

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

INSTITUTION: Karuna Institute

ADDRESS: Natsworthy Manor
Widecombe-in-the-Moor
Newton Abbot
Devon
TQ13 7TR

HEAD OF INSTITUTION: Ms Maura Sills

DATE OF INSPECTION: 26-27 March 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- ☒ Re-accreditation awarded for the full four-year period.
- ☐ Probation accreditation.
- ☐ Decision on accreditation deferred.
- ☐ Accreditation to be withdrawn.

Date: 23 May 2018

1. Background to the institution

Karuna Institute (the Institute) is a privately owned provider of mindfulness-based short courses, retreats and two masters programmes. The Institute was founded in 1984 and moved to its present location in 1991. It is based in an old manor house, within Dartmoor National Park, Devon. The seclusion offered by its remote location is an important feature of its provision.

The Institute aims to provide opportunities for deepening embodied awareness and cultivating presence and open-heartedness in relationships, by drawing upon its Buddhist principles.

The Institute is a not-for-profit limited company with two directors. One of the directors also serves as the Company Secretary and Director of Training. The co-directors constitute senior management and they are supported by the staff team, which includes the Academic Support Tutor and the Master of Arts (MA) link person and a number of committees. The directors, the Administrator and Head Cook are full-time. The Finance Officer, 13 academic staff and one cook are part-time. Staff turnover is very low.

2. Brief description of the current provision

The Institute offers two masters programmes, postgraduate diplomas, continuing professional development short courses and retreats. All students are part-time and over 18 years of age and attend the Institute for block periods of study. The majority are from the UK but a small minority are drawn from countries such as Russia, India, Bahrain, South Africa, Australia and Finland. Around three-quarters are female. Although 21 students can be accommodated, the Institute seeks to limit attendance to a maximum of 18 students at any time. At the time of the inspection, there were nine second year Master of Arts (MA) Post-Qualification students in residence and a further 128 students enrolled across other years and programmes.

The MA Mindfulness Based Core Process Psychotherapy four-year programme is validated by Middlesex University and accredited, at the point of graduation, by the British Association of Counselling and Psychotherapy. Its taught component, which is studied part-time over three years, comprises nine residential weekend modules and one five-day residential module each year. At the time of the inspection, there were 34 students enrolled on the three taught years of the programme. In accordance with Middlesex University requirements, students are then allowed a further non-taught year when they are not required to attend the Institute, to comply with graduation requirements including writing the requisite Dissertation.

The Post-Qualification MA in Mindfulness Based Psychotherapeutic Practice three-year programme is validated by Middlesex University and offered to those who have relevant qualifications and/or training. Its taught component, which is studied part-time over two years, comprises five five-day residential modules each year. At the time of the inspection, there were 24 students enrolled on the two taught years of the programme. In accordance with Middlesex University requirements, students are then allowed a further non-taught year, when they are not required to attend the Institute, to comply with graduation requirements including writing the requisite Dissertation.

Students from both MA programmes can also continue through the clinical pathway and achieve accreditation with the United Kingdom (UK) Council for Psychotherapy (UKCP) as Psychotherapists. This pathway consists of three five-day part-time residential modules spread over a year. At the time of the inspection there were 17 students enrolled on the clinical year.

The Institute has decided not to seek re-validation of its MA programmes by Middlesex University when the current agreement ends in 2020. The current first year MA Mindfulness Based Core Process Psychotherapy students will be the last intake, while recruitment to the Post Qualification MA will cease with the October 2018 intake. The Institute and University have an agreement to support students to 2022, and beyond if necessary, to ensure that all students will be able to complete their programmes of study.

The Professional Training in Craniosacral Biodynamics is a postgraduate diploma training course, comprising five five-day modules and five four-day modules over two years. The Institute also offers postgraduate advanced Craniosacral Training. This is offered as five-day modules either twice or three times a year.

The Institute also offers Continuing Professional Development courses, Meditation Retreats, which last between one and three weeks part-time, and some Foundation Training in Core Process Psychotherapy, all of which are offered in

modular form.

3. Inspection process

The inspection was conducted over two days by one inspector and a student inspector. Due to the block-study nature of the provision it was not possible to meet more than nine second year Post-Qualification MA students, who were in residence at the time of the inspection. The inspection team also held meetings with senior management, administrative staff and academic staff and undertook three classroom observations. A comprehensive tour of the premises included teaching, administrative and residential accommodation and catering facilities. The Institute engaged very constructively with the inspection process.

4. Inspection history:

Inspection type	Date
Full Accreditation	9-10 January 2014
Interim	3 March 2015

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 governing body conducts regular risk assessment exercises in all areas of the institution's provision.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.6	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 directors are very well-qualified and operate within a clearly defined and documented organisational structure.

Risk management includes a succession policy for the directors and contingency plans for the placement of students in a another institution if necessary.

Transparent formal agreements with the validating university and professional bodies are reinforced by good working relations to ensure continuing compliance with their requirements.

2. The institution has a clear and achievable strategy

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

There is a clear strategy for the continuation and development of the higher education provision. This strategy is informed by internal and external stakeholders and understood by them. It is informed by regular, systematic and comprehensive reviews of performance against targets.

3. Financial management is open, honest and effective

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| 3.1 | The institution conducts its financial matters transparently and with appropriate probity. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institute's accounts are drawn up by an external firm of accountants and are, in accordance with legal requirements, submitted to Companies' House.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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| 4.1 | The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3 | There are clear channels of communication between management, the governing body, staff, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5 | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6 | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7 | There is a set of comprehensive policies, regulations and procedures for staff and student conduct. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.8 | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9 | A policy exists and is administered effectively regarding collection of and refund of student fees. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Senior managers are very well-qualified and communicate clearly, openly and effectively with staff, students and other stakeholders to ensure that the requirements of the validating and professional bodies are met. This is expedited by a number of appropriately-focused committees and a shared understanding of their terms of reference and individuals' responsibilities.

Policies and procedures are clearly and comprehensively documented.

Information for internal and external consumption is reviewed regularly and is of a high quality.

Monitoring and reporting of progress against action points takes place at various levels.

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

The Institute's provision is designed in conjunction with the validating university and relevant professional bodies. Delivery is closely monitored by the Institute in close collaboration with the external bodies.

Wide-ranging and detailed consideration of the Institute's delivery of these programmes and courses takes place through its committee structure and in joint meetings with external bodies.

Classroom performance is appraised informally, through joint teaching sessions, and formally where classroom observation is an integral component of staff appraisal. The latter process is very thorough, with the standard of preparation and follow-up actions scrutinised as well as in-class performance. Very detailed and thoughtful reports are drawn up by the observing tutor and reflected upon by the observed tutor in order to maximise the learning experience and lay the foundations for enhancement. The highly reflective nature of these reports ensures that it is a learning experience for both parties. Observations of teaching are also conducted by an External Moderator appointed by the UKCP.

Feedback is detailed and appropriately focused with an emphasis on enhancement.

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 Administrator and Finance Officer have been at the Institute for many years and provide highly effective support. They are aided by well-documented and clear policies and procedures.

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

Low staff turnover reflects the effectiveness of the staff recruitment and induction processes. The latter includes a well-thought out mentoring system.

Staff have clear job specifications and are appraised according to a transparent system.

The Institute has very clear policies on all aspects of employment, including equality and diversity and complaints and appeals.

Despite its small size, staff are encouraged and supported, wherever possible, to take up professional development

opportunities.

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

Academic staff are very well-qualified and draw upon their professional experience in their teaching.

The programmes and courses are designed, delivered and assessed in a manner to meet the requirements of the relevant bodies and students' intended career paths.

Student learning benefits from very high quality supporting documentation.

The three teaching sessions observed involved little student input. However, lesson plans suggest, and students confirmed, that students are encouraged to share their personal experiences in a highly interactive learning process.

Teaching sessions are well-referenced and students directed to additional learning resources. Students are expected to draw upon their workplace experiences as an integral part of their learning.

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.	<input checked="" type="radio"/> Yes <input type="radio"/> 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.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Assessment is well-designed, transparent and subject to comprehensive moderation pre- and post-assessment, both internally and externally.

The guidance provided for tutors and students is clear and supportive and well-illustrated by the excellent Dissertation Guidelines.

Feedback to students on their work is detailed and supportive with clear justification for the outcome.

Policies and procedures governing all aspects of assessment are very clear and widely disseminated.

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.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.3	The institution encourages and supports staff to obtain additional qualifications.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="radio"/> Yes <input type="radio"/> 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.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

The Institute is very small and it is not feasible for it to provide significant financial support for its academic staff, all of whom are employed part-time. However, academic staff are encouraged to maintain currency in their fields and to bring their professional experience to bear in their work. There is a considerable formal and informal exchange of ideas and experiences giving rise to an academic community ethos.

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

Primary responsibility for the currency and accuracy of information that is provided on the website and in printed form lies with the Director of Training and the Administrator. They liaise closely with the validating university and professional bodies.

The University has the lead responsibility for programme-related information, including university policies and procedures, much of which is contained in to the two programme handbooks. This includes English language requirements, and accreditation of prior learning and prior experiential learning. The Institute provides very detailed guidance on fees and the other costs involved. Students confirmed that documentation provided for prospective students is clear, comprehensive and accurate.

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 Institute vets prospective students carefully to ensure that they are suitably qualified and experienced to cope with, and benefit from, their chosen programme or course and that they are aware of the demands that will be placed upon them. Considerable care is taken in meeting any special needs that students may have.

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 experience a very caring and supportive environment throughout their period of study, including a family atmosphere when in residence.

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

Care is taken to ensure that students are well-prepared for their chosen study pathway and are aware of the clear complaints procedure. Although students are already on their chosen career path, they may seek further advice from the very experienced staff.

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 small student numbers help ensure that student progress is monitored closely and, where needed, help is provided in a timely fashion. Student attendance is closely monitored and prompt action taken where deemed necessary.

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 checked="" 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 checked="" 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 checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

International students receive comprehensive advice and support prior to and on joining their chosen programme or course.

All students are required to be competent in the English language. A General Certificate of Secondary Education (GCSE) English Language grade C or higher or a minimum International English Language Testing System (IELTS) score of 6.5 is required. However, there may be occasions when it is necessary to communicate with a student's next of kin who may not have the same proficiency in the English language.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.3 | A level of supervision is provided appropriate to the needs of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.4 | Students are provided with advice on suitable private accommodation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The residential accommodation offers a clean, safe environment in which students' physical, dietary and other needs, are addressed. The food is of high quality and prepared on site. Students appreciate the homely atmosphere.

Although rare, in exceptional circumstances students can be placed in private accommodation.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The social programme includes appropriate indoor and outdoor activities. Good use is made of the Institute's location in a national park, with walking being very popular with the students. Appropriate safety guidance is provided in connection with this activity.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | The institution has the legal right to use these premises for the delivery of higher education. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

The premises are owned by one of the directors and leased to Karuna Institute. The current lease is subject to a rent review in 2022. The Institute has an arrangement with another institution for the use of its premises and/or transfer of students if required.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 20.4 | General guidance on health and safety is made available to students, staff and visitors. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.7 | There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.8 | There is adequate air conditioning, heating and ventilation in all rooms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Entry to the premises is secured by a keypad entry system. The premises are in a good state of repair and are clean.

All the necessary health and safety considerations are met.

There is ample circulation space and all facilities are in good order.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 21.3 | There are facilities suitable for conducting assessments such as examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The teaching and learning areas are appropriate for the student numbers, equipped to an appropriate level and provide a suitable learning environment. The Institute limits the number of residential students at any one time in order to ensure that this is not compromised.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The premises offer a range of areas, inside and outside, for group meetings and for students and tutors to find private space when required.

In addition to the full-board catering provided, students have 24-hour access to a kitchen where they can prepare snacks and drinks. Bedrooms offer secure storage which is supplemented by wardrobes and cupboards elsewhere on the premises.

The Administrator and Finance Officer share a large office which is appropriately equipped.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The library has sufficient space for student independent study and group working. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | There is sufficient provision of learning materials including books, journals and periodicals and online materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | There is a well-organised lending policy. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.6 | Library opening times are sufficient to encourage and support student independent learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The library is located in a pleasant room with views across the garden. Given the size of the Institute it would be inappropriate for it to have a dedicated librarian but staff are on hand to help students with their searches. It offers a comfortable environment and is appropriately stocked. Items are for reference only but can be borrowed by students while in residence.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.2 | There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students generally use their own laptops although there is one in the library for general use. On occasions this may not be accessible due to private meetings taking place in the library.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.6 | All programmes are subject to annual review and to full revalidation every five years. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.7 | Annual review and revalidation of programmes involve external assessors. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institute is subject to regular monitoring and revalidation, by its validating university and relevant professional bodies. It also monitors itself thoroughly through regular and frequent meetings of its committees, which are informed by detailed documentation and often include an external examiner and assessor. As a result, the Institute's performance is evaluated, monitored and reported upon extensively.

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

There is comprehensive canvassing of feedback from all stakeholders: students, staff, the validating university and professional bodies. External examiner and assessors' reports are very positive. The reports are considered carefully by the Institute, which responds in detail to the relevant parties. This is clearly shown in the Institute's responses to the comments of the University of Middlesex's external examiner.

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

There is a clear culture of enhancement at the Institute. This shows through at the individual, internal committee and external stakeholder level. Committees meet frequently and regularly and views on encouraging and supporting enhancement are widely canvassed. This includes the Board of Studies, which meets twice a year. The views of academic and administrative staff, and students are represented at the Board which is attended by representatives of the University and the UK Council for Psychotherapy. Its remit is far-ranging and includes consideration of the external examiner's report, student feedback, complaints and suggestions. Minutes of the Board demonstrate that issues raised are discussed thoroughly and resultant actions agreed. Subsequent minutes of other committees provide evidence of actions taken.

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 good working, well-documented, relationship with the validating university and professional bodies.

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

Very well-qualified and experienced senior managers, who communicate clearly and openly with staff, students and external stakeholders to ensure that the requirements of the validating university and professional bodies are met.

Strong administrative support aided by well-documented policies and procedures.

The thorough staff induction process which includes a mentoring scheme.

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

The very well-qualified and experienced staff who draw upon their experience to inform their teaching.

Assessment is well-designed, clear and subject to extensive moderation, at pre- and post-assessment stages, both internally and externally.

Assessment guidance provided for tutors and students is of a very high standard.

Feedback to students on their work is incisive, detailed and supportive, with clear justification for the outcome.

There is a considerable exchange of ideas and experience, formally and informally, between staff giving rise to a sense of an academic community.

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

Provision of clear, helpful, advance documentation and careful consideration of the needs of prospective students.

Students experience a very caring and supportive environment, with the small student numbers ensuring that their progress is closely monitored.

The residential accommodation is of a very high standard and great care is taken to ensure that students' needs are addressed.

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 Institute occupies a very attractive location and provides a congenial atmosphere, leading to a sense of community for students and staff.

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

There is extensive monitoring and reviewing of all aspects of the Institute's provision, internally and externally, supported by very clear and detailed documentation.

There is extensive canvassing of feedback from all stakeholders, including students, staff, the validating university and professional bodies. The feedback is used effectively to inform enhancement.

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

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

The Institute is recommended to establish how they will communicate with students' next of kin who may not be able to communicate well in English.

The Institute should consider the provision of a second computer, not located in the library, to enhance students' access to this facility.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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