

Metanoia Institute QAA HER Action Plan

<u>Recommendation, affirmation or Good Practice</u>	<u>Action to Be Taken</u>	<u>Date for Completion</u>	<u>Action By</u>	<u>Success Indicators</u>
<p>Good practice: The QAA review team identified the strong integration of professional, personal and clinical practice within the programmes, which enhances student employment prospects [B3].</p>	<p>Programme proposal and monitoring will continue to focus on engaging employer / professional and PSRB specific requirements within curriculum and assessment design.</p> <p>Oversight of in-house clinical practice provision to be maintained at strategic level (via CEO and Board of Trustees) and via the Executive Committee (holding operational oversight).</p> <p>Professional practice requirements and sector expectations to be monitored through the development of service –user inclusion in all programme consultation activity.</p>	<p>On-going; Summer 2018.</p>	<p>Executive Committee; Faculty Heads (service-user initiatives); Quality Standards Committee (as required by programme design / proposal/ review activity).</p>	<p>Continuing levels of involvement with the Talking Therapies network, which includes user involvement. This is an on-going initiative.</p> <p>Engagement with LBH talking therapies consortium, VCS and the council as a recognised member.</p> <p>Continued usage of placements' database.</p> <p>Continued involvement with developing activity of UKCP, professional sector body (through HIPs) to gain ownership of sector recognition for MHFP regulations and embedding such activity/ experience into relevant core training across the Institute.</p> <p>Relaunch of Metanoia Institute Referral directory revised to suit professional sector requirements and remain current and user-friendly to facilitate more access to clients by our graduates.</p>

<p>Good practice: The QAA review team identified the opportunities for students to gain initial clinical and professional experience through the Metanoia Counselling and Psychotherapy Service (MCPS), which facilitates their transition into placement [B10].</p>	<p>Oversight of in-house clinical practice provision to be maintained at strategic level (via CEO and Board of Trustees) Faculty Head for Research Strategy and Innovation to be supported by Executive Committee to ensure suitable priority afforded to MCPS activity and resources.</p> <p>Appropriate financial and operational resources to be ring- fenced for MCPS development.</p> <p>Regular monitoring activity at programme level to ensure suitable capacity for students to engage with MCPS as required.</p> <p>Transition to employment also being supported at the Institute by Post Qualification Career Development Pathway trainings such as Counselling for Depression (CfD) Practitioner Training, which is a National Institute for Health and Care Excellence (NICE) recommended, evidence based therapy for Depression available free at the point of delivery within the Government's Improving Access to Psychological Therapies Programme (IAPT), Evidence Based Counselling Practice (EBCP) a collaboration with Kings College London which provides training in Non-Directive</p>	<p>On-going; Summer 2018.</p>	<p>Executive Committee; Research Committee; Faculty Head for Research Strategy and Innovation; CEO; Board of Trustees.</p>	<p>Continuing current levels of in house placement provision.</p> <p>Metanoia Institute's on-going role as Southern Region Approved Provider for Counselling for Depression offering CfD Practitioner and Supervisor trainings (NHS workforce development trainings commissioned through Health Education England (HEE).Continuing the collaboration with Kings College London to provide Evidence Based Counselling Practice (EBCP), a post graduate CYP IAPT.</p> <p>Training with NHS full funded places as a career progression opportunity for qualified counsellors. Joining the CYP IAPT South East learning Collaborative which will provide access to recruit to Train monies for the NHS to align qualified counsellors with the evidence for benefit.</p> <p>Maintaining reputation for such delivery, satisfactory measurement monitoring to include IAPT report (annual report on the outcomes of therapies for depression and anxiety by therapy orientation); latest data, 2016- 17 IAPT National Report (March 2018) indicates that for High-intensity therapies for depression: CBT (N=20,754) = 47.3% recovery rate; Counselling for Depression (N=13,976) = 50.2% recovery rate.</p>
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	<p>Counselling for Depression and Cognitive Behavioural Therapy (CBT) for Anxiety (in line with NICE Guidelines for Children and Young people) and the Post Qualification Conversion Diploma from Adult to Adolescent and School</p> <p>Member of the Expert Reference Group for the development by the professional body, BACP, of a Competence Framework for Counselling Children and Young People and its further development into a National Curriculum.</p> <p>Counselling (AASC) training which equips graduates to work within broad based Children and Adolescents Mental Health Services (CAMHS) and schools counselling settings.</p>			
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<p>Good practice: The QAA review team identified the Institute's development of its research environment, in order to enhance student and staff engagement with research opportunities [Enhancement].</p>	<p>Continuing implementation of the Institute's Research Strategy activities.</p> <p>Relevant in-house research activity to be maintained and supported to include conferences, staff- student collaborative research projects, in-house research publications.</p> <p>ETHOS - Effectiveness and cost-effectiveness of humanistic counselling in schools for young people with emotional distress (2016-2019 project), in collaboration with University of Roehampton, UCL, LSE, BACP, National Children's Bureau and the Universities of Manchester and Sheffield. This is a randomised controlled trial funded by Economic and Social Research Council (ESRC) Full funding approximately £1 million.</p>	<p>On-going; Summer 2018.</p>	<p>Research Committee; Executive Committee; Faculty Heads and Programme Leaders (as appropriate).</p>	<p>Annual in-house research seminar programme established for 2018/19.</p> <p>Engagement in Research Academy activity by students.</p> <p>Applications for in-house staff research funding (up to five each year). Research Committee oversight and Institute- wide advertising to staff.</p> <p>Organisation of conferences (http://www.eatanews.org/category/eata/) including the IARTA/ EATA conference (https://eata2018.london)</p> <p>Satisfactory on-going monitoring outcomes from ETHOS project and collaborative partnerships.</p>

<p>Recommendation: The QAA review team recommends that the Institute implements appraisal and peer review processes for all teaching staff to improve the quality of teaching practices and student learning opportunities [Expectation B3].</p>	<p>Continuation of the Learning, Teaching and Enhancement Committee consultation to develop the Institute's Peer Observation Policy.</p> <p>Strengthen staff engagement with draft proposal via Programme Leader discussion across all Faculties.</p> <p>Pilot programme to be monitored and evaluated prior to Institute- wide operational planning.</p> <p>HR monitored Appraisal system to be reviewed; 2018 plan for completion to include all programme-level P/T staff.</p> <p>Line Managers to be supported (time-framed activity proposed with appropriate remuneration).</p>	<p>May 2018.</p>	<p>Executive Committee; LTEC Committee; Programme Leaders, CEO; Line Managers and HR Officer.</p>	<p>Peer Review Policy, together with procedural documents disseminated to staff in Spring 2018. Activity started Spring 2018; on-going into AY 18/19.</p> <p>Staff Peer Review Coordinator in post; Coordinator and Faculty Head team planning complete Spring 2018.</p> <p>Pilot Peer Review activity to be complete, Summer 2018.</p> <p>Appraisal and PDR activity streamlined and revised monitoring procedures established for Summer 2018 for all programme staff. CEO continues to maintain oversight for HR monitored appraisal activity covering all Senior academic and professional support staff.</p>
<p>Recommendation: The QAA review team recommends that the Institute evaluate the balance between the core academic student support provided within each programme and the extra support offered to students for an additional fee, to ensure that the core level of support is sufficient to allow all students to complete their programme successfully. [Expectation B4].</p>	<p>Executive led, Faculty standardisation activity to be co-ordinated to further discussion of resources afforded to Student Support across programmes.</p> <p>Learning, Teaching and Enhancement Committee Student Support strategy to be discussed; evaluated and accompanying student-facing materials devised.</p> <p>Programme level Staff training to be facilitated to ensure</p>	<p>May 2018</p>	<p>Executive Committee; LTEC committee; Programme Leaders; Student Support Officer</p>	<p>New student-facing proformas uploaded to Moodle (and accessible from Faculty Staff) to support evidence-based approach to alternative methods of study/ LO achievement (in order to support student absence).</p> <p>Staff and Student guidance provided to support core study provision and additional learning needs support available to students across the Institute.</p> <p>Disability Support Officer in post to assist in standardisation of the support offer across the Institute from Winter 2017/18.</p>

	standardisation of support approaches across the Institute.			<p>Standardised offer and fee for all students to enhance dissertation support (including additional examination preparation days (subject to availability)).</p> <p>Revised oversight of marketing materials to ensure a clear, transparent approach to any optional / additional fee charges student may encounter (in AY 18/19 the Marketing Group will include Student Representative consultation where possible).</p>
<p>Recommendation: The QAA review team recommends that the Institute review and improve processes for monitoring and review of programmes in order to ensure they are effective, regular and systematic and provide an appropriate level of institutional oversight [Expectation B8].</p>	<p>Quality Standards Committee to be supported to ensure all Programme Leaders re-engage with in-house monitoring procedures.</p> <p>In-house monitoring documentation to be drafted; presented for consultation and trialled in advance of validating partner monitoring activity.</p> <p>Programme Leader co-ordinated peer activity to be formally diarised for coming academic year.</p>	<p>May 2018.</p>	<p>Executive Committee; QSC Committee; Programme Leaders and Faculty Heads.</p>	<p>Internal AMR template approved by QSC, Academic Board and Executive Committee by Summer 2018.</p> <p>Validating partner consultation; mapping complete Summer 2018.</p> <p>QSC delivery plan and review activity scheduled for Autumn 2018.</p>

<p>Recommendation: The QAA review team recommends that the Institute review and evaluate the operation and effectiveness of the committee structure in order to improve the oversight of the governance and maintenance of academic standards. [Expectation A2.1].</p>	<p>Senior Governance committees to ensure regular review of sub- committee activity and reporting with due regard for Terms of Reference.</p> <p>Minute-taking training and guidance to be revised; training activity for servicing officers to be coordinated.</p> <p>Action Tracker document to be reviewed and redesigned as appropriate. Consultation activity to be coordinated with representatives from each committee.</p> <p>Academic Board oversight of sub-committees to be strengthened via submissions of Chair's reports/ presentations to support minute approval activity.</p>	<p>September 2018.</p>	<p>Academic and Executive Committees; Servicing Officers; Chairs of each Committee.</p>	<p>The Chair and Servicing Officer roles for each Committee have received additional focus in 2018; supporting Executive oversight for longer-term projects across the Institute (to include peer review; dissemination of research strategy; activity related to PREVENT agenda). Evidence of these projects is now at development stage.</p> <p>Executive Officer given oversight for Committee Action Tracker procedures; document able to be presented at Executive as required; Faculty Head updates available on demand.</p> <p>Revised training materials shared with all Servicing Officers; materials made available to new staff members as required.</p> <p>Committee communications remit to be added to direction for Chair's in coming Academic Year. Positive increase in Staff and student satisfaction relating to channels of communication across the Institute.</p>
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<p>Recommendation: The QAA review team recommends that the Institute make greater use of independent external expertise in the design and development of programmes to further support the setting and maintenance of academic standards [Expectation A3.4].</p>	<p>Programme Leader training to re- enforce the importance of in- house Quality Standards Committee programme proposal and modification procedures.</p> <p>Faculty Heads to agree programme specific suggestions pool for access to External advisors.</p> <p>PSRB requirements for external oversight and/ or engagement in programme design and approval to be shared with all staff as appropriate.</p> <p>The Post Qualification Career Development programmes offered by the Institute (CfD, EBCP, AASC) were developed as part of benchmarking mandatory National Curricula for these sectors, developed through the work of National Expert Reference Groups (ERGs). Metanoia Institute has been an integral part of these groups, ensuring full participation and they continue to be Quality Assured by BACP to ensure that these curricula are being followed and appropriate standards and learning outcomes are being delivered.</p>	<p>September 2018.</p>	<p>Executive Committee; Faculty Heads; Quality Standards Committee.</p>	<p>External Consultant, expert in academic programme design to be engaged across programmes.</p> <p>FH and PL training to be coordinated (training materials evidence) led by QSC to cover good practice in programme design, consultation processes and external stakeholder engagement.</p> <p>Further evidence of internal scrutiny measures across programme proposals and modification requests.</p> <p>On-going positive Staff satisfaction data from Professional Development support in this area.</p>
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<p>Recommendation: The QAA review team recommends that the Institute strengthen and monitor the effectiveness of arrangements for engaging students as partners in the assurance and enhancement of their educational experience [Expectation B5; Enhancement].</p>	<p>The Student Representative system, which seeks to strengthen student engagement in quality assurance and decision-making processes, will be re-invigorated through the oversight of a Student Liaison Officer.</p> <p>Academic Board Sub-Committees to be encouraged to develop a regular series of working parties to identify projects for student engagement.</p> <p>Student satisfaction survey data to be shared with Representatives; monthly meeting / guidance for Student Representatives to be coordinated relating to best approach for outcomes dissemination.</p> <p>Formalised Student Representatives training to be coordinated as a programme of activity across the academic year; remote/ distance training materials to be devised to suit student body</p> <p>Programme Leaders to work closely with Quality Standards Committee to ensure detailed and effective engagement during any programme design and review processes.</p>	<p>September 2018.</p>	<p>Executive Committee; Student Representatives; Student Liaison Officer; Programme Leaders; Quality Standards Committee.</p>	<p>Robust guidance for staff through training (as above) relating to good practice in programme design consultation activity.</p> <p>Student Liaison Officer confers with each Committee to devise engagement strategies for coming AY.</p> <p>Positive outcomes from Student Satisfaction survey initiatives.</p> <p>Student Representatives revised training material for induction, new Reps and working with committees.</p> <p>Student Representatives and working parties are convened to take on focused review or consultation tasks (for example student information sheets review for Faculty 1 and feedback groups to support the revision to the referral directory).</p>
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