Performance review process report

Regent's University London, 2018-2022

Executive summary

This is a report of the process to review the performance of Regent's University London. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this education 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 to consider which themes needed to be explored through two quality activities.

Through this assessment, we have noted:
- The areas we explored focused on:
  - How learners will continue to be supported during the teach-out of the programme. We explored this to ensure that learners are supported to remain up to date with any changes in the curriculum and the implementation of the new Standards of Proficiency (SOPs). The education provider expanded on their submission and addressed the visitors' queries.
  - How learners will continue to be supported during the teach-out of the programme regarding practice-based learning. We explored this to ensure that learners are supported in completing their practice-based learning (PBL) as the programme draws to a close. The education provider detailed how many learners remained to complete PBL and the measures they are taking to support them.
- The following are areas of best practice:
  - We recognised the education providers system for involving service users and carers (SU&C) as an area of good practise. We recognised the system they have in place allows for high levels of SU&C involvement and there is a clear system for receiving and acting on SU&C feedback that is exemplary.
- The provider should next engage with monitoring in 3 years, the 2025-26 academic year, because:
  - This allows the education provider time to continue with the teach out of the programme and reflect upon this. This provides a 'touch-point' for us to check in with the education provider and ensure learners are progressing well and being supported.

| Previous consideration | This is the education provider's first performance review which replaced the previous annual monitoring system. |

Decision	The Education and Training Committee (the Panel) is asked to decide:
	• when the education provider's next engagement with the performance review process should be.
Next steps	Outline next steps / future case work with the provider:
	• Subject to the Panel's decision, the education 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 education 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
Jennifer Caldwell	Lead visitor, occupational therapist
Mohammed Jeewa	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 1 HCPC-approved programme for practitioner psychology. It is a Private University and has been running HCPC approved programmes since 2011.

The University currently has one approved programme with us, this being the DPsych Counselling Psychology programme that has been approved since 2011. This programme is scheduled for closure and no longer recruiting new learners.

Once the programme closes, the education provider will no longer be listed amongst our list of approved providers or subject to completing future Performance Reviews.

Major change process: The Education provider previously engaged with our Major Change (MC) process in 2021. Case titled MC REG Doc PPCL 19/01/21 or CAS-16906-R6F2D6. The changes reported were relatively limited in scope and breadth, it was decided that may be that the programme does not go through another audit cycle before it ends.

MC REG Doc PPCO (The Open University) 31/01/2019 CAS-14531-B3L9S5, and the process to review was Annual Monitoring by declaration.

Last Annual Monitoring by declaration was 2018-19.

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	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].

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

Data Point	Bench-mark	Value	Date of data point	Commentary
Numbers of learners	20	21	03/04/2023	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 not recruiting learners because the programme is closing.
Learner non continuation	10%	14%	2019-20	This Higher Education Statistics Agency (HESA) data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered based on HCPC-related subjects. The data point is above the benchmark, which suggests the education provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has broadly been maintained We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their review on their ongoing monitoring recommendation.

| Outcomes for those who complete programmes | 93% | 93% | 2018-19 | This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects

The data point is equal to the benchmark, which suggests the education provider's performance in this area is in line with sector norms

When compared to the previous year's data point, the education provider's performance has improved by 4%

We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their review on their ongoing monitoring recommendation. |
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| Teaching Excellence Framework (TEF) award | N/A | Bronze | 2019 | In June 2019, Regent's University received a Bronze award from its first submission in the national teaching and excellence (TEF) framework, confirming the University was delivering learning, teaching and outcomes that met rigorous national quality requirements for UK HE. |
| Learner satisfaction | 77.2% | 82.5% | 2022 | This NSS (National Student Survey) 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 education provider is performing above sector norms |

| | | | | When compared to the previous year's data point, the education provider's performance has improved by 4.1%

We explored this by making the visitors aware of this ahead of their review. The visitors factored this into their review on their ongoing monitoring recommendation. |
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Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

We have reported on how the provider is performing on all areas, including the areas below, through the Summary of findings section.

Quality theme 1 – Ongoing support in place for learners to remain up to date with changes in curriculum and standards of proficiency

Area for further exploration: The only approved programme deliver by the education provider is in the teach out phase with no new learners being accepted. The education provider has also discussed in their submission how their learners are currently working on their theses and that learners are expected to be on the programme until 2030. Considering this the visitors wanted to ensure that measures are in place to support learners and ensure learners remain up to date with any changes in the curriculum. The visitors also recognise the standards of proficiency for many professions have changed recently. Additionally, they noted that the SOPs may fundamentally change ahead of learners completing the programme in 2023. Therefore, the visitors also want to assess how the provider will support learners in

understanding the implementation of the new SOPs. It is important we ensure that appropriate mechanisms are in place to support learners in the teach out phase. It is important that learners are kept up to date on changes in standards and curriculum, so they are fully informed when they complete their studies and begin practising.

Quality activities agreed to explore theme further: We looked to explore this further via an additional documentary and additional narrative submission. This will allow the education provider to expand on the information currently submitted and respond directly to our queries.

Outcomes of exploration: The education provider confirmed that the majority of learners will have finished their curricula by 2023-24 and will be solely in the research write-up phase. There is therefore no need to keep curricula of the programme up to date. Learners on extensions / breaks etc, will be provided with a package of support and resourcing around their submissions. Learners requiring resits or retakes will also be supported according to academic regulatory requirements and in the usual way.

The education provider has also stated that as teaching and placements have come to an end they are no longer obliged to keep learners up to date on changes to curriculum. Learners will continue to have access to the programme infrastructure and provision of relevant staff. This includes personal tutors and placement coordinators and the programme. This means that any wider changes of relevance to the profession and the discipline will be published to the ongoing cohort of learners via communications such as Programme Director update emails.

The education provider has organised a workshop for their learners and staff to attend. The workshop will be delivered via Microsoft Teams and will be recorded so that it can be accessed by all learners and staff in the community. Its aim is to provide information about the new SOPs, be able to apply the new SOPs to professional practice and to ensure learners know how and where to seek further information about in SOPs.

The visitors are satisfied a comprehensive response was provided demonstrating what support is in place for learners going forward. The education provider has demonstrated how they will introduce the new SOPs for learners. The visitors found this to have addressed their concerns but also recognise learners will remain on the programme for a considerable length of time and will continue to require supervision and support. This has been factored into their ongoing monitoring recommendation.

Quality theme 2 – Support for learners during the programmes 'teach out phase' with in regards to practise based learning

Area for further exploration: The education provider has reflected openly on the ongoing challenges that exist with regard to placement capacity. They have also evidenced the support that they are putting in place for learners, this includes the database of placements they have and are utilising for learners to secure placements. We found their submission to give a clear picture of how things are now but did reflect on future planning. With the programme closing, it is important the existing learners are fully supported until they complete their studies. . We decided to

explore this further to determine how learners will be supported over the course of the programme's closing period.

Quality activities agreed to explore theme further: We looked to explore this further via an additional documentary and additional narrative submission. This will allow the education provider to expand on the information currently submitted and respond directly to our queries.

Outcomes of exploration: The education provider explained that the majority of their learners have already completed the placement sections of their programme. They have confirmed that three learners remain on the programme who will be partaking in placements, this is due to them having breaks or extensions to their learning. The education provider has stated that these learners will continue to be supported whilst they complete the placement sections of the programme and have detailed the support in place. This includes having a dedicated clinical training supervisor who is also a HCPC registered Counselling Psychologist. This supervisor will meet the learner to;

- sign off any contractual, health and safety and risk assessment paperwork;
- to monitor and evaluate clinical and professional progress and the accrual of hours;
- to be a first port of call for all quality assurance and professional support.

The supervisors will also support learners by writing job references, provide general, personal, professional and pastoral support for learners with their ongoing studies. They will remain in place until all learners complete their studies. Learners will continue to have a student card and log in to password protected email and data storage, access to Regent's university research degrees team, student support, welfare, finance, registry and academic support services and to all physical and online resources.

The visitors found the education provider to have demonstrated sufficient support mechanisms remain in place and shall continue to support those learners still on placement until completion. The visitors found the education provider to have responded fully to their questions and are satisfied with their response and the measures in place.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:
- **Resourcing, including financial stability** –
    - The education provider has reflected on their previous engagement with our monitoring processes including their annual monitoring in 2019

and the major change case they went through in 2021. Their only approved programme is closing and in the 'teach-out' phase currently with no new learners joining the programme 2021 onwards. They stated the exit plan was all considered as part of this major change and is now in place.

- o From the 2023-24, barring resits, breaks and extended assessments, individual learners will have completed academic and practice-based components of the programme. In accordance with the exit plan, all 21 learners will continue from 2023-24 to be fully supported. They will be supported via research supervision and supporting leadership and administrative resources. Other support will be in place to progress their doctoral research projects to the completion of their studies and application to the register.
- o The visitors note how the programme is closing and recognise the plan the education provider has to teach-out the programme. The visitors found the education provider to have a robust plan to support learners to completion, ensure sufficient resources and staff remain in place.

- **Partnerships with other organisations** –
  - o The education provider has reflected on how they maintained their relationship with their professional accreditation partner, The British Psychological society. They do not hold formal partnerships with practice partners, employers or commissioners. They maintain their partnership with the Open University (OU) who they entered into a validation agreement with in March of 2015. The validation agreement enables the OU's research degree awarding powers (RDAP) to be applied to the validation of the Doctorate in Counselling Psychology (DPsych) as a level 8 professional doctorate. The education provider has maintained this relationship and updated their procedures in line with OU's new policies. For the reporting of the 2021-22 academic cycle, the OU introduced a new process for institutional and programme monitoring (IPM),. This facilitated a staggered timing of submission deadlines throughout the year. This was to help reduce the administrative burden for the institution, allow for the reporting of data in more meaningful timeframes, and enable the OUVP team to provide more timely feedback and interventions.
  - o The education provider also states that they have continued to update their internal guidance including the programme handbooks in collaboration with the OU and their external examiners. They continue to enjoy a collaborative relationship with the OU and this shall continue until the programmes eventual closure.
  - o The visitors note the strong partnership in place with the OU and how this will remain in place until the programmes closure. They also note the support demonstrated of the programme by the external examiners.

- **Academic and placement quality** –
  - o The education provider has reflected on their processes for evaluating and monitoring academic quality which have remained in place during the monitoring period. They have kept their programme handbook current and these detail learning outcomes at levels 7 and 8; marking, moderation, external examination and quality assurance processes. A review was conducted in 2019 and the education provider has put in

place mechanisms to respond to the feedback gained here. This included streamlining the number of assignments in line with OU guidance. The education provider has also learnt that many learners struggled with a particular module in year one of the programme. They reflected on how this is a challenging module and which was not suitable for many learners. This is something they assess in their admissions processes as not all applicants are suited / prepared for doctoral level research.

- o They continue to assess placement quality in order to safeguard quality and to drive improvements. The aim being to seek and retain high quality placements for learners. All new placements continued to be considered for approval against the suitability criteria outlined in the placement handbook. They moved their risk assessment process in-house in the 2021-22 academic year enabling a timely completion of risk assessments to avoid unnecessary delays in learners starting placements. This was trialled over that academic year but made permanent after being found to be successful because it improved the timeliness, relevance and thoroughness of the risk assessment process.

- **Interprofessional education** –
  - o The education provider has detailed how they confirmed in their 2019 internal audit that they were meeting the HCPC standards on Interprofessional Education (IPE). This was re-confirmed in their 2020 and 2021 declarations and their 2019 major change review. Their programme team consists of a variety of professionals including HCPC registered Counselling and Clinical Psychologists, UKCP (United Kingdom Council for Psychotherapy) registered Psychotherapists, Accredited Coaches, and Accredited Psychoanalytic Psychotherapists among others. The DPsych Placement Coordinator has been a Registered Clinical Psychologist since September 2021.
  - o Their research teams often include a Counselling Psychologist and staff members representing other professions depending on the nature of the research topic. Learners can also learn alongside those on the education providers psychotherapy programmes and attend CPD (continuing professional developments) events hosted by neighbouring disciplines. Further opportunities for interdisciplinary learning have been provided to all learners through membership of the OU's Open Psychology network.
  - o The visitors found academic quality to remain strong despite programmes closure. They have actively responded to feedback from the external examiner and learners regarding over-assessment. This has led to significant improvements in assessment results and number of learners leaving without an award has reduced to zero. The visitors also noted the strong approval system for placements with follow-up audits and risk assessments earning positive feedback from learners. Visitors note the risk assessment process was moved 'in house' in 2021, which had a clear rationale and had a positive result. The visitors found the education provider to have reflected well in this area and have robust systems in place.
- **Service users and carers** –

- o The education provider confirmed policies and procedures to involve service users in their processes as part of audit in May 2019 and subsequently reconfirmed in latter audits / reviews. They reflected on how they have not formally or substantively changed during this reporting period.
- o The education provider reflected on the value of service users and carers (SUC's) in their processes and their commitment to maintaining this involvement. They work to keep their staff up to date with SU perspectives to inform their classroom teaching and SUC's are able to feedback on their interactions with learners. The learners are provided this feedback and are able to learn and develop from this. Written papers and other media produced by SUCs were vetted and circulated via readings lists and the virtual learning environments. These sit alongside reports of empirical research, policy documents and theoretical papers. SUC involvement in teaching delivery and resource provision took place primarily in the context of research, advanced practice, and working with distress, difference and discrimination modules.
- o The visitors found the education provider to have reflected openly and with a high level of detail in this area. They have detailed robust processes to be in place and evidenced following these closely. The service user and carer advisor on this case also reported positively on these processes.
- **Equality and diversity** –
  - o The education provider stated they continue to promote equality diversity and inclusion (EDI) through their website, internal forums and other initiatives. Their EDI policy remains in place and is applied to all learners. They have referred to their website as a key source of information on their EDI policies and initiatives.
  - o They also outline how their EDI steering group meet three times a year and are responsible for key policy decisions. This group is made up of volunteer/elected staff representatives, equalities champions, the Head of Student Services and the Student Union President. The Vice Chancellor, the Provost and the director of HR also regularly attend.
  - o The education provider has also undertaken work to internally review their EDI outcomes and to determine the diversity of their institution. This revealed that 23% of their staff are from the EU/EEA, 11% are international, and 66% are from the UK. This is compared to the learner population being 29% UK, 23% EU/EEA and 48% international. In March 2022 they published their fifth gender pay gap report, which showed a positive decline in the gender pay gap. The gender pay gap was 11.5% in 2017 (the first year of reporting) and in 2022, it was 6.46%.
  - o The visitors found the educations provider to have provided good reflections and evidence to support these. The visitors noted the statistics of learner intakes that show a diversity of learners as well as evidence of responding to local and national initiatives. The visitors notes good policies documented to drive and support practice and the education provider has reflected well on the data available to them, and

identified actions needed going forward. The visitors were satisfied with the education provider approach to this area.

- **Horizon scanning** –
  - The education provider has discussed the decision to close the programme that is now in its 'teach-out'. They have their exit plan in place and continue to be supported by the OU. They will also continue to support their learners to reach the conclusion of their studies and in their application to the register. The closure of this programme marks the closing of their only HCPC-approved programme, and they have no immediate plans to consider further HCPC approved programmes. The education provider will keep in touch with the HCPC if this changes.
  - The visitors found a detailed account of "teaching out" of the programme. They found the education provider to be supporting staff moving into other posts within the institution and to have a detailed 'Student protection plan' in place. The impact on staff appears to have been considered and the visitors were satisfied with these plans.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: We have found the education provider processes to involve service users and carers in their processes to be robust and of high quality. The system the education provider has in place to receive and evaluate the feedback of service users and carers also appears effective and want to recognise this as an area of good practise.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Embedding the revised Standards of Proficiency (SOPs)** –
  - The education provider noted that due to them having no future learners joining their programme, they will not be embedding then new standards of proficiency in the same way. They confirmed their current learners will have to be kept up to date with then new standards. They acknowledged that any individual entering the Register from September 2023 will need to meet these revised SoPs. Learners in existing cohorts will need to be made aware that, upon entry to the Register, they will need to confirm their awareness of the most recent version of the SoPs. They will also need to undertake CPD where required to develop their skills and knowledge.
  - The education provider has drawn up an implementation plan to embed the new standards. This involved running workshop (planned for 18/07/2023) for staff and learners to understand the new standards and how it will affect their practise. The staff came to this meeting prepared having completed HCPC e-learning modules and attended webinars on the new standards. Staff meetings have been held prior to this to share learning and insight from these.
  - Following the initial workshop, monthly meetings of the professional practice and placements team will continue to develop knowledge of

the new SOPs in order to assess whether further sessions / workshops are required.

- o The education provider has reflected that they are moving away from passive understandings towards active demonstration and implementation of the standards. They confirmed they have already began delivering with an increased focus on autonomy, care and clarity of expectations already emphasised for learners' development.
- o The visitors acknowledge that due to the programme closing the education provider is not required to implement the SOPs. They also note the education provider plans to make learners aware of the new SOPs and provide sessions on this. The visitors are satisfied with the education providers reflections on this area, detailing knowledge of the new SOPs and acknowledgment of them.

- **Impact of COVID-19** –
  - o The education provider implemented several academic and research adjustments on a temporary basis during the height of the pandemic including moving teaching online. These were not changes to attendance or any no-detriment compensatory policies due to the nature of the programme being a professional doctorate. They instead assessed this on an induvial case-by-case basis using their extenuating circumstances and extensions policies. They allowed presentations to be conducted online with the remainder of the assessments being written work. Research adjustments included first suspending research activity until an online / remote format could be established and approved by the OU. Learners were kept informed via email and via the covid-related adjustments document. All research committees, boards and panels were also moved online.
  - o The learner recruitment activity for the 2020-21 intake had to shift online. The Programme Officer devised and implemented a remote interview protocol which involved group and individual tasks and the involvement of different staff members. The education provider also increased communications with applicants around all areas of practical arrangements and logistics. This was conducted in liaison with the University admissions team, the OU and in light of Professional Statutory Regulatory Body (PSRB) guidance.
  - o A new learning design framework was introduced between March and June 2020. Research, Acquire, Discuss, Action, Reflect (RADAR)and was used to create an appropriate balance of active, experiential, and collaborative learning alongside more customary learning. RADAR governed the intentional design of learning activities including content, pedagogical strategies, type and frequency of assessment, and uses of technology to support learners' academic experience. Efficient
  - o They have returned to face-to-face learning and in-person placements. They have recognised that some learning can continue to be delivered in a hybrid manner (in person and part) and there has been no detriment to the learning outcomes. Most boards and committees also continue online, improving time and cost efficiencies, inclusion and environmental impact.
  - o The visitors noted several positive development points from the education providers reflections and note how they adjusted their

processes to support learners. Adjustments made to reflect the epidemic situation led to innovative teaching methods, innovative topics for research so highlighted the benefits of the situation. Adjustments were made and monitored, many other activities were moved online including recruitment. The visitors were satisfied with their response to the pandemic and developments moving forward.

- **Use of technology: Changing learning, teaching and assessment methods** –
    - o The education provider has reflected on how the pandemic required changes in technology to support the continue teaching and ongoing running of the programme. The delivery of online learning and teaching lead to improvements in 2020-21 which were also noted in programme feedback, particularly around experiential and practise-based learning (PBL) formats. The programme team began to the use of MS Teams for meeting and break-out room, which provided a smooth and efficient interactive experience. The team worked with learners to develop acceptable ways for facilitators to enter and leave break out rooms where experiential (simulated) PBL was taking place. The team has also embraced 'flipped' learning through the use of recorded micro-lectures, provided either at the start of or in advance of sessions
    - o In the 2020-21 academic year the education provider conducted online pulse surveys to gauge the success of the online learning and teaching strategy. This received positive results
    - o They state that some of these changed practices have been retained for the benefit of the remaining provision in terms of pedagogical improvement, logistics, inclusion, and/or environmental impact.
    - o The visitors note how this was closely monitored and more activities were conducted on-line. This includes practise-based learning and MS teams was used more widely. This was met with good feedback from learners. The visitors were satisfied the education provider has effectively managed technology and appropriately supported learners and staff.
- **Apprenticeships** –
    - o The education provider does not currently run any HCPC approved apprenticeships and apprenticeship programmes are not directly relevant to practitioner psychologist training provision. They have no immediate plans to consider further HCPC approved degrees or HCPC approved apprenticeship degrees at this time. They will contact us if this changes for future academic cycle planning.
    - o The visitors were satisfied with the education providers reflections 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:
- **Assessments against the UK Quality Code for Higher Education** –

- o The education provider reflected on how that the QAA (Quality Assurance Agency) conducted their annual review in 2018. The outcome of this review shows the education provider to be making progress in monitoring, reviewing, and enhancing academic standards and the quality of its provision. This follows the recommendations from their previous review in 2016.
  - o Progress was also noted in the review regarding a previous recommendation for academic regulations. This includes making clearer links between the achievement of credit, awards and designated learning outcomes. Progress was also made concerning progression and retention rates. This was via a Retention Working Group, appointing a learner Achievement Officer for each faculty, and the identification of specific areas for development regarding assessment completion rates and engagement.
  - o The visitors were satisfied there are systems in place to ensure the education provider is appropriately reviewing their programmes against the code.
- **Assessment of practice education providers by external bodies** –
  - o The education provider stated that they do not gather or hold information about the assessment of practice education providers by external bodies. They do not require placement provider supervisors to be accredited and / or recognised by an appropriate professional body. They do not require bodies to provide confirmation of this via the Placement Application and Agreement Form and Placement Supervisor Agreement.
  - o The education provider stated that if the placement is within a an NHS Trust, the Placement Health and Safety Checklist requires the confirmation that their organisation is registered with the Health and Safety Executive. Alternatively, they can be registered with the Local Authority Environmental Health Department who will also conduct their own assessments.
  - o The visitors were satisfied with the education providers reflections on this section and that there were appropriate processes in place to ensure the monitoring of placement providers.
- **National Student Survey (NSS) outcomes** –
  - o The education provider has stated that NSS data is not collected for postgraduate programmes such as their DPsych programme. They have reflected on institutional-level National Student Survey (NSS) outcomes for the review period in the data sections.
- **Office for Students monitoring** –
  - o The education provider reflected that in 2021 when the decision was made to teach out the programme, all learners were offered a full teach out option as part of the 'student protection plan'. The exit plan anticipated that due to the programme structure, all learners would complete their studies by between 2028 and 2030. The education provider notified the Office for Students (OfS) of the teach-out and intention not to enrol new learners from September 2021.
  - o The education provider has also referred to the transferring of degree awarding powers (DAPs) that they applied for, which was awarded

temporarily in 2020.They report that there has been no separate OfS monitoring or actions outside DAP activity in the reporting period.
- o The visitors found the education provider to have engaged with appropriate processes and were satisfied with their performance here.
- **Other professional regulators / professional bodies** –
  - o The education provider reflected that they have retained their accreditation from the British Psychological Society (BPS) since their visit in 2016. They underwent an interim revalidation in April 2019 to streamline the number of modules and introduce a number of more serviceable exit awards. The revalidation involved a checking and where necessary remapping of all programme and module learning outcomes onto BPS learning outcomes within its accreditor standards, as well as all the SOPs.
  - o The planned 2020 review was suspended due to the covid-19 pandemic and then eventually cancelled when the teach out of the programme was announced. They have continued to engage with the BPS ever since and adopted any changes made to the BPS' guidance.
  - o The visitors found the education provider to demonstrate how they have been working closely with other regulators and professional bodies. They found good evidence of working closely with appropriate bodies in the process and are satisfied with their 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: None

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - o The education provider has reflected on the revalidation of their programme which took place in 2019. This was primarily driven by feedback from internal stakeholders such as staff, learners and external examiners.
  - o They stated that barring resits, breaks and extended assessments, individual learners will continue with the write up of their research projects. They anticipate that given the need for extensions, vivas, and amendments periods, learners will all have completed their studies by 2028-2030. In the coming period, the provision will move towards a different shape as the remaining research degree component. There will not be a need develop the curriculum as such, but to continue to support substantive and visiting staff and learners to feel part of a learning community. They are planning extra-curricular research events such as meetings and workshops on areas such as viva practice and qualitative research coding.

- o Learners will continue to be encouraged to participate in peer-to-peer support groups and to share their research in internal and external conferences. Internal and external opportunities for learners to maximise their interprofessional learning will continue to be considered.
- o The visitors note the interim validation that took place in 2019 and how the education provider engaged with various opportunities for revalidation, and based decisions on feedback. The visitors also noted how learners will be remaining on the programme for potentially several years to come. The visitors were unable to determine what measures are in place to ensure that learners are supported to remain up to date with any changes in the curriculum and the implementation of the new SOPs. We therefore explored this further via quality theme one. The visitors were satisfied with their response and factored this into their ongoing monitoring recommendation.

- **Development to reflect changes in professional body guidance** –
  - o The education provider has discussed how they have continued to engage with their professional body the BPS and keep updated on their guidance. They also stated how the BPS' code of ethics and conduct has always been a key document for their provision with its emphasis on pragmatic ethics as opposed to utilitarian or virtue ethics models, suitable for complex and uncertain doctoral and practitioner contexts, in which "thinking is not optional."
  - o The education provider reflected on how they have worked to diversify their curriculum and found the BPS' statement (2020) on the 'Black Lives Matter' movement as a positive statement and reflecting what they as an institution were also working on.
  - o They have also acknowledged the revised code of human research ethics (2021), revised code of ethics and conduct (2018) and the Producing doctoral research with impact (2019) briefing paper that have been produced by the BPS. The education provider has worked to acknowledge these updates and make the necessary changes to their provision as a result of them.
  - o The visitors found a detailed outline of how the new SOPs are embedded in programme. The visitors found the education provider to have reflected on a range of changes within the professional body guidance demonstrating a system in place to review changes to the guidance. The visitors are satisfied with the education provider reflections and processes they have in place.

- **Capacity of practice-based learning** –
  - o The education provider stated how learners continued to choose and secure placements across a range of settings and specialisms. Their ethos continued to be that learners fulfil a few key PSRB-led requirements with respect to their placement portfolio. They will also be free to direct their own training in pursuing clinical interests and specialisms, as outlined in the Placement Handbook. Whilst placements were required, learners continued to access the placement database, containing details of over 120 active placements in London and the Southeast and is regularly updated / monitored for accuracy. Announcements continued to be sent to all learners as new placements became available.

- o They reflected on how gaining a placement in the first year of training continued to be potentially more challenging owing to the limited number of placements willing to take learners with relatively little clinical experience. There also continued to be competition for placements from learners on various programmes across the London area. When learners were searching for specialist placements, these continued often to be in high demand. Support was put in place to help learners gain placements, this included the placement coordinator making the placement handbook available with learners and working with them to secure placements. Learners were also advised to apply for placements early to secure places.
  - o The visitors noted the systems the education provider has in place to ensure placements for learners. They also noted the support that has historically been provided by the education provider to learners on placement. But the visitors wanted to ensure that support will remain in place as the programme prepares to close, we therefore explore this further vis quality theme two. The visitors were satisfied with their response and the measures they have in place to support learners going forward

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - o The education provider has a system in place to involve learners in their processes and this they reflect has not substantively changed. This includes involving learners on termly programme committees, research committees and the student's union. Learner feedback is also collected and used to inform on institutional processes. There are several processes through which the institution collected feedback on teaching quality, learning resources, assessment, and feedback from learners. They also continued to provide personal development opportunities to learners.
  - o The visitors were satisfied the education provider has kept learners informed and actively involved in the revalidation and closure of the programme. They note the education provider has processes in place to receive feedback from learners and have demonstrated a responsiveness to this feedback. The visitors are satisfied with the education providers performance in this area.
- **Practice placement educators** –
  - o The education provider collects feedback from placement educators annually. The results of this are compiled, analysed and actions decided upon and shared with the staff team and with learners. Survey results demonstrated high satisfaction with the calibre of learners and with staff communications. Most of the feedback was positive during the reporting period.

- o They reflected that a small minority of respondents identified challenges and areas for potential improvement. This included changes to the placement handbook to remove repetitions and ensuring that learners provided new placement supervisors with a copy of this handbook. Changes resulted in this feedback including learners being reminded to discuss their proposed end date with their placement manager at the beginning of the placement approval process. This was worked into the risk assessment between learners and the Placement Coordinator.
  - o The visitors found there to be robust processes in place that are being used well. The found the response rate is reported to be low, but actions being taken in response to key points raised.
- **External examiners** –
  - o The education provider has detailed examples of consistent interactions with their external examiners over the years of the review period. They have reived valuable feedback from the examiner over these years and have acted to action their feedback. This includes put measures in place to prevent avoid technical issues with the Blackboard system prior to boards and to keep monitoring this point.
  - o The external examiner has also praised the Programme Director supplying documentation in a timely manner; modules clearly mapping onto professional body, statutory regulator competencies and programme learning outcomes. It was noted that the streamlined curriculum had worked well and was well place to reduce bureaucracy during the covid-19 pandemic. The external examiner also praised the openness and high levels of communication the education provider had with them.
  - o The visitors note the external examiners feedback on the education provider and their satisfaction with the co-operation between themselves and the institution. The visitors found evidence of feedback being considered and acted upon.

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 acknowledged that they were below the benchmark and below their own internal aspirations. They have also noted that the most recent score does constitute an improvement on previous years. Across the review period, the data shows a marked improvement each academic year of 2.5% (from 84.5% to 87% continuation) increase in 2019/20 from 2018/19 and score now is 89% continuation rising from 87%, representing a 2% rise since 2018/19.
  - o The visitors were satisfied with the education provider's reflection and actions regarding this data point.
- **Outcomes for those who complete programmes:**

- o The education provider recognises and celebrates the high levels of graduates' outcomes from their programme. They reflect on how they are above the benchmark and that this is evidence of institutional effectiveness in delivering successful onward outcomes for all learners. In 2018 the education provider established their 'Hive Enterprise Suite' and remained ambitious to ensure industry connections and entrepreneurial opportunities were leading-edge and embedded across the curriculum. They also re-designed their 'Careers, Enterprise and Industry (CEI) service' with a 'digital first' approach delivered with industry partners, and launched a new platform, ('Handshake') in February 2022. This provides learners with access to a global jobs market, a network of over 1000 HEI's globally and 500,000 employers.
  - o They also worked with alumni to establish a mentoring programme in which final-year learners were partnered with a trained alumni mentor to gain understanding of skills, knowledge, networks, and experience relevant to a particular industry or sector.
  - o The visitors note the sound progression of learners into employment above the benchmark. The visitors are satisfied with the education provider performance in this area.
- **Teaching quality:**
  - o The education provider discusses how they received a bronze level award for the Teaching Excellence Framework (TEF) in 2019 and how this was their first award from TEF. They reflected on various factors that contributed to this award including learner satisfaction with assessment and feedback being above benchmark. Learner satisfaction is broadly consistent with benchmarks for teaching and academic support and their small class sizes and high levels of lecturer contact time were also noted.
  - o In January 2023, they submitted their second TEF submission, which included an evidence-based and reflective review drawing on developments, challenges and achievements over the reporting period 2018-2022. This spanned the covid-19 pandemic and a period of organisational and strategic change, the results of this are due in the later part of 2023.
  - o The education provider notes their bronze award for first submission and how they are awaiting outcome of second submission (Jan 2023). They are satisfied with their performance in this area and their progression towards an higher award.
- **Learner satisfaction:**
  - o The education provider recognises and celebrated their score of 82.5% in the NSS's (National Student Survey) satisfaction question (2022). They noted that this is over 5% above the benchmark. They also reflected that they have consistently scored above the benchmark in this area over the review period, this includes scoring 7% above the benchmark in 2021. They reflected this signifies their commitment to being a teaching-intensive, learner-centred institution. 89.5% of learners said their tutors were good at explaining things and they states this reflects their investment in learning and teaching, their distinct teaching approach and commitment to continuous improvement. 86.8% of learners said their course had provided them with 'opportunities to

bring information and ideas together from different topics.' This reflects their interdisciplinary ethos and staff base, and commitment to collaborative, problem-based learning and authentic assessment. Their new curriculum model they state will build on this existing strength in this area.
  - o The visitors note the education providers performance in this area and their NSS results being well above the benchmark.
- **Programme level data:**
  - o The education provider has detailed how they currently have 21 learners remaining on their programme with 17 of these at their first pre-thesis submission. Deadlines for these submissions range from May 2023 to September 2024. Their exit plan was agreed with their validatory partner the Open University (the OU) confirmed they would undertake to see all research students through to completion with an estimated completion time for all students of 2030. This was provided to HCPC during their previous major change case that confirmed the decision to teach out the programme. Processes are in place to continue to support their existing learners and teach out the programme. No new learners will join the programme.
  - o The visitors were satisfied with their reflection in this area and that they have plans in place to teach out the programme. They also note that learners will remain on the programme completing theses and research until 2030. These learners will require support during this time and the visitors will factor this in to their ongoing monitoring recommendation.

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).

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, practice

educators, partner organisations, external examiners. We note the mechanisms in place that allows for these stakeholders to feedback to the education provider and how this is utilised.

- External input into quality assurance and enhancement
  - o The education provider engaged with a professional body during the review period. They considered professional body findings in improving their provision
  - o The education provider engaged with the British Psychological Society (BPS). They considered the findings of the BPS in improving their provision
  - o The education provider considers sector and professional development in a structured way
- Data supply
  - o Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period
- What the data is telling us:
  - 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
- The education provider discussed the closure of their only approved programme which will impact on their provision. We will need to review how these progresses and ensure learners are being supported.

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 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
DPsych Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/09/2011