Performance review process report

Roehampton University, Review Period 2018 - 2023

Executive summary

This is a report of the process to review the performance of Roehampton University. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have
- Reviewed the institution's portfolio submission against quality themes and found that we did not need to undertake further exploration of key themes through quality activities.
- Recommended when the institution should next be reviewed.

Through this assessment, we have noted.
The following are areas of best practice:
   - o Interprofessional education; we found the three shared modules across three areas to be an innovative approach to interprofessional learning.
- The education provider should next engage with monitoring in 5 years, the 2028-29 academic year, because:
   - o The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider include learners, service users, practice educators, partner organisations, and external examiners.
   - o The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision.
   - o The education provider engaged with other relevant professional or system regulator(s), including the British Association of Art Therapy (BAAT), the British Association of Music Therapy (BAMT), the British Association of BADth and the British Psychological Society (BPS).
   - o Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.

Previous consideration	Not applicable. The performance review process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be

- whether issues identified for referral through this review should be reviewed, and if so how

Next steps | Outline next steps / future case work with the education provider:
- Subject to the Panel's decision, the education provider's next performance review will be in the 2028-29 academic year.

Included within this report

Section 1: About this assessment

About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:
- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the education provider level wherever possible, and will delve into programme / profession level detail where we need to.

This report focuses on the assessment of the self-reflective portfolio and evidence.

Thematic areas reviewed

We normally focus on the following areas:
- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support a review of this education provider:

Kathryn Campbell	Lead visitor, Physiotherapist
Elaine Streeter	Lead visitor, Arts Therapist, Music Therapy
Sheba Joseph	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer
Alexander Hudson Craufurd	Advisory visitor, Practitioner Psychologist, Counselling Psychologist

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require professional expertise across all professional areas delivered by the education provider. We considered this because the lead visitors were satisfied they along with the support visitor could assess performance and risk without needing to consider professional areas outside of their own.

Section 2: About the education provider

The education provider context

The education provider currently delivers 9 HCPC-approved programmes across 3 professions. It is a Higher Education Provider and has been running HCPC approved programmes since 2006.

Practice areas delivered by the education provider

The education provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 1 of this report.

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes[1].

Data Point	Bench-mark	Value	Date of data point	Commentary
Numbers of learners	142	172	2023-2024	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources

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

			available for the benchmark number of leaners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission. The education provider is recruiting learners above the benchmark, meaning we should explore the potential impact on resources to support learners.
Learner non continuation	3%	4%	2020-2021	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects The data point is slightly above the benchmark, which suggests the education provider is performing below sector norms When compared to the previous year's data point, the education provider's performance has improved by 3%
Outcomes for those who complete programmes	94%	89%	2019-20	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the education provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has been maintained.

Learner satisfaction	76.7%	75.4%	2023	This data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is broadly equal to the benchmark, which suggests the education provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has dropped by roughly 2%

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their portfolio. Based on our understanding, we determined that we did not need to conduct any quality activities. We have instead completed our investigation and included our findings in section 4 of this report.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability** –
  - o The education provider has described how their Annual Report and Financial Statements 2022-23 reported a surplus and growth in income. This, they reflect, indicates that the education provider has attained a sustainable footing after a few years of posting deficits.
  - o The education provider reflected that the global pandemic posed significant challenges for them. Their response included the development of new portfolios, entry points and modes of delivery, which contributed to their sustainability. In 2022, they undertook a strategic realignment programme to the portfolio to align it to areas of demonstrable growth. Simultaneously, programmes were reviewed to ensure they were able to deliver positive learner outcomes.
  - o We noted the surplus and growth in income demonstrating the education providers stability. The education provider also demonstrated their clear plan for ongoing development. We were satisfied with how the education provider is performing in this area.
- **Partnerships with other organisations** –
  - o The education provider has discussed how they have a dedicated Head of Community Engagement who fosters relationships with community partners and mental health services across various sectors. Following the Knowledge Exchange Framework (KEF), the education provider has aimed to demonstrate positive community impact. Current formal partnerships include Holybourne Hospital, Brent, Westminster, Wandsworth Mind (BWW Mind), Wetlands Trust, Circles Southeast, HCA Healthcare, Age UK Wandsworth and Croydon, and Home Start Wandsworth.
  - o They were also expanding their network with other community partners to enhance collaborative engagement. Governance of these relationships is managed through the education providers funding structure, ensuring ethical considerations, data sharing, and intellectual property rights are addressed.
  - o Successes included securing a contract for arts-based reflective practice groups at a local mental health hospital. They were awarded a Knowledge Transfer Partnership (KTP) to support BWW Mind and involving learners in evaluating mental health interventions at Circles Southeast. The education provider has also discussed the establishment of 'PsyTes'. This is a development the education provider has implemented over the review period to enhance their interactions with other organisations. It is an externally facing evaluation service for mental health interventions for services and organisations. It leads to ongoing partnership discussions to deliver co-constructed interventions funded through various models.
  - o We noted the positive development of the education providers strategic group. The evidence supplied demonstrates the successful partnerships the education provider has in place. We were satisfied with how the education provider is performing in this area.
- **Academic quality** –
  - o The education provider has detailed how they employ a comprehensive validation and review process for new programmes. This starts with the Portfolio Development Committee (PDC) who assess strategy and

sustainability. Programme teams then design detailed plans with input from industry professionals, which are reviewed by the Curriculum Strategy Committee (CSC) to ensure they meet employer and sector needs. This is supported by the Learning and Teaching Enhancement Unit (LTEU), these programmes are developed in collaboration with stakeholders to ensure relevance and coherence.

- o Quality control is managed by their Learning, Teaching and Quality Group (LTQG) and further scrutinized by a Institution-level Review Panel. The education provider deploys a risk-based approach to programme reviews, aligning them with professional body reaccreditation and using data on teaching quality and learner outcomes to inform decisions.

- o Teaching quality at the education provider is reflected in high National Student Survey (NSS) scores, with consistent learner satisfaction and a TEF Silver award in 2023. Their institutional strategies support diverse learner needs, ensuring academic and personal growth. External examining confirms that academic standards and learner achievements are comparable to other UK institutions. The education provider has detailed their commitment to high-quality teaching, feedback, and assessment practices, along with effective engagement with learners, contributes to a robust academic experience and successful learner progression.

- o We recognise the education provider's framework for programme design and development. Additionally, how academic regulations are monitored on their programmes through their quality assurance processes. After assessing their portfolio we were satisfied with how the education provider is performing in this area.

- **Placement quality** –
  - o The Education Providers Placement Office manages relationships between placements, learners, and programmes, offering a variety of placements within the NHS, third sector, and private organisations. Formal Service Level Agreements (SLAs) exist with partners like Central and North west London (CNWL) NHS Mental Health Trust and East London Foundation Trust (ELFT) NHS Mental Health Trust. Placement relationships are governed by a four-way agreement detailed in the Placement Handbooks, outlining roles and responsibilities. Learners must hold professional indemnity insurance, either independently or through their placement's insurance.

  - o Quality Assurance (QA) is ensured through the Placement Questionnaire. These are regularly updated to include supervisor information and insurance confirmation. Learners' complete health and safety forms and risk assessments, which signed off by the Programme Leader. QA processes also involve collecting anonymised learner feedback to address concerns and improve placements. This feedback is shared during placement training events to maintain high standards.

  - o The education provider aims to enhance relationships with placement partners and expand its database of suitable placements. Regular communication with learners and placements helps to address concerns early. The Placement Office focuses on clinical governance issues like safeguarding and risk management. Successes include

positive community impact from training placements, learner contributions to placement sustainability, and the establishment of a central Placement Office, which has significantly increased the number of placement providers.

- o We found the education provider to have demonstrated how their placement office works and monitors placements. Additionally how placements are monitored via quality assurance processes and questionnaires. We were satisfied with how the education provider is performing in this area.

- **Interprofessional education** –
  - o The education provider has discussed how their School of Psychology's five Arts and Play Therapy (APT) programmes integrate interprofessional education (IPE) across their curriculum. In 2023-24 revalidated programmes in Art Psychotherapy, Music Therapy, and Play Therapy include shared modules where learners achieve interprofessional learning outcomes. These modules involve workshops that foster communication, collaboration, and teamwork among learners and staff from different APT disciplines. Additionally, learners engage with various healthcare professionals during placements, with assessment criteria emphasizing interprofessional practice.
  - o The education provider launched their Nursing programmes in 2019 and developed an IPE strategy to enhance collaboration across relevant programmes. This strategy includes shared workshops and simulations involving both APT and Nursing learners. Despite challenges in creating sustainable IPE opportunities outside APT, such as differences in academic levels and timetabling, the integration of IPE within APT programmes has been well-received by learners, who appreciate interdisciplinary learning and its impact on employability.
  - o Feedback from learners suggests a desire for more interprofessional learning opportunities within APT modules. The education provider plans to consider additional IPE in future reviews and has already made online and pre-recorded materials available. New Allied Health Professional (AHP) programmes, including MSc Physiotherapy and MSc Occupational Therapy, are in development and will share modules to provide further opportunities for interdisciplinary learning. This ongoing development aims to strengthen the infrastructure for IPE and enhance the learning experience for all learners.
  - o We were satisfied with how the education provider is performing in this area. The visitors also wanted to recognise an area of good practise regarding the integrated approach across three of their modules. We found this to be an innovative approach and worth recognising.

- **Service users and carers** –
  - o The education provider has discussed how their institutional service user and carer forum (SUCF) was established in 2016 by the APT and counselling psychology programmes. The development of nursing as a new discipline (2019) allowed for joint working with service users and carers (SU&Cs) already involved in their established programmes. In 2023, new Allied Health Professions Occupational Therapy and Physiotherapy were added to the education provider's portfolio. The

strategy group, chaired by the Pro Vice-Chancellor (Student Education), includes SUC members and academic representatives from each School, supported by a SU&C Coordinator. The group meets termly, receiving reports from School subgroups, providing a platform for in-depth discussion and planning at a School/programme level, and strategic oversight and governance at a university level.

- o SU&Cs are directly involved in programmes through various teaching sessions, communicating their experiences via talks, videos, simulations, performances, and visual art exhibitions. They contribute to and co-develop teaching materials, they assess learners in theory and practice, and are integrated into both learner and staff recruitment. They stressed that SU&Cs' input is crucial in developing learners' research projects, influencing both the topics and research methods chosen. Activities involving SUCI include teaching, sharing SUC perspectives, creating materials, supporting simulated practice learning, contributing to learner assessment, curriculum design, programme monitoring, stakeholder meetings, recruitment, celebratory events, research, and strategy development.

- o Monitoring of SU&C initiatives occurs at multiple levels, with termly strategy meetings providing formal opportunities for feedback. The education provider has discussed how structural changes to the governance of SU&C activity were made in response to feedback from SU&Cs and staff, leading to increased satisfaction. Each School runs meetings at least three times a year, where SUCF Champions, staff members, and SUCs discuss issues from SUCF experience, learning, and professional practice. Feedback from learners and placement educators highlights the value of SUC involvement in teaching, providing unique perspectives that enhance learners' understanding. The education provides also states that the SUCF held a successful conference in 2023, focusing on co-producing professional healthcare education, which led to the creation of a nationwide network and other innovative outputs.

- o They have also reported positive feedback from participants at the recent conference. We were satisfied with how the education provider is performing in this area.

- **Equality and diversity** –
  - o The education provider has reflected that their Equality and Diversity Policy aims to eliminate discrimination and promote diversity and equality in all its practices, policies, and procedures. Developed by their Equality and Diversity Committee in consultation with key stakeholders, the policy is reviewed regularly. The Committee is responsible for developing strategies, ensuring compliance with diversity legislation, and monitoring the effectiveness of the policy. It also reviews the profiles of staff and learners annually and reports to the institutional Senate and Council on the education provider's statutory obligations.

  - o The Equality, Diversity, and Inclusion (EDI) Strategic Plan outlines objectives and a framework for achieving EDI, focusing on continuous monitoring and evaluation. The plan aims to identify improvement opportunities within the education providers community and achieve

progress for learners and staff. They reported they are committed to celebrating diversity and ensuring that everyone can thrive. The plan includes measures to address attainment, awarding, and progression gaps among learners, such as those from economically disadvantaged backgrounds, ethnic minorities, mature learners, disabled learners, and care leavers.

- o To address these gaps, the education provider has implemented various initiatives, including dashboards to monitor performance, targeted support programs, and projects to enhance learning, teaching, and assessment. The Student Engagement team contacts learners with low engagement levels to provide appropriate support. The education provider also focuses on gender, LGBTQ+, and race equality. They deploy initiatives like the Athena Swan bronze award for gender equality, inclusion in Stonewall's Top 100 employers list, and mandatory race awareness programs for staff. The Disability Service team provides specialist support to disabled learners.
- o The education provider is stated they are committed to advancing EDI in all aspects of its operations. Aiming for a culture change that embeds EDI in teaching, learning, research, partnerships, and professional services. Future plans include developing an EDI website, improving reporting channels, and launching initiatives to support the recruitment and progression of Black, Asian, and minority ethnic staff. They also aim to improve data collection and monitoring to better serve its diverse community and ensure an inclusive environment for all.
- o We found the education provider to have established and effective EDI policies across their provision. We were satisfied with how the education provider is performing in this area.

- **Horizon scanning** –
  - o The education provider has significantly expanded its health and social care education portfolio since 2019, starting with the introduction of Nursing programmes. With £2m in funding from the Office for Students and additional internal investment, they established the Mary Seacole Health Innovation Centre to support future growth. The School of Life and Health Sciences (LHS) and the School of Education (SoE) are developing various HCPC programmes, including MSc Physiotherapy and MSc Occupational Therapy, with plans for undergraduate and apprenticeship routes in dietetics and Speech and Language Therapy. The education provider is also launching the MSc Advanced Clinical Practice and working on approving Independent and Supplementary Prescribing as an optional module.
  - o The School of Psychology underwent a leadership transition in 2019, which led to a review and restructuring of its management. The new Head of Department, appointed in March 2020, helped streamline the Senior Leadership Team to better support their strategic goals. The Covid-19 pandemic in 2020-21 required the School to adapt quickly, shifting to online and hybrid teaching methods.
  - o They reflected that despite challenges, learner feedback was positive, and they introduced a module to help learners develop skills for online therapeutic work. Support services were also adjusted to meet the physical and mental health needs of learners during lockdowns.

- They stated that by the end of 2023/2024, the School of Psychology will have revalidated all its programmes to ensure they remain contemporary and inclusive. They have also been approved to offer the Arts Therapists Degree Apprenticeship and is exploring a Level 7 Clinical Associate Psychologist Degree Apprenticeship with a specialisation in Autistic Spectrum Conditions. These developments aim to enhance their capacity, expertise, and reputation.
- Through clarification, the education provider detailed how growth has been carefully managed in partnership with local stakeholders and alongside the development of relevant internal and external resources. They convene or sit on a large number of stakeholder groups and collaborative partnerships, many of which review placement capacity, in particular.
- After assessing the education provider portfolio and through expansion provided via clarifications, we were satisfied with how the education provider performs in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors want to recognise an area of good practice relating to the education providers approach to interprofessional learning. This is regarding the three shared modules across arts psychotherapy, music therapy and play therapy. These are taught by staff from the three disciplines and allow for lots of shared learning and discussions with different learners. These are well-integrated, and we find them to be a good approach to interprofessional education.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Embedding the revised Standards of Proficiency (SOPs) –**
  - The education provider reflected that staff teams in approved programmes (Art, Music, Drama, PsychD) have integrated the new standards into their provision. They have attended HCPC webinars to understand and embed the revised SOPs in training. They have:
    - met with placement educators to discuss and evidence these standards in practice.
    - engaged with service users and carers (SU&C's) in the School of Psychology to incorporate the standards into curriculum design.
    - held meetings with learners to explain the changes and their implementation,
    - and reflected on their clinical practice to inform curriculum development and quality assurance.
  - The education provider discussed how they found the revised standards to shift the SOPs' wording from passive to active,

emphasizing actions like "must practice safely and effectively" instead of "must be able to practice safely and effectively." This change, they found, highlights autonomy, care, and clear expectations, aligning with their institutional focus on learners' development and HCPC SOPs in assessments. They state they have implemented curriculum development for current and future programmes; these changes ensure learners actively demonstrate proficiency. Adjustments to learning outcomes, assignment briefs, guidance, and marking criteria reflect this active implementation approach. This methodology will be consistently applied to all future revisions.

- o The education provider discussed how the review standards emphasize registrants' roles in promoting public health, considering socio-economic and environmental factors, empowering SU&Cs and colleagues in health management, and engaging in occupational health. They discuss how they integrate these principles through active learner participation in community activities, emphasizing socio-economic factors, recovery models, and occupational health guidance. New materials have been developed for recently revalidated and future programmes to extend a critical view of health and health promotion, ensuring learners are well-prepared for placements.
- o We found the education provider to have detailed and demonstrated how they have embedded the new SOPs. We have found these to be fully embedded and were satisfied with how the education provider is performing in this area.

- **Learning and developments from the COVID-19 pandemic** –
  - o The education provider has discussed how they made strides in integrating digital and in-person learning environments to enhance the learner experience. The Learning and Teaching Enhancement Unit (LTEU) established a blended learning community to support this integration, with 79% of undergraduate learners in a January 2021 survey agreeing that all necessary learning materials were available on their module Moodle site. Additionally, their quality assurance of higher education (QAHE) colleagues initiated a virtual learning environment (VLE) champion's project, featuring monthly workshops to share best practices and new ideas for continuous improvement in the digital learning environment.
  - o In September 2022, the education provider launched Nest, a single contact point for all learner enquiries, providing support ranging from academic matters to finance, accommodation, and wellbeing services. Since its launch, Nest has seen a 30% increase in engagement with learner support webpages and has consistently resolved over 1,000 enquiries per day, achieving a 97% satisfaction rate. The education provider discussed how learners have praised Nest for its comprehensive support, both online and in person, making it an invaluable resource for their academic and personal needs.
  - o We found the education providers' reflections to detail their approach and learning to the pandemic. We were satisfied with how the education provider is performing in this area.

- **Use of technology: Changing learning, teaching and assessment methods** –

- o The education provider has discussed many of the points raised above in their approach to the covid-19 pandemic in this section. Many of the adjustments they made to continue to run their provision during the height of the pandemic were technological changes as detailed above that have been retained.
  - o The education provider has detailed how they have invested in various digital learning tools to promote flexible study options and enhance academic support. The partnership with Studiosity, launched in 2020, offers 24/7 online academic support, with high engagement and satisfaction rates. The Library Anywhere project, initiated in 2016, has integrated physical and digital learning environments, significantly increasing access to digital resources. The education provider detailed how they have also expanded the recording of teaching sessions using Panopto and adopted other digital tools like Nearpod, MyLabs, and CaptionEd to create engaging and inclusive learning environments.
  - o The education provider has detailed a wide variety of digital platforms available for learners. We were satisfied with how the education provider is performing in this area.
- **Apprenticeships in England** –
  - o The education provider offers a variety of degree apprenticeships, including Teacher, Nursing Associate, and Senior Leader. It employs specialized staff, such as a Head of Business Development (Apprenticeships) and an Apprenticeship Business Manager, along with Programme Leaders within Schools with expertise in apprenticeship provision. Their Employer Engagement Practice and Procedure for Apprenticeships policy outlines the processes for collaborating with employers across its apprenticeship programs.
  - o Their Apprenticeships Committee and the Curriculum Development Committee manage quality assurance and approvals for new degree apprenticeships. The education provider works closely with employers from the point of entry and throughout the apprenticeship programs, using tripartite reviews, INAs, ENAs, and other feedback mechanisms to ensure learners meet the relevant apprenticeship standards by the end point assessment (EPA).
  - o The education provider is dedicated to expanding its degree apprenticeships portfolio to support social and environmental sustainability and widen participation. Degree apprenticeships offer accessibility to a broader socio-economic bracket and geographical area through a blended delivery model. In November 2023, the education proivder won a bid to provide arts therapy apprenticeships, with plans to deliver Music Therapy and Dramatherapy degree apprenticeships by September 2025. The School of Psychology aims to engage stakeholders in curriculum development, align with apprenticeship standards, and ensure program sustainability.
  - o We found the education provider to have an established to that supports apprenticeship provision and were satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - o The education provider has discussed there have been no published reports of assessments against the UK Quality Code for HE by the QAA for them in the review period. In 2019, they were subject to a Quality and Standards Review carried out by the QAA as the Designated Quality Body on behalf of the Office for Students. The outcome was that they were found to have met all the core practices under review with "high confidence."
  - o We noted the education provider self-reflection that has taken place in the review period and were satisfied with how the education provider is performing in this area.
- **Office for Students (OfS)** –
  - o The education provider has discussed how they have a comprehensive validation and review process for new programmes, starting with the Portfolio Development Committee (PDC) to address strategy and sustainability issues. Programme teams then design detailed plans with input from industry professionals, which are reviewed by the Curriculum Strategy Committee (CSC). Supported by the Learning and Teaching Enhancement Unit (LTEU), these programmes are developed in collaboration with stakeholders to ensure they meet contemporary needs. Quality control is managed by the School's Learning, Teaching and Quality Group (LTQG) and further scrutinized by a University Review Panel.
  - o The education provider details how they employ a risk-based approach to programme review schedules, aligning with the Office for Students' (OfS) focus on student outcomes. Programme information, including teaching quality and student recruitment data, is assessed by various panels. Ongoing monitoring and periodic reviews are conducted through the SEiP and Portfolio Review Process, with modifications requiring formal approval. Minor changes are approved by departmental LTQGs, while significant ones are reviewed by the CSC.
  - o The education provider states that resources and support for programmes are meticulously planned, with staffing ratios and financial considerations reviewed annually. The Academic Responsibility Framework (ARF) ensures fair workload distribution among staff. The LTEU's ENHANCE framework supports staff development, and the award-winning library provides extensive resources. The education provider utilises a software system called SEAtS that integrates with existing campus technology to provide data-driven insights. Initiatives like the 'RoeBuddies' peer mentoring scheme and the Studiosity online service enhance learner support, while the SEAtS software dashboard and Nest service improve student engagement and retention.
  - o We were satisfied with how the education provider is performing in this area.
- **Other professional regulators / professional bodies** –

- o Their professional bodies do not formally assess the master's-level programmes in Art Psychotherapy, Music Therapy, and Dramatherapy, but all teaching staff are members of their respective associations (BAAT, BAMT, BADth). These programmes' curricula are guided by the policies of these professional bodies. The PsychD Counselling Psychology programme is accredited by the British Psychological Society (BPS), with an upcoming accreditation review in Spring 2024. The programme adheres to BPS policies, which were adjusted during the COVID-19 pandemic to accommodate online teaching and placements.
- o The School of Psychology regularly submits staff learner ratios for its BPS-accredited programmes and maintains active engagement with the BPS through the PsychD Programme Leaders' involvement in the BPS Counselling Psychology Training Committee. All APT Programme Leaders participate in professional body forums to address contemporary issues and develop opportunities. The PsychD programme has maintained its BPS accreditation and productive relationships for evaluation and feedback.
- o The School of Psychology is dedicated to maintaining strong relationships with professional bodies for its APT programmes and the PsychD. These connections are crucial for providing excellent education, staying updated with developments, and addressing practice-based challenges. The School's commitment ensures that graduates are well-prepared for their professional futures. Further profession-specific activities are detailed in the curriculum development section.
- o We found the education provider to have demonstrated how programmes are aligned to PSRB requirements, even if not formally assessed by professional bodies. Processes in place to ensure PSRB requirements are met. We were satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - o The education provider has discussed how internally driven curriculum changes were guided by the 2023 APT programme revalidations and HCPC's revised standards. The APT programme was restructured from 240 to 180 credits to align with other postgraduate programmes, ensuring sustainability. The Art Psychotherapy programme was reconfigured to fit the 180-credit model, introducing a full-time pathway while retaining its core content and values. The revalidation event was successful, receiving commendations and recommendations for development.

- o Externally driven curriculum changes were influenced by the COVID-19 pandemic, professional and statutory body guidance, and HCPC's revised standards. The pandemic's impact led to curriculum adaptations based on professional body recommendations and HCPC standards. Specific revisions to the SOPs were integrated into the curriculum during the revalidation process, focusing on profession-specific updates.
  - o Responses to professional body recommendations included addressing significant geopolitical and social changes like the COVID-19 pandemic, #BlackLivesMatter, and #MeToo movements. The programme incorporated equality, diversity, and inclusion (EDI) issues into training to develop cultural sensitivity and competency. This included decolonising the curriculum and updating reading lists to reflect diverse perspectives.
  - o Embedding profession-specific revised HCPC standards involved enhancing visual arts competencies in Art Psychotherapy. The curriculum included dedicated art studio time and integrated creative practice, self-reflection, and clinical practice across modules. These changes aimed to deepen learners' identity as visual arts practitioners and ensure alignment with HCPC standards.
  - o We found the education provider to have demonstrated a robust system in place for curriculum development. We were satisfied with how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance** –
  - o The education provider has responded on a programme level for this section, detailing the interactions and developments they have had with their different professional bodies. This includes how their Art Psychotherapy programme team has maintained contact with the British Association of Art Therapists (BAAT) and the Placement Office to ensure quality and governance. BAAT has released guidelines on art therapy for psychosis-related diagnoses and in schools, relevant to practice education. Learners now have two-day weekly placements, and practice educators attend an annual training day. The training team, members of BAAT and The Black and Asian Therapy Network (BAATN), also work across the School of Psychology, with one member serving as EDI Chair and Race Equality Champion.
  - o The British Association of Music Therapy (BAMT) collaborates closely with their MA Music Therapy programme leaders through the Training and Education Committee, meeting three times a year and holding a training day. BAMT has appointed staff to lead on Education / Research and Professional Affairs, enhancing curriculum and CPD requirements. Guidance since 2018 includes the Diversity report, Covid-19 response publication, and draft Curriculum Guidance. These have guided developments in admissions, curriculum, and placements, aligning the programme with UK standards.
  - o The British Psychological Society (BPS) works with their counselling psychology programme leaders via the Training Committee in Counselling Psychology (TCCP), meeting thrice yearly and hosting a training day. The TCCP Chair and their PsychD PL liaise with BPS on accreditation and clinical developments. From September 2022, in-

person supervised clinical practice became mandatory. The programme follows BPS guidance on EDI in admissions, supporting applicants.

- o The British Association of Dramatherapy (BADth) collaborates with their MA Dramatherapy programme leaders through the Training BADth sub-Committee, meeting twice a year and hosting an annual residential conference. Themes for these events are based on feedback from members and PLs, addressing current training needs. Recent themes include responses to Covid-19 and issues of inclusion and unconscious bias. BADth has also focused on anti-racism, environmental concerns, and collaboration, with guidance on placement hours and fitness to practice for NHS staff post-pandemic.
- o We found the education providers reflections and evidence to be well documented and detailed for this are. We were satisfied with how the education provider is performing in this area.

- **Capacity of practice-based learning (programme / profession level)** –
  - o The education provider has discussed how their school-level placement offices manage placements across their provision. This includes; managing the relationships between placements, learners, and programme staff, ensuring placement availability through networking and maintaining a database of over 300 placements. They also discussed how the COVID-19 pandemic shifted placements to telephone and online services, expanding access for service users and learners. Many placements continue to offer both online and in-person services post-pandemic.
  - o The education provider has discussed how their learners on placement work in diverse environments. For their Art psychology and dramatherapy learners provision these include museums, galleries, and the outdoors, offering innovative interventions like environmental art therapy. Placements are available in NHS trusts, prisons, special hospitals, schools, hospices, charities, and mental health projects. However, first-year placements are challenging due to limited availability and competition. Their newly revalidated programme ensures parity between part- and full-time learners, requiring two days of weekly clinical practice for two years. They reflect that art psychotherapy learners significantly contribute to mental health support across Greater London, extending services and handling complex cases effectively.
  - o Workplace learning for MA Music Therapy spans various settings, including educational institutions, health services, palliative care, and trauma settings. Counselling psychology learners work in settings including NHS trusts, prisons, schools, universities, special hospitals, hospices, charities, and mental health projects. Challenges in sourcing placements for Year 1 and Year 2 learners, due to the scarcity of medium-to-long term settings, led to the introduction of cognitive-behavioural therapy (CBT) and third-wave CBT from the first year.
  - o The Covid-19 pandemic facilitated online therapy and supervision, expanding placement opportunities beyond London. The placement office supports learner success and maintains positive relationships with placement providers. Their programme teams have also built

strong relationships with alumni and increased placement opportunities. This is supported by their placement offices.
- o We found the education providers dedicated placement offices a useful mechanism for ensuring capacity. We were satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - o The education provider discussed how they gather learner feedback through various mechanisms, including module evaluations, programme representative feedback, programme boards, and surveys like the National Student Survey (NSS) and Postgraduate Taught Education Survey (PTES). Module evaluations are reviewed by module leaders, who respond to feedback and upload results on Moodle. Programme representatives collect feedback through forums and report to Programme Leaders (PLs) in monthly meetings. Programme boards, held once a semester, allow representatives to share cohort feedback, and the minutes are published on Moodle. Feedback from the NSS and PTES is reviewed by programme teams and senior leadership, with action plans created for the following academic year.
  - o To ensure feedback policies function as intended, module evaluations are reviewed by PLs and the Head of Student Engagement, with oversight from the LTQC and LTQG. Modules scoring below certain thresholds require action plans, which are reviewed by senior leadership. Each School creates an annual Student Education Improvement Plan (SEIP) using various data sources to enhance learner experience and address academic risks. Progress on these plans is reported to the LTQC and the education provider's 'Student Experience and Outcomes Panel'. A learner report, presented monthly by the Students Union's Vice President of Education, covers learner feedback and University actions.
  - o The education provider has taken several actions in response to learner feedback, such as publishing academic timetables earlier, moving the mitigating circumstances application process online, and reducing waiting times for wellbeing support. Programme-specific actions include organizing social events, restructuring programmes for better integration, and introducing assessment support weeks. The education provider also has a learner complaints policy, managed by the Student Casework Manager, with informal complaints handled locally and formal complaints tracked centrally. The positive resolution of complaints and the absence of programme-specific recommendations indicate effective issue resolution and continuous improvement.

- o We found the education provides systems in place to be appropriate to gain learner involvement and were satisfied with how the education provider is performing in this area.
- **Practice placement educators** –
  - o The School of Psychology Placements Office maintains regular contact with placements and Programme Leaders (PLs) through supervisor drop-in sessions, meetings, and an annual Placement Managers and Supervisors Day. This day allows for feedback and discussions on needs, challenges, policies, and practices. The Placement Office also arranges visits and liaises with the Head of Placements and the School's leadership team to gather and respond to feedback. These mechanisms ensure continuous communication and improvement in the placement process.
  - o In the Arts and Play Therapies (APT) programmes, PLs and teams regularly meet with Placement Educators to discuss feedback and concerns. For example, the MA Music Therapy staff team meets with Placement Educators three times a year to capture feedback, which is then discussed with staff and External Examiners to inform actions. Feedback themes have led to developments such as clearer guidance on consent forms, workshops on outcome measures, and increased resources on the care system. The MA Dramatherapy programme also coordinates individual learner contracts with placement providers, ensuring regular feedback and addressing any concerns promptly.
  - o The PsychD staff team meets with placement providers at least twice a year to gather feedback, which is used to adjust and develop learning and teaching aspects. Feedback has led to changes such as the amalgamation of placement registration forms, the introduction of a new module on psychometric measures, and the inclusion of CBT training from Year 1. Positive feedback from placement educators has highlighted the need for increased learner confidence and experience in notetaking and report writing, which has been addressed through workshops and clinical seminars.
  - o We were satisfied with how the education provider is performing in this area.
- **External examiners** –
  - o The education provider discussed how their external examiner reports from 2018-2019 to 2022-2023 highlighted several areas for improvement and commendation in the programme. Key recommendations included updating Moodle pages for consistency, converting lecture notes to PDF, and enhancing research methods modules. The reports they reflect also emphasize the benefits of joint classes for cross-disciplinary learning and the need for clear assessment guidelines. The education provider discussed how the pandemic posed significant challenges. This includes the shifting of learning online in 2019-2020 and 2020-2021. Commendations were given for the excellent learning experience, varied assessment types, and the flexibility of the teaching team. However, there were calls for more specific use of literature and recording live assessments for transparency.

- o The education provider has discussed how they have been enhancing the external examiner process, publishing updated procedures in 2023-2024. Despite reported good practices during the pandemic, such as innovative assessments and online support, the 2022-2023 external examiner report still highlighted areas for improvement. The programme team retained varied assessments and developed new methods, like recorded performances, which were commended in earlier reports. Enhanced teaching and guidance on research methods improved learner outcomes, as noted in the 2021-2022 report. The education provider introduced new guidelines and training for external examiners to ensure consistency. Continuous efforts to develop authentic assessments and support learners were reflected in positive feedback across various reports.
- o The education provider has been enhancing its virtual learning environment and assessment processes. In 2021-2022, a learner experience working group was established, leading to the development of a standardized Moodle template in 2022-2023 to improve usability. They are implementing an assessment brief template across all modules by January 2024 to ensure consistency. Teaching has returned to face-to-face across their programmes whilst retaining online options and resources. The Art Psychotherapy and Music Therapy programmes underwent revalidation, focusing on research methods and authentic assessment. Annual assessment reviews and external examiner feedback ensure quality and consistency. They introduced Trails Lists for easier access to online resources and is piloting links to support tools within assessment feedback. The Dramatherapy programme continues to enhance teaching standards and assessment methods, maintaining high standards and incorporating online learning improvements post-pandemic.
- o The education provider's reflections demonstrate the integral role external examiners play in their provision. We were satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel:
- **Learner non continuation:**
  - o The education provider has discussed how they have been addressing learner retention and success through various initiatives. In 2016-17, a student engagement project was launched, using data from multiple sources to identify and support at-risk learners. This led to significant improvements in attendance and continuation rates. During the COVID-19 pandemic, proactive support measures, including over 10,000 calls to students, helped address digital access, financial difficulties, and mental health issues.

- o FIn 2020-21, a student success working group was established, focusing on learner analytics, proactive engagement, career readiness, and experiential learning. In 2022, the Student Support and Success Directorate was created, integrating various support services and enhancing personalised interventions through upgraded learner analytics.
  - o The education provider's non-continuation rates have been in line with sector benchmarks. When compared to the previous year's data point, the education provider's performance has improved by 3%
  - o We were satisfied with how the education provider is performing in this area.
- **Outcomes for those who complete programmes:**
  - o The education provider has discussed their learner support systems that have significantly improved completion rates. Projections indicating further increases for 2019 starters due to enhanced support reducing withdrawal rates in undergraduate Years 2 and 3. The education provider also discussed their commitment to social mobility, they aims to provide transformative education, equipping learners with confidence, knowledge, and adaptability for successful careers and fulfilling lives. In 2023, they set an ambitious goal of achieving Gold TEF or equivalent and Top 10 PTES, focusing on outstanding teaching, learning, and an excellent student experience to support widening participation and positive progression.
  - o We were satisfied with how the education provider is performing in this area.
- **Learner satisfaction:**
  - o The education provider has discussed that overall satisfaction score and quality of teaching at their institution has been reflected in the NSS results. This they say reflects several measures that have been implemented in the previous academic cycles of the period under review to improve the quality of learner experience
  - o We have found the education providers scores in this area to be in line with the benchmark scores. We were satisfied with how the education provider is performing in this area.
- **Programme level data:**
  - o The education provider has discussed how their staff-learner ratio (SSR) data meets PSRB benchmarks and is reported to relevant professional bodies like the British Psychological Society (PsychD). HCPC approved programmes also benefit from contributions by specialist visiting and guest staff, including SUCs and experts by experience (EBEs). These contributions support the delivery of HCPC standards of proficiency and ensure programmes adhere to HCPC standards of education and training.
  - o We were satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval or focused review process).

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
- The education provider's next engagement with the performance review process should be in the 2028-29 academic year.

Reason for next engagement recommendation
- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider include learners, service users, practice educators, partner organisations, and external examiners.
- External input into quality assurance and enhancement
  - The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision
  - The education provider engaged with other relevant professional or system regulator(s), including the British Association of Art Therapy (BAAT), the British Association of Music Therapy (BAMT), the British Association of BADth and the British Psychological Society (BPS).
  - They did not consider the findings of other regulators in improving their provision
  - The education provider considers sector and professional development in a structured way
- Data supply
  - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:
  - From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The education provider's next engagement with the performance review process should be in the 2028-29 academic year

Reason for this decision: The Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the education provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Roehampton University	CAS-01359-C7G2D7	Kathryn Campbell Elaine Streeter	5 years	This is a report of the process to review the performance of Roehampton University. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met. We have • Reviewed the institution's portfolio submission against quality themes and found that we did not need to undertake further exploration of	There were no outstanding issues to be referred to another process

				key themes through quality activities.
				
				 • Recommended when the institution should next be reviewed.
				
				 Through this assessment, we have noted.
				 The following are areas of best practice:
				      o Interprofessional education; we found the three shared modules across three areas to be an innovative approach to interprofessional learning.
				
				 • The education provider should next engage with monitoring in 5 years, the 2028-29 academic year, because:
				      o The education provider engages with a range of stakeholders with quality	

| | | | | assurance and enhancement in mind. Specific groups engaged by the education provider include learners, service users, practice educators, partner organisations, and external examiners.
o The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision.
o The education provider engaged with other relevant professional or system regulator(s), including the | |

					British Association of Art Therapy (BAAT), the British Association of Music Therapy (BAMT), the British Association of BADth and the British Psychological Society (BPS). ○ Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.	

Appendix 2 – list of open programmes at this institution

MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/09/2009
MA Art Psychotherapy	PT (Part time)	Arts therapist	Art therapy		01/09/2009
MA Dramatherapy	PT (Part time)	Arts therapist	Drama therapy		01/09/2006
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/10/2012
MA Music Therapy	PT (Part time)	Arts therapist	Music therapy		01/09/2006
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2006
MSc Physiotherapy	FT (Full time)	Physiotherapist			15/01/2024
PsychD in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist	01/01/2007
PsychD in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist	01/09/2017