

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: New School of Psychotherapy and Counselling

ADDRESS: 61-63 Fortune Green Road
West Hampstead
London
NW6 1DB

HEAD OF INSTITUTION: Professor Emmy van Deurzen

DATE OF INSPECTION: 14 - 15 March 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 25 May 2017

1. Background to the institution

The New School of Psychotherapy and Counselling (NSPC/the School) was founded in 1996. It was originally located at Royal Waterloo House in London, before moving to premises in Belsize Road, London in 2010. It made the move to its present modern premises in Fortune Green Road, London during 2014. The School is located on two floors. It is wheelchair accessible. The premises include a reception area, five seminar rooms, one large teaching room, a large open plan office and a library. There are disabled toilet facilities and a small general purpose kitchen. There are extensive transport links available.

From 1997 to 2010, the School was associated with Schiller International University and London City College for its administration. It took over its own administration in 2010. Academic partnerships were developed with the University of Sheffield and, from 2007, with Middlesex University. Middlesex University (the University) is now the School's sole partner.

Constituted as NSPC Limited (Ltd), a private limited company, the School works closely with its three sister companies in the Septimus Group. These are the Existential Academy Ltd, Dilemma Consultancy Ltd and Ask the Therapist Ltd.

The School is committed to training in the professions of psychology, psychotherapy, counselling, autism studies, diversity and pastoral care. Its objective is to enable professionals to explore human problems in a reflective and receptive manner, rather than by adopting a dogmatic approach.

2. Brief description of the current provision

The School provides programmes at postgraduate level, which are validated by Middlesex University. Two doctoral level programmes, which are in Existential Counselling, Psychology and Psychotherapy and Existential Psychotherapy and Counselling, are run jointly with the university. Three masters programmes, which are a Master of Arts (MA) in Existential Coaching, Master of Science (MSc) in Psychotherapy Studies and MSc in Autism and related neuro-developmental conditions, are validated by the university. The latter two programmes are delivered on-line. The doctoral programmes include three years of supervised placements.

Two additional masters programmes, which are an MA in Existential and Humanist Pastoral Care, with the British Humanist Association, and an MA in Working with Diversity are due to be validated in May 2017. The School also offers a one year Foundation course, not currently validated, and a Certificate in Existential Supervision and Group Training.

At the time of the inspection, there were 165 students on doctoral programmes and 42 on masters programmes.

The School has recognition and acceptance for its awards by the British Psychological Society (BPS), the Health and Care Professions Council (HCPC), the Universities Psychotherapy and Counselling Association (UPCA) and the UK Council for Psychotherapy (UKCP).

3. Inspection process

The inspection took place over two days. It involved a team of two inspectors and a student inspector. Meetings were held with senior managers, academic and administrative staff and with a small group of students. The team toured the premises, observed two teaching sessions and reviewed a range of documentary evidence prepared by the School.

4. Inspection history:

Inspection type	Date
Full Accreditation	15 - 16 January 2013
Interim	17 December 2014

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

- | | | |
|-----|--|---|
| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The two Directors, who also act as Principal and Deputy Principal, are international experts in their field and have a wide range of external professional contacts. They are effectively supported by the School's Registrar and Bursar. This forms the Executive Group.

There is a close relationship with Middlesex University, which supplies templates for policy documents, whilst allowing the School a degree of flexibility to develop procedural documents, which meet its needs. There appears, however, to be some lack of clarity in the use of the terms policy and procedure.

The Directors are well aware of the risks, that need to be managed in the business,. There is no systematic risk assessment process, nor a risk register.

2. The institution has a clear and achievable strategy

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| 2.1 | The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | There is provision for stakeholder input to inform the strategic direction of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The Executive Group sets and reviews strategy. Internal communications are very effective and the Directors and senior staff are fully accessible at all times.

External views and ideas are effectively obtained from Middlesex University, professional bodies, conferences and research

collaboration. Termly meetings of all Middlesex University partners are a particularly useful means of exchanging information and ideas. The School views its links with the University as trusting and collegial.

3. **Financial management is open, honest and effective**

- 3.1 The institution conducts its financial matters transparently and with appropriate probity. Yes No
- 3.2 The institution's finances are subject to regular independent external audit. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

In addition to an external financial audit, the School benefits from a periodic process of organisational audit which is managed by the University.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. **The institution is effectively managed**

- 4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. Yes No
- 4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No
- 4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. Yes No
- 4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. Yes No
- 4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. Yes No
- 4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. Yes No
- 4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. Yes No
- 4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. Yes No
- 4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. Yes No
- 4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. Yes No
- 4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. Yes No
- 4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Key outcomes from the Executive Group discussions are disseminated through the School's committee structure. The key points from these meetings are not systematically and formally recorded.

The committees and boards operate effectively.

Handbooks are reviewed and revised on an annual basis. There is an effective document control process and formal sign off arrangements for public information.

The School has an appropriate formal Social Media Policy. Although social media interactions are monitored at a practical level, there is a need for more strategic management of the opportunities and risks posed by social media.

Appropriate performance appraisal arrangements are in place for both academic and administrative staff.

5. Academic management is effective

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|-----|---|--------------------------------------|--------------------------|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Formal arrangements for programme validation and revalidation are defined by Middlesex University.

Staff have good opportunities to meet on a regular basis.

The close relationship with the University enables good academic engagement and support. An appropriate process of peer review is in place for all full time teaching staff.

6. The institution is effectively administered

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|-----|---|--------------------------------------|--------------------------|
| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The administrative team provides an excellent level of support to academic staff and students. Timetabling is carried out effectively.

The School has the aspiration to become a paperless business and has made substantial steps towards this objective with the development and commissioning of a comprehensive student management system, termed Lara. This currently covers admissions data, allocation of modules, student achievement and progression and student personal file information. By the start of the 2017 to 2018 academic year, the student management system will also incorporate data on placement allocation and tracking.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

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| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Appropriate job specifications are in place.

Recruitment of administrative staff is well organised and uses an interview panel process.

There is a comprehensive Employee Handbook.

New staff receive an appropriate induction. However, a checklist is not used to ensure that the induction is always carried out systematically and covers the same areas and the process is not regularly evaluated.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. Academic staff are appropriately qualified and effective in facilitating student learning

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| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The curricula vitae (CVs) of academic staff are very detailed and reflect active engagement in research and publishing, as well as practice-related work on an independent basis, all of which enhances teaching and learning.

Students confirm that academic staff are highly supportive and accessible.

There is no specific tutorial system, although students receive effective academic and therapeutic support as part of their day-to-day professional learning process.

Teachers use varied teaching and group facilitation styles, which fully engage the students and are sensitive to their individual needs.

The School operates a well-planned and effective work placement process.

9. **Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**
- 9.1 Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates. Yes No
- 9.2 Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes. Yes No
- 9.3 Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement. Yes No
- 9.4 Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored. Yes No
- 9.5 There are secure and efficient procedures for the administration of examinations and other means of assessment. Yes No
- 9.6 The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. Yes No
- 9.7 There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. Yes No
- 9.8 There are effective procedures for internal and external moderation at pre- and post-assessment stages. Yes No
- 9.9 The institution makes student records and transcripts available to its students in a timely manner. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Handbooks contain clear information on learning outcomes and assessment criteria. Assessment briefs and materials are appropriate for postgraduate level.

Students receive supportive feedback on their work. The written feedback, which is provided on students' scripts, is not always very detailed and does not always indicate why the content is of a good standard, in order to fully motivate students.

10. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**
- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. Yes No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. Yes No
- 10.3 The institution encourages and supports staff to obtain additional qualifications. Yes No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

A high level of mutual support exists amongst the teaching staff.

The School periodically organises workshops and seminars on particular relevant topics. Access to on-line papers and other facilities is offered through the University.

The School encourages and celebrates research activities. However, opportunities for joint staff and student research collaboration require further development.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

11. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

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|------|--|---|
| 11.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Information on the programmes available is comprehensive, accurate and up-to-date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | There are effective procedures to update information on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Students are informed of the status of the qualifications offered, including the awarding body and level of award. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Students are informed of the full cost of all programmes, including costs of assessments and any required materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 | Students are informed as to the necessary English language requirements for entry on to programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 | The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Promotional material is fit for purpose and is reviewed regularly. The School does not currently seek feedback from students about the content of its website and social media sites.

The School's Recognition of Accredited Learning (RAL) process follows the template and protocols of Middlesex University.

12. The institution takes reasonable care to recruit and enrol suitable students for its courses

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|------|---|--|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 12.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The application process is handled efficiently. The application form is clear and other application requirements are appropriate.

The School takes particular care to accommodate prospective students with disabilities or other needs and is sensitive to equality issues.

13. Students receive pastoral support appropriate to their age, background and circumstances

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|------|---|---|
| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Students pursue professional postgraduate level programmes, which focus upon therapies and therapeutic intervention. They are self-reliant individuals and the level of pastoral support they receive meets their needs.

There is a good level of communication between students and staff outside formal teaching sessions, usually by email. Student representatives are elected by teaching groups and they are invited to participate in Board of Studies meetings. Middlesex University offers optional briefing and training sessions for student representatives.

14. Students receive appropriate guidance

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|------|--|---|
| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

The induction programme is well-planned and provides a helpful introduction to the School. Students are taken to Middlesex University as part of their induction and are introduced to the University's library and other facilities. Student feedback about the induction process is positive. Key messages and information imparted during the induction are reinforced at appropriate points after students have started their programmes.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

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| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

The effective student management system logs and stores data relating to admissions and attendance.

Teaching staff maintain registers of attendance for each teaching session. Alerts are followed up at senior management level if individual non-attendance exceeds 20 per cent.

Monitoring of active participation takes place in regard to on-line courses. This is carried out by means of monitoring whether a target number of messages posted on the forum has been reached. On-line students are also required to participate in regular on-line quizzes.

16. **International students are provided with specific advice and assistance**

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| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in the country or location. | <input type="radio"/> Yes <input type="radio"/> No |
| 16.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input type="radio"/> Yes <input type="radio"/> No |
| 16.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input type="radio"/> Yes <input type="radio"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

17. **Where residential accommodation is offered, it is fit-for-purpose, well maintained and appropriately supervised**

- 17.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. Yes No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 17.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 17.4 Students are provided with advice on suitable private accommodation. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

18. **The institution provides an appropriate social programme for students and information on activities in the locality**

- 18.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 18.2 The social programme is responsive to the needs and wishes of students. Yes No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. Yes No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No
- 18.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Since the student body is extremely diverse, with an age range of 25 to 60, with many students having considerable distances to travel to the School and considerable home and family commitments, a formal social programme is not relevant. However, students are encouraged to engage actively with meetings, seminars and conferences offered by relevant professional bodies. There is also a LinkedIn page for the alumni.

The School has a small kitchen to enable preparation of hot drinks and snacks. Students also make use of local refreshment outlets. Nearby park areas offer good opportunities to walk or sit in the fresh air.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

19. The institution has secure possession of and access to its premises

- 19.1 The institution has secure tenure on its premises. Yes No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education. Yes No
- 19.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The premises are secured under a fifteen year lease.

There is some pressure on available teaching space and the School may, in the near future, need to consider renting additional external facilities on a temporary basis. However, this is not likely to present difficulties since available space is readily available.

20. The premises provide a safe, secure and clean environment for students and staff

- 20.1 Access to the premises is appropriately restricted and secured. Yes No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The premises are modern, attractive and well-designed.

Signage is clear and there is a screen, in the reception area, which displays class times and room details.

Wheelchair lifts provide access to the lower ground floor and the mezzanine floor. There is one disabled access toilet.

Teaching and other rooms are well furnished and have air conditioning and appropriate levels of lighting.

21. **Classroom and other learning areas are appropriate for the programmes offered**

- 21.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

Four small teaching rooms are set out as seminar or discussion rooms and two others as consulting rooms. The largest teaching room can be used for groups of up to 45 but is often used as a seminar room for smaller groups. All furniture is comfortable and in good condition.

22. **There are appropriate additional facilities for students and staff**

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No
- 22.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 22.5 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

There is adequate space to deliver effective teaching and to organise consulting sessions, although circulation space is limited.

The small kitchen is accessible to students but its size and shape make its use difficult at busy times. Most students make use of local shops, eating outlets and parks during breaks between teaching sessions.

The administration office includes workstations for the Principal and Deputy Principal, Registrar and Head of Administration. There is adequate space for holding meetings.

23. **The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff. Yes No
- 23.2 The library has sufficient space for student independent study and group working. Yes No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials. Yes No
- 23.4 There is a well-organised lending policy. Yes No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. Yes No
- 23.6 Library opening times are sufficient to encourage and support student independent learning. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

The library has a stock of over 2000 items, together with 12 professional journals. One computer is available for users to access the library catalogue and other on-line resources. There are sufficient staff members in the library to meet students' needs at all times.

An introduction to the use of the library and to referencing software is provided during the induction programme.

The librarian reviews and augments stock on a regular basis. There is no formally dedicated library budget but requests for authority to purchase new book stock are reviewed and approved by the Deputy Principal.

The School's librarian is a member of the Psychotherapy Librarians' Umbrella Group (PLUG), through which access to other specialist libraries can be arranged.

24. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

- 24.1 There are sufficient computers of the necessary specification to meet student and staff needs. Yes No
- 24.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. Yes No
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

There is one computer available for student use, which is in the library, but students have laptops or tablets and can access the School's wireless facilities. Appropriate information technology support is provided to students.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

25. The institution has effective systems to review its own standards and assess its own performance

- 25.1 The institution undertakes regular and systematic monitoring of its operations. Yes No
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. Yes No
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels. Yes No
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. Yes No
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders. Yes No
- 25.6 All programmes are subject to annual review and to full revalidation every five years. Yes No
- 25.7 Annual review and revalidation of programmes involve external assessors. Yes No
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders. Yes No
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The School undertakes regular monitoring of its whole provision through annual monitoring reviews and quality reports, which utilise Middlesex University templates and meet the University's monitoring criteria.

The School collaborates with external psychotherapy and counselling providers, through its student work placements. In addition, the School offers its own low cost therapy and counselling services.

Programme monitoring could be enhanced by an annual programme review report, which draws upon external examiner comments, student satisfaction data and student retention, progression and achievement data. Use of action plans, specifically linked to identified areas for development would enhance the clarity of the evaluation and the identified improvements.

26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

- | | | |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Student representatives are invited to Boards of Studies meetings and, at informal meetings with staff, all students are given good opportunities to comment on provision. The School also provides reports to Professional Statutory Regulatory Bodies (PSRBs), actively participates in PSRB committees and invites contributions from PSRBs to its programme review process.

The School's alumni provide another important information link to current sector developments.

The School does not currently check to ensure that responses are systematically made to external examiner reports and the reports are not published on the Virtual Learning Environment (VLE) to enable student access. It may also be useful to consider whether formal action plans, which are specifically linked to external examiner reports, would further support the evaluation of progress. These action plans would also serve to record how good practice is shared and built upon.

27. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

A constructive and appropriate level of support is provided to staff through ongoing informal and professional conversations, meetings and the discussion of the outcomes from performance appraisals.

The small size of the School means that the committee structure is relatively simple and communications are often

informal rather than through formal mechanisms.

The School ensures that information is reviewed and updated at least annually.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The staff at the School are flexible and able to respond quickly to meet customer requirements.

Excellent external professional links enhance the School's teaching and learning.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

There are well-established and effective communication arrangements in place.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Student support for professional placements is very well managed.

Students receive a good level of support through both formal and informal sessions with teaching staff.

Teaching staff are highly qualified and able to draw upon their professional experiences as therapists and counsellors to develop the knowledge and skills of their students.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Communication with students is effective, through staff contacts, the website, social media and bulletin boards.

A high degree of personal and professional support is provided for students.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The School is located in modern, well-designed premises, which provide an excellent teaching and learning environment.

There is a small but well-stocked library, together with access to good on-line resources and specialist on-line support.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

The School should explore ways of differentiating between statements of intent, policies and descriptions of operational tasks and procedures.

Although the School is aware of the potential risks to its business and how to manage them, a more formal risk assessment and review process should be considered.

Key issues emerging from Executive Group meetings should be systematically recorded and disseminated in the form of simple notes.

The social media policy is monitored appropriately at a practical level, but more coherent and strategic management of the potential risks of engagement with a diverse range of social media would be desirable.

The process of new staff induction and orientation might be improved by the use of a standard checklist and by providing an opportunity for new employees to evaluate the arrangements.

The quality of assessment annotation on scripts should be more detailed and constructive in order to enhance its value to students.

The School should further develop opportunities for joint staff and student research collaboration.

It is recommended that students be asked for feed back on the content, appearance and perceived value of the School's website.

Annual programme monitoring reports, linked to specific performance data, could provide a further mechanism to support the enhancement of the provision.

The School should check that responses are always made to external examiner reports.

Action plans linked to external examiner reports and including identified good practice elements would improve transparency and encourage enhancement.

External examiner reports should be published on the VLE to enable student access.

COMPLIANCE WITH STATUTORY REQUIREMENTS

