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Teaching Excellence Framework (TEF) 2023

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Teaching Excellence Framework

2023

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1. Provider Context

Perhaps the most important piece of contextual information that the reader of this submission can have is that in four out of the last five academic years (2017-18 to 2021-22) the college has achieved a 100% rating for overall student satisfaction in the National Student Survey.

Waverley Abbey College (WAC) is an alternative provider, established in 2010. The College provides high quality, professional counselling training and qualifications at diploma, bachelor's and master's degree level, accredited by Middlesex University. However, for the purpose of this document, only the undergraduate students will be considered.

Waverley Abbey College (WAC) is the education division of Waverley Abbey Trust (WAT). Over the last 50 years, WAC has helped Christians from all denominations and backgrounds to be trained in a variety of employments and ministries. Over time it became clear that equipping people to become competent and ethical counsellors, able to work in Christian and non-Christian settings was essential, and therefore innovative and groundbreaking work was undertaken in order to consider and explore how psychology, psychotherapeutic theories, Christian doctrine and theology might be integrated effectively together. At the same time as the counselling profession developed it became apparent there was a need to assist people to gain appropriate and professionally recognised HE qualifications. Subsequently, Waverley Abbey College was developed in 2010 and whilst it initially focused only on counselling training, it has since developed courses in Chaplaincy, Mentoring and Coaching, Pastoral Care and Spiritual Formation. These programmes at UG and PG level are currently validated by Middlesex University.

The main campus is located at Waverley Abbey House, a Grade II* listed building in Farnham, Surrey. The house provides comfortable spaces to study and socialise. The library, dining room, lounge, coffee bar and 135 acres of land that encompass the ruins of Waverley Abbey provide a unique learning environment. In order to expand the geographical reach of Waverley Abbey College, we also offer courses at a second campus in Bradford. This campus offers a purpose-built learning facility that creates an opportunity to learn in a comfortable, contemporary setting with up-to-date classrooms and its own small subject library. There are student lounge facilities, a café offering snacks to full meals, and has a free car park.

From the Principal's Desk

Waverley Abbey College has a longstanding and growing reputation for the experience of our students. Our student data evidences student engagement and satisfaction.

But beyond the data are the stories of changed lives, from the vocational to the formational. In short, a typical comment on their time at Waverley is 'life changing'. This is from students who might have doubted their ability to access higher education to students transformed in their vocational equipping and those finding they move onto teaching and training themselves.

We are proud of our submission because it evidences our students' outcomes, success and experience and demonstrates our commitment to future students. The return rate of students for further courses and of new students recommended by former students speaks to the student experience at Waverley Abbey College. And all this is made possible by our small class sizes and the ratio of faculty to students, alongside the quality of our faculty and support services.

Our strategy is one of growth to enable more students from a wide range of backgrounds to access our offerings and achieve their goals and ambitions.

Principal and Head of College

Educational Mission and Strategic Aims

The vision of Waverley Abbey College is to provide a range of both HE and non-HE programmes to equip our students both academically and professionally. Our students are attracted to the College from many backgrounds, with most desiring to engage with our unique approach, namely to underpin our programmes and academic and professional practice with a Christian worldview. In addition, the College aims to offer excellent courses and teaching, research and resources which facilitate students to reach their full academic and professional potential. As part of WAC's Christian ethos, it aspires to respect, care for and affirm both staff and students, to model unity in diversity, and to create a learning environment where faith and maturity provide useful experiences to enhance the workplace. The approach values the person of the client and fully respects the client's right to hold their own faith beliefs (or none) and values. Indeed, all the counselling training provided by Waverley Abbey College fully emphasises the rights of, and responsibilities to, the client regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Furthermore, Waverley Abbey College is committed to ensuring our students appreciate issues of equality, diversity and inclusion, are aware of differences between themselves and their clients, work reflectively, reflexively and ethically with their clients and in addition, seek to develop an anti-discriminatory practice which provides a fair and impartial provision of services.

The key attributes our teaching staff bring is their depth of experience both from the professional domain and from their faith perspective. As these are combined, it demonstrates how the two areas can be integrated in professional practice and in the everyday application of their skills and life. We put a great emphasis on the practical skills of our tutors, which is greatly valued by our student body, as they draw on their experience as well as theory and evidence-based practice.

The academic credentials and competencies of our delivery team have been enhanced in previous years. Since 2017, the number of staff with doctoral qualifications has increased from one to 12, and in addition five others have been helped to achieve postgraduate qualifications. Alongside this, the college has launched its own online peer-reviewed journal with contributions from staff, students and external contributors. The college also contributes to the publication of books and articles in other professional journals. It is noteworthy that our Head of counselling faculty has developed the Churchill Core Competence Framework Core Competence Framework when working With Clients' Religious/Spiritual Issues in Clinical Practice (2019). The framework has been formally adopted by the Association of Christians in Counselling and Linked Professions, and it is now the foundation for their Code of Ethical Practice. The main aim of the framework is to specifically assist Christian counsellors to work ethically, empathically and competently with clients whose faith/religious/spiritual concerns emerge in clinical practice. In addition, the framework was subsequently shared with the British Association for Counselling and Psychotherapy, resulting in it being one of the documents listed in their methodology resources used to underpin the SCoPEd framework. (The SCoPEd framework is a shared standards framework, developed by six accredited bodies (including BACP), within the Professional Standards Authority, representing more than 75,000 counsellors and psychotherapists.)

Our Students

At present, most of the college's students are mature students and engage in part-time study. We would like to highlight that within higher education, mature students are considered an under-represented group. The college believes the benefit of mature students is that they are capable of utilising their significant life and work experience in order to meet the experiential and emotional demands of the Counselling and Spiritual Formation programmes. Student recruitment has been increasing in recent years, and we are currently recruiting between 75-80 students at the college each year. The main programmes that are in scope for the TEF submission are our undergraduate counselling programmes, we typically recruit each year between 40-50 students across several cohorts. While some cohorts are relatively small, which can cause some statistical difficulties for the purpose of analysis, a small cohort provides greater opportunity for student-to-staff, and student-to-student interaction. We believe this has in part led to the college achieving a 100% overall student satisfaction rate in the National Student Survey (NSS) in four of the last five academic years.

Most of WAC's students are balancing a range of responsibilities alongside their studies: family, work, church, ministry; and often have significant experience in other settings. Our tutors use the students' prior experiences to enhance the learning experience of the group as a whole. Students create cohesive learning sets where the relationships formed often continue beyond the duration of the course. Within these learning sets students support each other and where appropriate can help mentor each other in both practical and academic skills.

We are particularly proud that our students and alumni take the training we provide into their communities and use it to bring health and well-being. Our graduates work in a range of settings including schools, colleges, GP Surgeries, community centres, counselling agencies, voluntary organisations and private practice. Some of our graduates have set up counselling placements and services and are now providing our current students with placement opportunities where they can undertake the clinical practice required by the programmes.

Our Courses and Routes to Accreditation

WAC presently has undergraduate students in three courses:

- The Diploma of Higher Education Counselling: three-year part-time programme FHEQ Level 5.
- BA (Hons) Counselling: four or five-year part-time programme FHEQ level 6.
- BA (Hons) Top-Up Spiritual Formation: two years part-time programme FHEQ level 6.

We have recently validated both a CertHE and a DipHE in Integrating Faith and Leadership, but we have yet to launch these programmes.

It is a mark of our courses that we seek to enable our students to gain not only an academic qualification but also be in a position to apply for professional recognition and/or accreditation in their chosen sphere (once qualifying clinical hours have been achieved). In addition, the counselling programmes are closely aligned with the professional requirements set by the British Association for Counselling and Psychotherapy (BACP) and the Association of Christians in Counselling and Linked Professions (ACC). The standards for the BACP are referenced within the modules, which are compulsory.

Therefore, students who complete the Diploma in Higher Education or the BA (Hons) Counselling programmes are able to work towards individual accreditation with a professional body. The BA (Hons) Top-up Spiritual Formation programme can allow students to gain professional accreditation with the European Mentoring and Coaching Council (EMCC), or as an ordained chaplain with Churches in Communities (CiC). The Integrating Faith and Leadership programme will allow students to apply to the Chartered Management Institute. Furthermore, the college is an organizational member of the BACP and ACC.

Due to the programmes being designed to align to the standards of a professional body, there are a comprehensive set of policies relating to:

- Placements.
- Fitness to study and practice.
- Fieldwork requirements.
- The practice aspects of students' learning.

Practice-based learning is integrated with the academic curriculum, with fieldwork and practical learning forming essential parts of all programmes. This is seen as a strength by students and is reflected in external examiner's positive comments about students' self-awareness as practitioners. The development of students' professional practice awareness and skills is embedded in their learning and supports their future employment.

Teaching

As a college, a key concern in teaching is to help equip students to be competent practitioners in their chosen area of expertise. The college therefore undertakes a rigorous interview process to ensure all applicants to the programmes are matched with the right course. In addition, our tutors primarily work part time and undertake their own clinical practice and/or ministry to ensure they remain registered, accredited, competent and up to date in their chosen field.

For many of our students it has been a long time since they have undertaken any formal study. Consequently, our recruitment and induction process helps them to understand the requirements that will be imposed on them by higher education. The college is therefore committed to supporting tutors to meet the needs of individual students. This can include helping them to understand how to undertake research and what is meant by critical thinking. Part of the induction process also introduces different learning styles and models of learning, for example Kolb's learning cycle, is explained. Furthermore, due to the high staff-student ratio (normally one tutor per 10 students) we encourage students to avail themselves of individual tutorials throughout their time of study with us. We help students explore how their individual personality can impact their approach to study and developing a personal philosophy (for example by utilising aspects of the Myers-Briggs (MBTI) model).

Teaching, Learning and Assessment within WAC is developed with reference to a range of educational indicators:

- The UK quality code for higher education developed by the Quality and Assurance Agency (QAA).
- Subject benchmark statements developed by the HE sector, with the QAA.
- The regulatory requirements introduced by the Higher Education Research Act 2017 (HERA).
- Middlesex University (MU), which validates our higher education awards.
- External examiner feedback.

WAC purposes to provide programmes that build knowledge and understanding, cognitive and professional skills, while creating other transferable skills. The programmes are designed for the students' well-being, academic success, and overall positive learning experience as their primary objectives. They provide a learning environment to promote student participation which allows participants to achieve their potential and adds to the relational experience. Teaching methods are varied and include lectures, seminars and group work as well as reading and independent private study. Likewise, students will have a range of assignments including essays, self-reflective journals, case studies and case analyses, verbatim transcripts, portfolios, leading seminars, making presentations, skills practicums and in their final year of study, a critical literature review. The programme handbook contains details of the assessments, the dates of submission, an assessment schedule, explicit aims and learning outcomes, and marking criteria for each module and assignment. In addition, all modules and assignments make use of formative assessment and feedback to prepare students for their summative assignments. This process also facilitates students to be involved in their own learning experience, with the feedback from tutors ensuring students' continual improvement and development.

Student Representation

We recognise our shared responsibility for the quality of our programmes and that student representation and feedback is crucial to this. Each cohort nominates a student to represent them on our student programme voice group and academic boards and to liaise between the students and the tutors. These students go through a short induction process to understand their role. This is an important part of the management of the College, and we welcome constructive feedback so that we can continually enhance the programmes we offer. Likewise, the student reps have taken their role very seriously, and consider themselves a valuable part of the academic process.

At the end of each teaching block, feedback is taken. This is sent to the Academic Dean, Head of faculty and Programme Leaders. Issues that are raised are dealt with operationally or sent to the Programme Voice Group (PVG) for wider discussion. The PVG meets twice a year and includes student reps who can raise issues for the Academic Board or the College Management Team. Minutes are kept from the PVG and given to the programme leaders, student reps, and Middlesex University. Before and after the PVGs meet, student reps meet with students without tutors present, which allows students to speak freely. Some of the student reps are also present at the Academic Board.

On occasion, we have held additional consultations with students around specific topics, as an example this would typically include asking for feedback on those changes when a course is being revalidated with a university.

Mechanism	Reported to
Anonymous online form (VLE) at the end of each teaching block (6-8 per year depending on the course)	Course administrator and programme leader – who collate the feedback and this is reported to the Academic Dean, Principal and Quality and Enhancement
Programme Voice Group (PVG) meets online on a twice a year and each cohort has a student representative – minutes taken. Student reps then report back at the next teaching block to their cohort on issues raised and action taken.	Academic Dean, Principal and Quality and Enhancement receive minutes and appropriate actions forwarded to College Management Team, Academic Board as appropriate.
Academic Board – meets three times a year and has student representatives in attendance.	Principal, Chief Executive, Trustees, College Management Team as appropriate
National Student Survey	OfS, College Management Team
Ad hoc surveys are undertaken when a specific issue needs student feedback e.g. proposed changes to the structure of a programme as part of revalidation	The appropriate person normally the programme leader who can escalate as appropriate if needed.
Post graduation surveys -	College Management Team

WAC recognises the importance of the student voice within our Teaching Excellence Framework submission, and therefore added a Student Voice Coordinator (SVC) as part of the team in the development of this TEF submission. The role of the SVC is to gather information directly from the student body regarding their experience at Waverley Abbey College. This was accomplished through a questionnaire written and compiled by the SVC. Furthermore, the SVC is responsible for the section, “The Student Voice” in the Student Experience.

The Board of Trustees has in recent years benefitted from Trustees that have studied at the College and have been able to bring their experience and insight to this level of management.

External Examiners

The College follows up all recommendations made by our External Examiners in their annual reports and make a formal response to them and to the University. Action steps are devised according to the report’s recommendations, and then implemented by the programme leader. The Academic Board also reviews the response to the External Examiners report as part of its annual monitoring process.

When designing or revising programmes, WAC consults with our external examiners, professional and awarding bodies validations and student representatives, to ensure that our courses are both academically robust and fit for purpose. In addition, in order to evaluate the teaching and assessment, tutors meet regularly (at least three times a year) during Team Standardisation Meetings, where training and assessment is reviewed, and good practice is shared. Furthermore, the Head of Counselling Faculty and Deputy Head of Counselling Faculty regularly meet to review and take any necessary action with regards to the standards set by professional bodies (for example, BACP accreditation criteria) and regulatory documents (for example, QAA subject benchmark statements).

In addition to working with our external examiners, we also engage with our validating university annual monitoring process where discuss student attainment and progression on each programme, as well as identifying enhancements implemented during the year. We update student handbooks each year to ensure they remain current and relevant to any changes in the external environment. An example of this would be ensuring that we are complying with the requirements of professional bodies that our students may wish to apply to register with on completion of their course. In addition to this, all College policies and procedures are regularly reviewed to ensure they are up to date and fit for purpose.

2. Student Experience

Waverley Abbey College (WAC) is committed to ensuring that the students' experience is as fulfilling as possible and equips them both academically and practically in their future career. The WAC programmes are reviewed annually, and are updated in response to feedback from students, external examiners, staff insight and external benchmarks. In addition, our programmes are regularly reviewed to ensure they are up to date and relevant to the counselling profession, ensuring students gain the necessary employability skills. In addition, our mature students appreciate the flexibility that our part-time courses offer and the support of our tutors and Student Services throughout the course of their studies.

Since 2020, perhaps the greatest influence on the academic community has been the Covid-19 pandemic. While both staff and students were affected, an external examiner observed in a 2022 report, "The covid pandemic has had a negative impact on placement but this has been effectively managed by both the teaching team and the high level of administrative support provided." The College believe that its staff met the challenge the pandemic posed and provided the assistance students required, with flexibility and patience despite the difficult circumstances that affected everyone.

In addition, WAC met the challenge of the pandemic by moving their delivery online, following permission received from the university. It was a credit to the College that no lectures or other types of delivery was cancelled or postponed. The College primarily used Zoom to deliver its teaching. Whilst the students found the situation challenging at times, nevertheless they expressed their appreciation that the College was able to continue the delivery of our courses and were surprised at the quality of what was delivered, whilst lamenting not being able to meet face to face. Overall, during the pandemic crisis, the WAC experience was considered positive and successful.

This section will look at the following five aspects of the student experience:

- Academic Proficiency – An interesting, challenging, and intellectually stimulating, well explained course.
- Feedback – Clear, timely, helpful and fair assessment of student work.
- Student and Staff Interaction – Availability of staff with sufficient advice and guidance.
- Learning Resources – Accessibility to library and IT resources.
- Student Voice – Ability to share views and opinions valued and acted upon by staff.

The Academic Proficiency

The continued success of the WAC's academic experience is mirrored in the 100% satisfaction rating from the NSS and External Examiner (EE) Reports. This is clearly represented by a 2018 report which proclaimed, "Overall, once again, it was a privilege to look closely at the work of WAC, and to see the innovative and profound work produced by many of your students." Furthermore, in a 2022 report, the examiner commented, "The variety of assessment stretches the students and enables them to grow and develop in their academic understanding and as potential professional practitioners."

Likewise, the students have also expressed pleasure with the quality of teaching and shared resources. There is also an appreciation for the variety of learning methods, particularly role plays, and specialist guest lecturers. The programme experience and course structure has been said by the students that it is "enjoyable

and well organized,” “engaging and positive,” and it is simply, “very, very good.” However, that does mean that it is not without academic rigour.

Providing an assessment system which enables students to learn and develop has enabled students to produce some excellent results. This is evidenced by comments from External Examiner;s reports. For example, in the 2020 EE report, the examiner professed that, “The best work from the students in this module is innovative, critical, well-researched, and would stand as first-class work in any HEI.” Staff and student outcome expectations of achievement have remained high.

The Student Voice Coordinator (SVC) has created a questionnaire based upon the TEF criteria for the students. There were 38 participants from the students who had access to Moodle, (our virtual learning environment). As expected, the independent research the SVC conducted closely mirrored the data from the National Student Survey. At the end of each of these sections related to student experience the results of the SVC’s questionnaire are presented.



Feedback

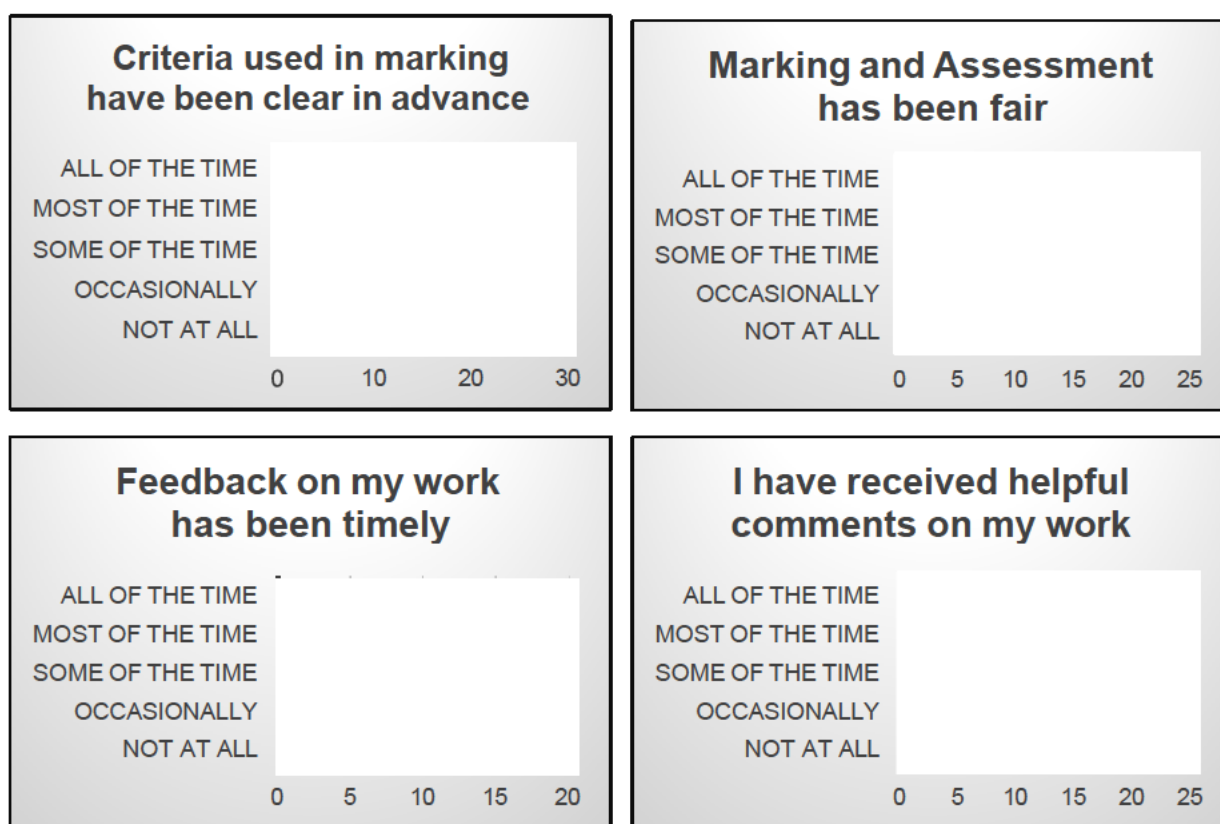
The college is committed to engaging students in their learning and providing high quality feedback. The 2018 EE report remarked, “I remain impressed by the innovation, the commitment to scholarship, to reflective practice and to professional and personal development evidenced in these modules- not only in the submissions of the students but in the thorough, generous and helpful feedback provided by tutors.”

Furthermore, WAC takes student involvement seriously. For example, in 2020 when students requested a “a group session of general feedback/debriefing for assessed essays to supplement individual feedback.” A briefing session was scheduled for the next term in response to this request. Again, the quality of WAC’s marking and feedback is highlighted in the EE 2022 report which extols, “The quality of the feedback the

students receive across all the modules I viewed is excellent. All students receive feedback that is developmental and supportive. They are provided with 'overview' feedback and detailed in-text feedback."

Students are provided with feedback forms at the end of each teaching block and module. The programme leaders collate this information and is reviewed by the Programme Team, Academic Dean, the Head of Faculty and WAC's Quality Assurance and Enhancement Officer. In response to student feedback the college in the past have made numerous changes to the programme, for example, amending the marking criteria for an assignment, rescheduling of assignments and adjusting the curriculum in modules.

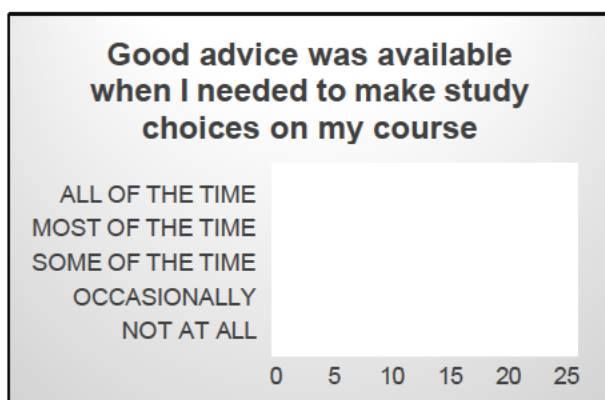
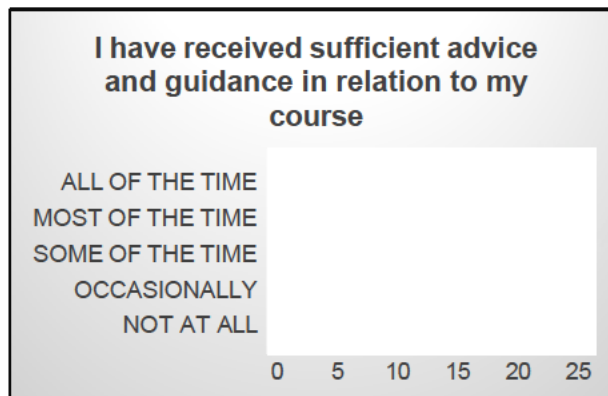
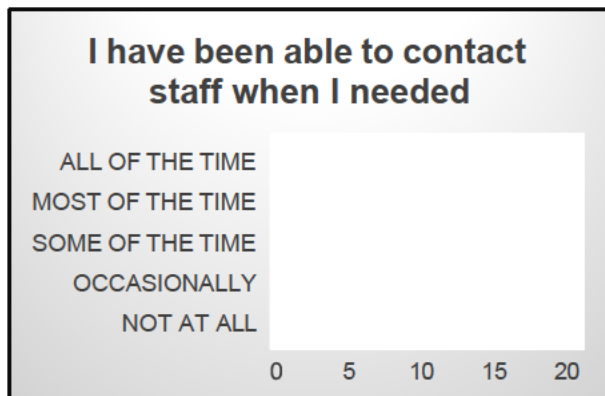
Programme handbooks describe internal assessment and moderation processes as well as grading criteria against which student work is assessed. Each programme has a clear assessment strategy, which is outlined in module descriptors and programme specifications. Programme teams regularly meet to improve marking accuracy and new tutors are trained to ensure consistency. All assessment is moderated internally, and any difference in marking levels is resolved within the programme team.



Student and Staff Interaction

Each year the students have expressed their appreciation of the interaction and support they receive from the WAC staff. Our counselling students have to cover a wide range of information from spirituality to trauma, abuse and psychological disorders, material which can be challenging for students to engage with. Therefore, open communication between the tutors and students and encouraging students to have regular tutorials is strongly encouraged. Students have regularly commented on WAC tutor's openness and vulnerability and going the extra mile. Staff have conversations with students, either face to face, utilising phone or video links and/or via Moodle and email. In 2020 a student representative conveyed the utmost gratitude "for the supportive ethos of WAC evident at the September face to face session and subsequent online sessions."

The interaction between staff and students was noted in a 2019 EE report “I appreciate that these are small cohorts but nonetheless it is clear that at all times the team are making decisions with their students’ best interest at heart.” Also, in a post-pandemic 2022 EE report positive exchanges between students and staff was affirmed, “The management of student expectations as we have transitioned out of the pandemic have been well done. Communication with students (which I usually see) is clear and concise.”

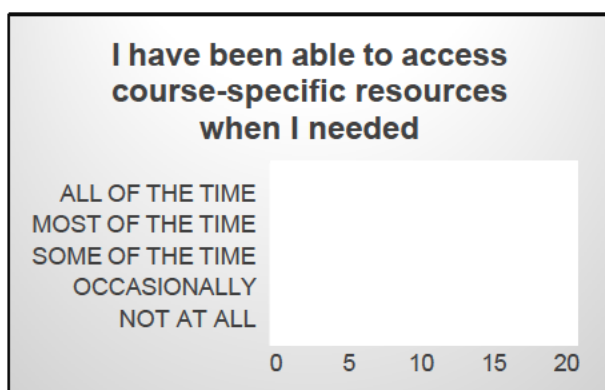
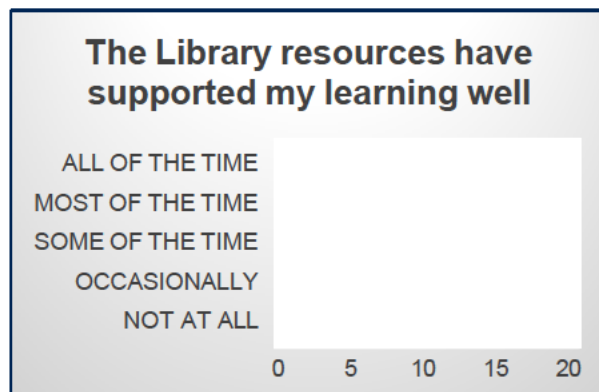
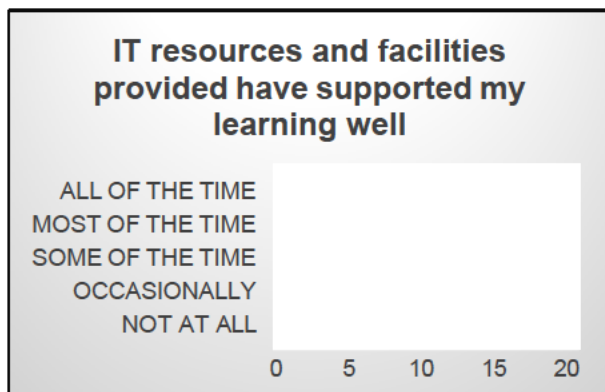


Learning Resources

According to the TEF Data Dashboard, the only indicator for WAC that was not greater than the national average was learning resources. In an effort to rectify this situation, WAC has spent a considerable amount of time, effort, and money over a prolonged period. Students also took notice with thanks that library improvements “are very, very positive.” The following improvements and enhancements to the library and other resources have been made over recent years:

- 2019 – added Library software to enable searching of catalogue, checking book availability, tracking usage, and following up outstanding loans. Accessible through Moodle
- 2018-19 – added a second subscription to our online provision, a theology package (ATLA)
- 2021 – EBSCO training for students recorded and available to view on Moodle
- 2022 - £30k allocated to expand the online provision to enable online access to bibliography titles where possible.
- 2022 - module bibliographies in the programme specification hyperlinked where possible to online versions of titles
- Developments to the library are ongoing.

The improvements made were significant so that by 2021 students commented, “how quickly... resources were provided and this would be useful for... students.” Other supportive measures taken have been to provide videos on Moodle as to how to navigate the library system, and student services are available to assist students in the library when students are on campus. As the library is continuing to grow, all necessary resources should be made available within two years.



Student Voice

From the Pen of the Student Voice Coordinator:

As a student rep for five undergraduate years, including the first year relevant to this application I am pleased to be able to contribute to this application by WAC.

I will focus my comments predominantly on the Student Voice section but will also include some comments were relevant on the other sections of the Student Experience. These comments are based on personal experience and the results of a survey that was completed by 38 undergraduate respondents.

During my nine-year involvement with WAC the number of courses and choice of subjects offered has grown significantly. Throughout this time, I have experienced an openness and genuine willingness to listen and engage with students at all levels. Those opportunities are given to each student individually at the end of every module by way of a feedback form and time is given to complete these within the timetable. Every cohort is encouraged to select a student representative to attend the twice-yearly Programme Voice Group along with Programme leaders, Year Leaders and Registry/academic support staff. Representatives from this larger group of Student reps are also invited to observe the Academic Board and comment or ask questions as appropriate.

According to the survey most students felt that they had the right opportunities to provide feedback on their course. This resonates with my experience as a Student rep. Tutors and staff make themselves available during the teaching days, weeks and weekends as well as making it clear when they can be contacted outside of these times. There is clear signposting on Moodle to the relevant staff for feedback and questions.

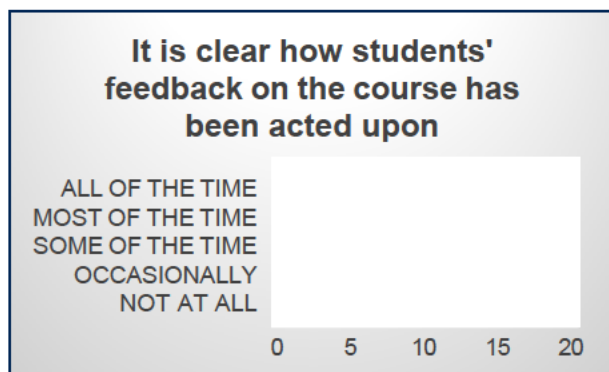
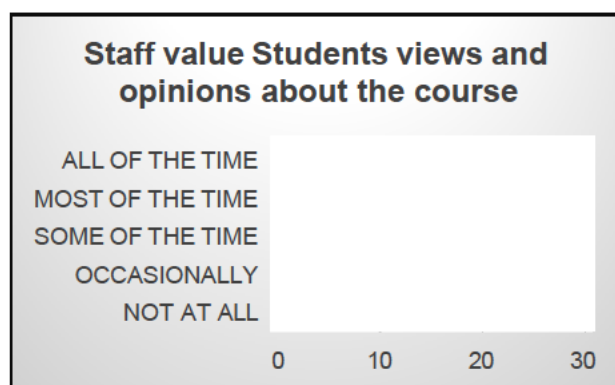
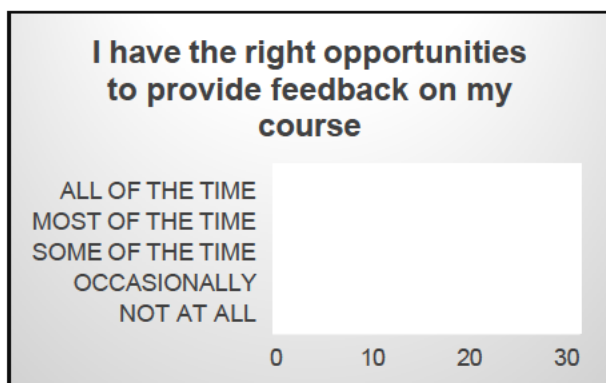
Staff and Tutors listen to the views and opinions of Students and take those views into account when making decisions. I have witnessed this in action regarding changes to timetables to spread essay assignments more evenly and allow more time to complete associated assignments. When the changes or suggestions cannot be acted on a reason and explanation is given.

When feedback is acted on the student reps are informed and given opportunities to feedback to the students they represent. As a student rep I have witnessed some frustrations at the speed of change, but information has always been made available to pass on to help manage those frustrations.

The most frequent topic for feedback was the poor library service. WAC accepted that the library provision was not as good as it should or could be. The College has acted on the student feedback regarding this and are making great efforts to expand the onsite and virtual library collection.

My overall view is that WAC are committed to full, open and honest student interaction. They give opportunities for engagement and feedback as well as being willing to listen to difficult or negative feedback in a manner that invites and encourages open discussion. I have witnessed many changes and improvements that have been made as a result of Student feedback and the general atmosphere is one of sincerity and a desire to always do the very best for the students.

January 2023



3. Student Outcomes

Waverley Abbey College is dedicated to the successful outcome of all its students, enabling students to enter employment and ministry as Counsellors, Spiritual Directors, Chaplains, Mentors & Coaches, and Pastoral Care workers. WAC actively seeks to develop a diverse student body and offers a non-discriminatory process to applicants irrespective of gender, age, ethnicity, culture, class, sexual orientation, disablement, religion or belief. Due to the small cohort size of this college, it is not always possible to gain accurate insight through the statistical analysis of different cohort attributes, such as race or disability.

WAC takes seriously its obligations to students with protected characteristics and our small cohort sizes mean that we can work to support these students on an individual basis. Students with disabilities are offered equal access to higher education and equality of opportunity. The College provides training for staff members to understand the needs of disabled students in order to offer support as required.

For students based at the Waverley Campus. It is noted that Waverley Abbey House is a grade II* listed building. Therefore, there may be rare exceptions where the College will not be able to make adjustments for disabled students. Despite this WAC is at parity with the national average of students with disabilities. WAC has appointed a Learning support officer to assess student needs and recommend any reasonable adjustments required.

Table 3.1 Percentages of Disabled Students

Description	2020 %	2019-2020 %	2021-2022 %	2021-2022 %
Two or more impairments and/or disabling medical conditions				
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D				
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder				
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy				
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches				
A disability, impairment or medical condition that is not listed above				

The majority of our students are based at our Waverley campus in Surrey. Though increasing in diversity, Surrey is currently 83.5% White British. However, the percentage of BAME students at WAC has been increasing in recent years as we attract students from across the southeast of England. This means that the proportion of BAME students in the college population is greater than the local context would expect. The college has been actively seeking to engage with students from a range of ethnic backgrounds.

Year 1 students are encouraged to apply for the Selwyn Hughes Scholarship fund. This merit-based scholarship can be used to cover tuition and registration costs. There are other awards made annually from the College Bursary Fund (CBF) to assist students who may not otherwise be able to continue with their studies. The CBF is based upon financial needs and is not available for first-year students. During the pandemic, the College was awarded funds by the Department of Education to help students in hardship which the College utilized to support students in ten cases. This allowed students to continue their studies

where they might have had to suspend or discontinue their studies. It was available to all students and was considered on a case-by-case basis as students made applications.

Waverley Abbey College cares not only for the intellectual development of the student, but for their spiritual and emotional wellbeing too. Each student has a tutor or member of staff they can go to for Pastoral Support. Consequently, there is a strong element of pastoral care in the WAC experience. The External Examiner in 2022 was pleased to note, "The teaching team positively engage with the faith perspective of the students, and this has become a constructive part of the growth and development of the students. This is unique to this course and to be commended." Additionally, if the students desire, they can be part of a regular worshipping community.

For students undertaking Counselling training, their studies are clearly geared towards a particular career. All the Counselling tutors are practising therapists so can offer a wide range of advice and support to students moving into employment. Many of the counselling students choose to set up in private practice, therefore the programme includes sessions on setting up in private practice, the legal requirements and navigating the accreditation process with different professional bodies.

Continuing Education

Students who complete our undergraduate programmes are able to continue their studies at postgraduate level with the college or other providers.

Overall, the student continuation statistics are satisfactory for part-time mature students. The drop for BA (Hons) Counselling from Year 1 to Year 2 in 2021-22 to below 80% is primarily due to the impact of the Covid pandemic on students or members of their family. Small cohort sizes can lead to abnormal statistical results

Table 3.2: Undergraduate Continuation

UG Continuation	% re-enrolled			% did not re-enrol		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Certificate of Higher Education in Counselling Year 1 (80 level 4 credits) to Year 2 (40 level 4 credits)						
Diploma of Higher Education in Counselling Year 1 (80 level 4 credits) to Year 2 (40 level 4 credits & 40 level 5 credits)						
Diploma of Higher Education in Counselling Year 2 (40 level 4 credits & 40 level 5 credits) to Year 3 (40 level 5 credits)						
BA (Hons) Counselling Year 1 (80 level 4 credits) to Year 2 (40 level 4 credits & 40 level 5 credits)						
BA (Hons) Counselling Year 2 (40 level 4 credits & 40 level 5 credits) to Year 3 (40 level 5 credits)						

*Certificate HE 2019-2020 – to MA Counselling
 *Dip HE Y1-Y2 2019-2020 – to MA Counselling
 *Dip HE Y1-Y2 2021-2022 – to MA Counselling
 *Dip HE Y2-Y3 2021-2022 – to MA Counselling
 BA (Hons) Y1-Y2 2019-2020 – to MA Counselling
 BA (Hons) Y1-Y2 2021-2022 – to MA Counselling

Educational Gains and Transferable Skills

Students who successfully complete the DipHE or BA (Hons) Counselling will have passed assessments giving evidence they have gained a number of transferable skills, including:

- developing the necessary written, verbal and digital skills to communicate in oral form to a high standard and in written form to the standard of higher education;
- an ability to use information and computer technology to access material and information;
- being able to take responsibility for their own learning, including being able to evaluate theoretical issues in relation to the practice of counselling; understand group dynamics, and work co-operatively in group settings,
- an ability to continually develop a high level of self-awareness by critically reflecting on their developing sense of themselves as self-reflective, reflexive, and evaluative practitioners.

The College recognises that the nature of counselling training means at times students are exposed to emotional material and are also required to reflect in depth upon themselves in order to enhance their level of self-awareness. Therefore, the College also employs, under contract, three to four tutors/facilitators with specialist skills who support each year of the undergraduate programme. (The staff-student ratio (SSR) is usually 10:1). Waverley Abbey College also employs visiting lecturers to supplement the specialist areas of its own teaching staff. Furthermore, group supervisors are also employed, under contract, to lead supervision groups in Years 2, 3 and 4 of the BA (Hons) programme. The ratio of programme group supervisors to students is usually 8:1.

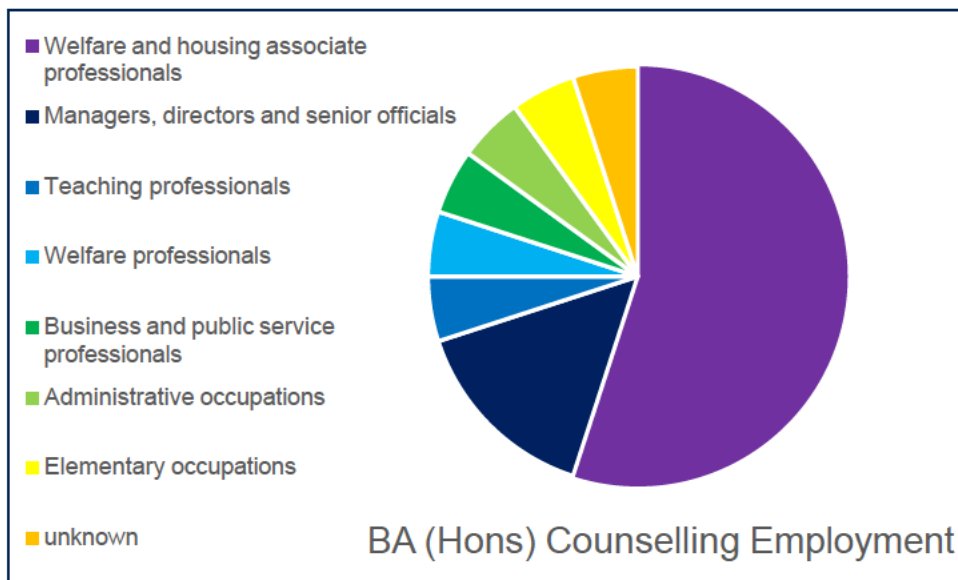
Numerous graduates have reported achieving successful accreditation with the ACC or the BACP. (It's difficult to give precise numbers because students achieve accreditation two-three years post-qualifying but as a small college we remain in a close network with many of our alumni.)

Some graduates have also pursued further study, for example, enrolling on the college's chaplaincy course. Waverley Abbey College believes it is important to continually review our leaving students' employability, and monitoring this remains as an ongoing action by Registry.

Employability

The College participates in all relevant postgraduate surveys to track student employability. The vast majority of undergraduate students who graduate often work voluntarily to build up professional competency before applying for permanent positions, either part or full time, with counselling agencies. In addition, surveys have an audit date concerning work engagement, if working part-time, either paid or voluntary, this could show as not working. The Graduate Outcomes (GO) Survey by HESA is sent to student 15 months after completion of their studies.

According to the GO survey, graduates from the BA (Hons) Counselling are 90% employed. Many people work part-time and as volunteers. The College believes its graduates contribute significantly to the UK's social capital by helping people in a range of situations regarding their mental health and wellbeing.



Many of our students study so that they can work on a volunteer basis for churches as they still need official/formal qualifications. Their contribution to society is incalculable/difficult to quantify in helping with the well-being of some of the most vulnerable in the UK. Our students take a great deal of satisfaction in helping to contribute to society.

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Head of Counselling Faculty & UG Programme Leader
Quality Assurance and Enhancement Officer
College Administration Manager
Administration Support
Student Voice Coordinator