitor, Practitioner psychologist, Occupational psychologist
Ann Johnson	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer

Alexander Hudson Craufurd	Advisory visitor, Practitioner psychologist, Counselling psychologist

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.

Section 2: About the education provider

The education provider context

The education provider currently delivers one HCPC-approved programme. The education provider is a higher education institution and has been running HCPC approved programmes since 2001. The education provider is validated by Middlesex University.

The education provider had their first engagement with the performance review process in the academic year 2021-22 and were recommended a two-year review period due to lack of comparable data.

The education provider engaged with the approval process in the legacy model of quality assurance in 2020 for the new Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych), part time programme. After considering the education provider's response to the conditions set, we were satisfied that all standards were met, and the programme became approved.

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
Pre-registration	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2001

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	18	42	2024/25	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through 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. The education provider is recruiting learners above the benchmark. We explored this through the review of the submission and sought clarity from the education provider. We were satisfied the education provider had sufficient resources in place to manage the increased number of learners.
Learner non continuation	3%	N/A	2019-20	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. The education provider supplied data that they have sourced internally. We have

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

				contacted the education provider, and other education providers, about our proposal to establish comparable data.
Outcomes for those who complete programmes	93%	100%	2020-21	This HESA data was sourced from a summary data. This means the data is the provider-level public data.

The data point is above the benchmark, which suggests the provider is performing above sector norms.

When compared to the previous year's data point, the education provider's performance has been maintained.

We explored this through the assessment. The education provider's reflection in this area showed they continue to put effective measures in place to ensure positive outcomes for those who complete the programme. |
| Learner satisfaction | 67.4% | 69.7% | 2023 | This National Student Survey (NSS) learner satisfaction data was sourced at the subject level. This means the data is for HCPC-related subjects.

The data point is above the benchmark, which suggests the provider is performing above sector norms.

When compared to the previous year's data point, the education provider's performance has dropped by 12%.

We explored this through the assessment. Although we recognised the drop from the previous year, it is worth |

				noting that this question (overall satisfaction score) is no longer used as the NSS score. Instead, the Office for Students now uses a positivity score. For the year 2023, which is the first time of using the positivity score, the education provider had a score of 82.5% compared with a benchmark of 79.1%.

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 – embedding the revised standards of proficiency (SOPs)

Area for further exploration: We noted areas within this theme where additional clarification was required.

The visitors noted that reflection had taken place about how the changes had been made, but the process used to make changes was not mentioned. For example, the visitors noted the example of a guest speaker who had not appreciated the impact of what they had said about ethnic minority learners. The education provider considered this was seen in the context of the need to stay abreast of the increased diversity of learners and the impact this will have on all aspects of teaching. Whilst this is valid, the visitors considered it had not explained the process by which the changes were made.

In relation to promoting public health and preventing ill health, the visitors noted the education provider's reflections focused primarily on the well-being of staff members rather than learners or the programme teaching and learning more widely. Therefore,

we requested further reflection on how the revised SOP was embedded in reference to the learning experience and programme content.

The reflection around registrants' mental health related to examples which did not directly address the revised SOPs. For example, there was reference to staff modelling limitations for working hours. However, other than this there was no information on how the education provider had integrated how learners' mental health was monitored / managed / encouraged as part of the programme. We therefore requested more information on how this theme was taught and assessed in the programme.

Quality activities agreed to explore theme further: We explored this area through an email response. We considered this the most appropriate way to seek further clarification on how the education provider embedded all the SOPs.

Outcomes of exploration: The education provider explained how they had made the changes. We understood a gap analysis was conducted to check which SOPs should be developed as a priority. Subsequently, curriculum changes were announced to tutors in advance, allowing time for module development to reflect the revised SOPs. For example, a Development Day was held to share changes, such as to revise the focus of the Year 2 Psychological Knowledge, Applications, Professional Issues and Practice (PAPP) module. From this day, initiatives to expand staff knowledge (related to protected characteristics), support tutors and promote positive mental health were introduced for this module. In addition, we noted a Team Development Day was held in early September 2023 to share good practice from the implementation of changes to the taught modules across the programme.

Regarding promoting public health and preventing ill health, the education provider noted that the Year 2 module, PAPP, includes a unit on secondary care prevention and health promotion and has been updated for EDI considerations. The Advanced Professional Development module covers various aspects of wellbeing, including the use of virtual world technologies in therapy, particularly beneficial for harder-to-reach communities such as autistic populations.

Finally, on the integration of the SOP around registrant's mental health, we understood the programme team acknowledged the high assessment load in Year 2 and made changes to the modules based on learner feedback, which were approved for implementation from September 2024. The education provider noted that self-care was a key component of the Personal and Professional Development (PPD) module, and personal therapy was required to help learners manage personal challenges.

The visitors were satisfied with the detailed response given by the education provider across the different SOP areas and determined it had adequately addressed their concerns in this area.

Quality theme 2 – responding to feedback from practice educators

Area for further exploration: In the portfolio, under the Practice placement educators' section, limited reflection was provided. Statements were made about the challenges, developments and successes. For example, NHS placement providers wanting to engage more, and the Placement Educators' Day continuing to deliver training to full capacity. However, there was no reflection about how these requests or activities had performed. As such, we requested reflection on the feedback received from practice educators and how the education provider had responded to it.

Quality activities agreed to explore theme further: We explored this area through an email response. We considered this the most appropriate way to seek further clarification on how the education provider addressed the issue.

Outcomes of exploration: In their response, the education provider cited an example of where feedback was given by a practice educator and responded to by the education provider. The education provider noted that on an occasion, a placement coordinator had intervened when a learner fell behind with updating their notes on their system. The placement coordinator then met with the learner to discuss this. Afterwards they contacted the practice-based learning provider and fed back the plan of action. In addition, an Annual Placement Educators' Day provided training, networking, and updates on programme requirements for practice educators.

The visitors were satisfied with the education provider's response and determined they continue to perform well in this area. Following the quality activity, the visitors had no further concerns.

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** –
  - o The education provider employs a governance structure for managing and resourcing its programmes, with the Executive conducting regular reviews of budgets and performance. Various committees are responsible for gathering stakeholder feedback and ensuring the quality of programme delivery. The Director of Education supervises the overall quality and sustainability of the provision.
  - o The education provider's reflection showed they had gone through a difficult period, for example loss of income and insufficient staffing levels. They noted there is now a stable group of teaching staff and by

2024/25 the programme will reach its full complement of learners and core staff.
- o The visitors were satisfied that the education provider has managed a difficult period with changes in programme leadership. The visitors were reassured of the education provider's stability in relation to resourcing.
- o Therefore, the visitors determined the education provider is performing well in this area.

- **Partnerships with other organisations** –
  - o Programmes delivered by the education provider and validated by Middlesex University adhere to the policies established by Middlesex University, the awarding entity. The education provider's Learning and Quality Enhancement Handbook (LQEH) delineates the governance and management duties pertaining to the partnership.
  - o The visitors were satisfied that the education provider continues to have established partnership working with Middlesex University and that the process is well managed. This has also led to evidence of practice-based learning, and its expansion to support learners.
  - o Increasing numbers of learners each year has called for the education provider to continue to broaden its collaborations with practice educators to ensure that learners from all parts of England are able to access suitable quality practice-based learning. The education provider noted they have been successful in keeping up with demand.
  - o The visitors determined that the education provider's reflection showed they are performing well in this area.

- **Academic quality** –
  - o The LQEH outlined guidelines for programme approval, reviews, and external examiner criteria. University regulations ensure adherence to national standards for programme frameworks, assessments, and awards. The Metanoia Institute Quality and Standards Manual aligns academic and governance requirements within the education provider's structures and processes.
  - o The education provider recorded that learners have an exceptionally high success rate (100%) in finding clinical positions post qualification. They noted their teaching team are well integrated and there is good morale and enthusiasm. They also noted that all teaching staff contribute to programme developments on an ongoing basis, giving each tutor a sense of autonomy and effectiveness.
  - o The visitors noted positive quotes from learner feedback and that the quantitative results from learner surveys about the teaching quality support these. We also noted areas for improvement highlighted by learners have been acted upon. For example, learners in the final year (Year 4) of the programme had requested a more detailed timetable for completing the programme. This had been provided to the year 4 learners, and to the year 3 learners so they can forward plan.
  - o The visitors therefore determined that the education provider has continued to perform well in this area.

- **Placement quality** –
    - There is a Placement Handbook and Placement Agreement that outlines the standards for external practice-based learning. They specify expectations for practice providers, the education provider and learners during practice-based learning activities. Learners receive supervision throughout their client work during practice-based learning.
    - Clinical supervisors must be approved by personal tutors to ensure their qualifications and experience align with requirements. There is also a practice-based learning team that approves and monitors practice-based learning, conducting rigorous reviews every three years to maintain quality.
    - Through clarification, the education provider reflected on how they approved and monitored the quality of practice-based learning. They explained their approval process for practice-based learning. This involved a detailed questionnaire and follow-up phone call to determine suitability prior to commencing. Learners provided feedback on their experiences during their Mid-Year and End of Year Tutorials, which was then passed on to the practice-based learning team.
    - Issues raised by learners, were flagged for a potential visit, and learners and supervisors were able to contact the practice-based learning team at any time with concerns. Upon leaving, learners completed a detailed questionnaire, and the data was used to take appropriate action, such as arranging a visit if there were concerns.
    - It was clear how the education provider used their monitoring systems to help maintain long standing relationships with their practice educators and ensure the quality of practice-based learning.
    - Through the education provider's reflection, the visitors received sufficient information to determine that the education provider has performed well in this area.

- **Interprofessional education** –
    - Through their Research Academy and Research Seminars, the education provider ensured that during practice-based learning, learners are guided by an experienced mental health professional and engage in group activities to learn from each other. Learners are also required to submit and pass a Mental Health Familiarisation Project, reflecting on professional practices within a mental health organisation.
    - The education provider noted that they offered various opportunities for their learners to learn from researchers including those recognised internationally.
    - Through clarification, we established how the education provider ensured IPE in the academic environment and their plans to continue to improve in this area. For example, we understood that for the Creative Therapies module in Year 2, drama therapists, music therapists, creative writing therapists, dance therapists and art therapists were invited to teach for one semester. This provided the opportunity for learners to learn with and from other professionals.
    - The visitors were able to determine that the education provider has performed well in this area.

- **Service users and carers** –
  - The Metanoia Counselling Clinic incorporates service users, known as 'Experts by Experience' (EBE), in the recruitment process for new learners, leveraging their insights to guide decisions. These EBEs also enrich the curriculum by sharing their experiences as guest speakers for learners.
  - Through clarification, we noted EBEs' involvement in curriculum development. For example, we noted EBEs have been assigned to specific groups to work with the Year 3 learners for their Advanced Professional Development module. The formative assessment of the module required learners to work collaboratively in small groups to design a therapeutic service. The service addressed either a client group with particular needs, or a type of psychological intervention that is not traditional face to face talking therapy. The education provider noted they continue to develop the EBEs' contribution to their programme, and value their input.
  - The visitors determined the education provider has continued to perform well in this area.

- **Equality and diversity** –
  - The education provider has an Equality and Diversity Manual which ensures admissions processes are open and fair to all applicants and there is equal consideration of all applicants who are able to benefit from the programme. The Equality and Diversity Manual incorporates the Equality and Diversity Charter and the principles stated here are also covered in their Admissions Policy.
  - The education provider reflected on the success of their Community Meeting in November 2023 which has continued to take place every two months. This included class reps from each year group. We understood these meetings have allowed closer and more regular contact with learners, so that any difficulties or inequalities were addressed in a timely manner, with preventative measure. And that it has contributed to positive outcomes for all learners.
  - The visitors were satisfied the education providers demonstrated the underpinning policies around Equality, Diversity and Inclusion (EDI) continued to be complied with. In addition, their reflection showed these had been effective in ensuring a more diverse and inclusive team. From seeking further clarification, the visitors noted the diversity of learners.
  - The visitors noted good practice around recruitment of staff and learners to the programme. For example, efforts to proactively reach out to ethnic minority therapists / psychologists when advertising teaching posts. This extended to advertising for learners in a range of fora to attract more ethnic minority learners. It was positive to note that this has been associated with an increase in non-white teaching staff and learners.
  - The visitors were satisfied that the education provider's reflection meets the requirements for this review. Therefore, they determined the education provider has continued to perform well in this area.

- **Horizon scanning** –
  - There is a focus on the recruitment and retention of teaching staff as the main long-term issue facing the programme. References were made to other programmes that have closed due to a lack of available staff.
  - Through clarification, we noted what the education provider was doing around broader issues. For example, issues around the NHS job market and the capacity of practice-based learning. They noted that the NHS job market for counselling psychologists is currently healthy and that gaining NHS experience is crucial for learners' career progression. The NHS Experience Days and the Expanding Placements Team help learners secure practice-based learning, especially in areas outside of London. Learners who struggle to find practice-based learning received support from the Director of Studies (DoS) and placement coordinators, who network with NHS providers.
  - The placements team, including a full-time clinical director and two part-time coordinators, ensured effective monitoring of the provision. The education provider noted that the growing number of applicants to the programme presented a challenge in maintaining quality education and adequate staff. However, the Bank of Academics and a hybrid teaching model has helped to recruit and support graduate learners, ensuring sufficient staff for learners.
  - The education provider reflected on the challenges the counselling psychology profession has had around diversification. For example, they noted the profession had been represented largely by white, middle class, able-bodied females. They noted, that at present, it was unclear the impact this may have on the capacity of practice-based learning.
  - Through the education provider's reflections, we were satisfied that they continue to manage long term challenges and opportunities effectively and therefore, we determined they have performed well 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 noted good practice around the education provider's efforts to proactively reach out to ethnic minority therapists / psychologists when advertising teaching posts. This extended to advertising for learners in a range of fora to attract more ethnic minority learners. It was positive to note that this has been associated with an increase in non-white teaching staff and learners.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Embedding the revised Standards of Proficiency (SOPs) –**
  - In their reflection, the education provider gave specific examples of how they embedded the revised SOPs. For example, in relation to the

changes that were made and how the revised SOPs were actively implemented. Through quality theme 1, we gained further information about the process the education provider had undertaken to identify and integrate the themes. This provided reassurance in this area. We also noted how some of the revised SOPs had been implemented into the programme.

- o For EDI, we noted teaching staff were provided with texts on racism and decolonisation, such as 'Black Identities, White Therapies', 'White Fragility', and 'White Tears/ Brown Scars', to enhance their understanding and inform their teaching. The education provider found these resources beneficial in broadening staff awareness of racial blind spots and unconscious biases.
- o The education provider reflected on the introduction of the Race and Intersectionality in the Curriculum Working Group' (RICWG) which is a monthly space where learners met to discuss developments needed to continue to make the programme more inclusive. The education provider also noted a change in the format of a viva assessment to make it more inclusive for neurodiverse learners. We understood there were no significant changes to teaching, however, staff understanding of EDI was enhanced in the process.
- o In relation to further centralising the service user, the education provider noted the Year 3 formative assessment now requires learners to devise and present a plan for new service with clients. They did this by identifying either a client group with specific needs, or a type of psychological intervention that was not traditional face to face talking therapy. The education provider noted this has enhanced the quality of the learner response.
- o The education provider introduced a hybrid model of teaching which has been favoured by their learners, who have found the reduction in costs and the convenience of being at home has greatly benefitted them. The hybrid model also equips learners for the likelihood of a hybrid model of counselling in their practice-based learning, so effectively preparing them for working with clients. This helped to demonstrate how they embedded the SOP around digital skills and new technologies.
- o Leadership is now being taught across the programme rather than previously only in Year 3.
- o The visitors were satisfied that the education provider's reflection evidenced that they have integrated the revised SOPs into their provision. Therefore, we determined the education provider has performed well in this area.

- **Use of technology: Changing learning, teaching and assessment methods** –
  - o We noted that the hybrid model of teaching was piloted, and unanimous approval was received from learners. There was also evidence of the move to learning about the latest developments in the virtual world and avatar-assisted therapy and its benefits for the hardest to reach client communities.

- The education provider recognised the challenge of the growing accessibility of artificial intelligence (AI) tools such as ChatGPT. To overcome this, Turnitin, the online assessment tool used for marking, has a built in AI detection feature, which has enhanced the ability to ensure academic integrity.
  - The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.

- **Apprenticeships in England** –
  - The education provider noted they do not have any apprenticeship programmes and have no plans to set one up.
  - The visitors considered this area is not applicable to the education provider. Therefore, they determined no impact on their performance.

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:
- **Assessments against the UK Quality Code for Higher Education –**
  - The education provider has plans in place to produce Year Guides for each year of study and are implementing these plans.
  - For example, as part for the actions from previous assessment against the UK Quality Code for Higher Education, the education provider produced a Year Guide to bridge the gap before programme handbooks were received by learners. The Year Guide highlighted key assessments and requirements for the year and tools / strategies to help learners prepare. We noted this was well received by learners across the different year groups.
  - The visitors were satisfied that the education provider's reflection demonstrated that there is a process in place which focuses on feedback and actions and the process is being used well.

- **Office for Students (OfS) –**
  - There was no specific OfS feedback with regards to the approved programme covered by the partnership between the education provider and their validating body.
  - There were examples of how the education provider has made changes to the programme in order to keep the content relevant and up to date. For example, the education provider noted the Year 2 PAPP module has become more focused on power, privilege and difference to reflect the wider diversity in their learner cohorts. They have succeeded in adapting this module while still keeping with requirements from Professional, Statutory and Regulatory Bodies (PSRBs) and their validated content.
  - The visitors were satisfied that the education provider is performing well in this area.

- **Other professional regulators / professional bodies** –
  - o We noted that in their last British Psychological Society (BPS) review in 2021, following the recommendation of the BPS to increase engagement with psychological services, engagement with NHS departments has greatly increased.
  - o Examples were provided of establishing more practice-based learning opportunities for learners. For example, the education provider noted they had been working with Central and North-West London NHS Foundation Trust (NHSFT) over the last two years to provide more practice-based learning for counselling psychologists. We understood this has come to fruition with the practice-based learning now on the education provider's list of approved practice-based learning.
  - o The visitors were satisfied that the education provider's reflection in this area showed they have performed well.

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** –
  - o The education provider reflected on how they had understood and applied the key concepts of the knowledge base relevant to the profession. For example, the requirements of UK Council for Psychotherapy (UKCP) registration for learners to complete a Mental Health Familiarisation Portfolio. This entails 120 hours of additional learning about the main mental health delivery systems in the UK and legislation and procedures surrounding this.
  - o In their reflection, the education provider gave examples of how they have developed the curriculum. We noted examples around EDI and service user involvement. For example, we noted two of the education provider's EBEs have contributed to the programme as guest speakers – on the topics of intersectionality and parenting a child with additional needs; and fostering and adoption.
  - o We also noted the SOPs were well covered. We noted curriculum development has been identified in a unit which had been influential in helping learners to develop their integrative approach. This in turn has helped them to have a variety of tools to meet client needs. The education provider reflected on how this is also related to the revised SOPs as it demonstrates awareness of the learners' levels of competence and help them to know how to refer a client on to a specialist as required.
  - o The visitors were therefore satisfied that the education provider had performed well in this area.

- **Development to reflect changes in professional body guidance** –

- o The education provider has sought, and taken on board, BPS advice regarding online working and the need to increase the capacity of practice-based learning and to monitor these carefully.
  - o Through clarification, the education provider reflected on further changes they made as a result of external guidance. For example, in the March 2024 edition of the BPS magazine, there was an article on eating disorders in autism. The education provider reflected that they were able to incorporate salient points from the article into their teaching on diagnostic overshadowing.
  - o We understood that that BPS publications were regularly shared with learners, with key points incorporated into teaching.
  - o The visitors were satisfied with the education provider's reflection as well as their response to the quality activity and therefore, considered they have performed well in this area.

- **Capacity of practice-based learning (programme / profession level)** –
  - o Through clarification, we noted the education provider's reflection on their strategy to ensure the required capacity of practice-based learning continued to be provided in the future. The education provider noted they have updated their practice-based learning database for user-friendliness, and it now included more detailed information on practice-based learning sites.
  - o They explained that practice-based learning opportunities were received daily and shared with learners, who can only apply after approval by the placements team. We were made aware that the Metanoia Counselling and Psychotherapy Service (MCPS) uses a monitoring system to ensure all learners have clients and the Mid-Year and End of Year Tutorials were used to check on practice-based learning provision for all learners.
  - o From reviewing the education provider's reflection and further clarification received, the visitors were satisfied about the education provider's performance 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 recognised good practice with reference to curriculum improvements driven by needs within the profession. For example, the curriculum development driven by the UKCP registration requirements.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - o The education provider reflected on, and gave examples of, areas where improvement was needed. These included communication about the Mitigating Circumstances panel criteria for consideration and communication about options available to learners who fail

assessment. We noted the education provider responded well to these issues and considered how they could further support learners.

- o Through clarification, we understood the education provider continued to take active steps to ensure they are reporting feedback received from learners and acting on it. For example, they explained that bi-monthly Community Meetings and monthly meetings were held with Year 4 Class Reps for feedback and improvement suggestions. We understood the Year 4 learners, being the first cohort from the revised programme, requested a detailed programme completion time plan, which was implemented in January 2024 and shared with Year 3 learners. Due to the timeframes, it was not possible to receive reflections in this review period on the performance of this.
- o In addition, the validating body's annual Postgraduate Research Experience Survey (PRES) highlighted the need for greater communication and support for research learners. Actions were taken to increase survey participation and improve research learner support. These included a Research Café, expanded research supervisor diversity, and enhanced supervisor training. The education provider noted these measures have been well-received by learners.
- o The education provider's initial reflection provided us with enough reassurance to determine that they have performed well in this area.

- **Practice placement educators** –
  - o The education provider reflected on how they obtained engagement with practice providers. For example, for counselling psychology learners in the NHS through NHS Experience Days.
  - o Through clarification, we received further reflection on the feedback received from practice educators and how the education provider responded to it. For example, we noted feedback from practice educators was received formally twice a year in the Mid-Year and End of Year Tutorials through forms. This then constituted part of the Mid-Year and End of Year Tutorial forms.
  - o The visitors were satisfied that the reflection showed the education provider has performed well in this area.

- **External examiners** –
  - o The previous external examiner on the programme had recommended the internal moderation for the programme commence earlier in the year so that the external moderation could also begin sooner. From the reflection, it was clear the education provider had considered this feedback and the potential challenges which may be encountered if implemented.
  - o We noted new procedures have been put in place to ensure better training and induction of new staff to address issues found. The new external examiner has approved the programme changes.
  - o The education provider's reflection showed that the external examiner was engaged, with feedback received and acted upon.
  - o The visitors were therefore satisfied that he education provider has continued to perform well 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:
- Learner non continuation rates for 2022-23 academic year showed that 84% of learners in Year 1; 100% of learners in Year 2; and 94% of learners in Year 3; continued to study the programme. The education provider also reflected on the percentage of learners passing at first attempt and those with resits.
- We noted that seven learners were awarded their Doctorate in 2022-2023. Four learners received exit awards during this time period. In 2021-22, nine learners were awarded the Doctorate and none left with exit awards.
- We are satisfied that the majority of learners continued to make good progress on their programme and therefore we determined the education provider is performing well in this area.

- **Outcomes for those who complete programmes:**
  - The education provider's reflection showed 100% of those who completed the programme were in further training or employment.
  - The visitors were pleased to note that this data was being collected, although internally. We are aware that the education provider intends to formalise this data point with us. In the meantime, we are satisfied with their performance in this area.

- **Learner satisfaction:**
  - We noted there had been a drop in learner satisfaction (12% from the previous year). The education provider reflected this was based on a limited number of learner satisfaction responses from across the various programmes delivered by the institution.
  - The education provider reflected on how they scored less favourably than their validating body on different aspects of the research experience.
  - They have responded well to this feedback – both in collecting better data in future and improving the research experience. For example, the education provider scored highly on learners knowing what is required from them for their final assessments and thesis and also access to online library facilities.
  - The visitors concluded that the data suggested performance is positive in this area, therefore we are satisfied.

- **Programme level data:**
  - We noted the education provider's main concern referred to the diversity of the learner group, rather than the resources needed to support this much larger group. Through clarification, the education

provider reflected on how they managed the balance between the number of available staff and learners. The education provider noted they are striving to achieve the recommendation from the professional body for the ratio of staff to learners and reassured us that all modules are currently taught by experienced staff.

- o We understood that an introduction of online teaching on Fridays had enabled the programme team to expand as this allowed input from tutors teaching from overseas. We also noted that the transition to a hybrid teaching model has been guided by regular learner feedback, leading to more breakout room activities and afternoon breaks. We understood this feedback mechanism has ensured quality of provision and fostered positive relationships between learners and tutors.
- o The visitors were satisfied that the education provider continues to perform well in this area.

- **Proposal for supplying data points to the HCPC:** The education provider does not currently have data available which has been verified by external sources. The education provider has indicated that they are willing to engage with our ongoing work around establishing a formal, and externally verified, data supply. This means the education provider should be able to establish how they will supply quality and performance data points which are equivalent to those in external supplies available for other organisations in future reviews. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.

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

There were no outstanding issues to be referred to another process.

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.

Reason for next engagement recommendation
- Internal stakeholder engagement

- o 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, partner organisations, practice educators, and external examiners.
- External input into quality assurance and enhancement
  - o The education provider engaged with one professional body. They considered professional body findings in improving their provision.
  - o The education provider engaged with the OfS. They considered the findings of one other regulator (UKCP) in improving their provision.
  - o The education provider considers sector and professional development in a structured way.
- Data supply
  - o Through this review, the education provider has not established how they will supply all quality and performance data points which are equivalent to those in external supplies available for other organisations.
  - o Where data is not regularly supplied, we need to understand risks by engaging with the education provider on a frequent basis (a maximum of once every two years).
- What the data is telling us:
  - o From the 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 two-year monitoring period is:
  - o The lack of comparable data supply across all three areas that were assessed. Although the education provider has now established two out of the three data points we use in our assessment, we require them to have all three data points established to be considered for a longer review period. In addition, this data needs to be externally verified before submission to us upon agreed timeframes. The visitors were satisfied with the education provider's performance across all themes and have not identified any significant risk.

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 2025-26 academic year.

Reason for this decision: The Panel agreed with the visitors' recommended 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
Metanoia Institute	CAS-01394-Z5K9K5	Garrette Kennedy Rosemary Schaeffer	Two years	The lack of comparable data supply across all three areas that were assessed. Although the education provider has now established two out of the three data points we use in our assessment, we will require them to have all three data points established to be considered for a longer review period. The visitors were satisfied with the education provider's performance across all themes and have not identified any significant risk.	None

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)	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/01/2001