

## Visitors' report

<b>Name of education provider</b>	University of Surrey
<b>Programme name</b>	Doctorate in Clinical Psychology (PsychD)
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC Register</b>	Practitioner psychologist
<b>Relevant modality / domain</b>	Clinical psychologist
<b>Date of visit</b>	08 – 09 June 2010

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Practitioner psychologist' or 'Clinical psychologist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 26 August 2010. At the Committee meeting on 21 October 2010, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC visited the programme at the education provider as the practitioner psychology profession came onto the register in July 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider and validating body reviewed the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

## Visit details

Name of HPC visitors and profession	Stephen Davies (Clinical psychologist) George Delafield (Occupational/Forensic psychologist)
HPC executive officer	Lewis Roberts
Proposed student numbers	32
Initial approval	1 January 1995
Effective date that programme approval reconfirmed from	20 September 2010
Chair	Shirley Price (University of Surrey)
Secretary	Simon Appleton (University of Surrey)
Members of the joint panel	Dominic Lam (British Psychological Society) Simon Eltringham ((British Psychological Society) Laura Golding (British Psychological Society) Deidre Reilly (British Psychological Society) Lucy Kerry (British Psychological Society)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 51 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

**Condition:** The education provider must revisit all programme documentation including advertising materials to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

**Reason:** The visitors require the documentation to be reviewed to remove any instance of incorrect or out-of-date terminology. The visitors noted on a number of occasions that the language used within the documentation did not make it clear to applicants or trainees the differences between the role of the HPC and the professional body. The visitors require the education provider to clarify the role of the professional body and the role of the HPC within the documentation.

The visitors also noted that the documentation stated on a number of occasions that completion of the programme will enable graduates to register with the HPC. All trainees need to apply to register after they have completed the programme and as such the language the education provider uses needs to reflect this. The education provider needs to make it clear to applicants and trainees that completion of the programme means they are eligible to apply for registration with the HPC. The visitors also noted on a number of occasions the HPC was referred to as accrediting the programme. The HPC approves programmes and does not offer accreditation. Therefore the visitors require further evidence to demonstrate that this standard is being met.

### **2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.**

**Condition:** The education provider must revisit all programme documentation, including advertising materials for the programme to clearly articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.

**Reason:** From a review of the programme documentation the visitors could not determine the IELTS level for entry on to the programme. The visitors require the IELTS entry level to the programme to be clarified and clearly stated in the programme documentation and advertising materials. If the education provider allows trainees to enter the programme with an IELTS score below 7.0 the visitors also require evidence of how the programme team ensures at the point of registration the applicant will attain a score of IELTS 7.0 (Standard of Proficiency 1b.3).

### **2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.**

**Condition:** The education provider must revisit all programme documentation including advertising materials to ensure that it gives the applicant the information

they need around criminal record checks to ensure that they can make an informed choice about whether to take up an offer of a place on the programme.

**Reason:** From a review of the documentation and advertising materials it was clear that the education provider does not clearly and universally outline the admissions requirements in terms of criminal conviction checks. The visitors noted that some of this information was available within the documentation but was often difficult to find and felt that that a potential applicant would find it difficult to access. The visitors therefore require the education provider to clearly articulate these details within all programme documentation and advertising material to allow applicants to make an informed choice about whether to take up an offer of a place on the programme. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.**

**Condition:** The education provider must revisit all programme documentation including advertising materials to ensure that it gives the applicant the information they need around health requirements to ensure that they can make an informed choice about whether to take up an offer of a place on the programme.

**Reason:** From a review of the documentation and advertising materials it was clear that the education provider does not clearly and universally outline the admissions requirements in terms of health check compliance. The visitors noted that some of this information was available within the documentation but was often difficult to find and felt that that a potential applicant would find it difficult to access. The visitors therefore require the education provider to clearly articulate these details within all programme documentation and advertising material to allow applicants to make an informed choice about whether to take up an offer of a place on the programme. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

**Condition:** The education provider must review the programme documentation to demonstrate how the HPC's standards of conduct, performance and ethics are integrated into the curriculum and demonstrate how the standards are taught and met throughout the programme.

**Reason:** From discussions with the programme team the visitors were informed that trainees received some teaching on the HPC's standards of conduct, performance and ethics. The visitors noted however, that the documentation does not evidence this. The visitors therefore require the documentation to be amended to demonstrate how the standards are taught and met throughout the programme.

Within the documentation submitted there were various references to the HPC's standards of conduct, performance and ethics. The visitors also noted that references were also made to the codes of conduct of the professional body and

the codes of conduct of the education provider. The visitors require the programme documentation to be amended to clearly reference the HPC standards of conduct, performance and ethics across the board and to demonstrate that trainees are clearly directed to the standards that HPC expects of them once they have joined the profession. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The education provider must clearly articulate the mechanism they use to ensure practice placement educators undertake appropriate practice placement educator training.

**Reason:** From the documents submitted and discussions with the programme team it was not made clear that there were sufficient recording and monitoring mechanisms in place to demonstrate that all new practice placement educators are receiving both initial training and regular refresher training. The visitors also noted that the education provider on occasion relies on other education provider's to facilitate placement educator training. The visitors were concerned that this provision does not give the practice placement educators the programme specific information they require to provide effective learning support.

The visitors require clarification on how the education provider records and monitors the training of new practice placement educators. The visitors also require information on how it is determined if a practice placement educator needs refresher training and how this is articulated to the relevant parties. The visitors therefore require details of the processes in place to ensure that the education provider offers programme specific practice placement educator training. The visitors require further evidence to demonstrate that this standard is being met.



## Recommendations

### **3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.**

**Recommendation:** The education provider should consider constructing and documenting a process that demonstrates how they guarantee and monitor the quality of teaching from visiting lecturers.

**Reason:** From a review of the documentation and discussions with the programme team the visitors could not determine a mechanism that is in place to record and monitor the quality of teaching for visiting lecturers. The visitors suggest implementing a quality assurance system similar to that adopted for full time members of staff. The visitors felt that this could be used as a useful continuing professional development tool for visiting lecturers.

### **5.3 The practice placement settings must provide a safe and supportive environment.**

**Recommendation:** The education provider should consider reviewing the placement audit process and review the pro forma it uses to collate the placement information to ensure that it mirrors the requirements of the HPC. The visitors also recommend that the education provider produces an operational process to ensure continuity of practice in this area.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of the HPC relating to this standard were being met. The visitors did however feel that the audit process could be reviewed to ensure that the pro forma in use clearly articulates the information that is collected and that the information collected mirrors the requirements of the HPC. The visitors felt that production of an operational process would help to ensure continuity of practice and ensure that the information that demonstrates that the placements in use are safe and supportive is easily accessible.

### **5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Recommendation:** The education provider should consider reviewing the placement audit process and review the pro forma it uses to collate the placement information to ensure that it mirrors the requirements of the HPC. The visitors also recommend that the education provider produces an operational process to ensure continuity of practice in this area.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of the HPC relating to this standard were being met. The visitors did however feel that the audit process could be reviewed to ensure that the pro forma in use clearly articulates the information that is collected and that the information collected mirrors the requirements of the HPC. The visitors felt that production of an operational process would help to ensure continuity of practice in this area and ensure that the information that demonstrates that the

education provider has an effective system for approving and monitoring placements is easily accessible.

**5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.**

**Recommendation:** The education provider should consider reviewing the placement audit process and review the pro forma it uses to collate the placement information to ensure that it mirrors the requirements of the HPC. The visitors also recommend that the education provider produces an operational process to ensure continuity of practice in this area.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of the HPC relating to this standard were being met. The visitors did however feel that the audit process could be reviewed to ensure that the pro forma in use clearly articulates the information that is collected and that the information collected mirrors the requirements of the HPC. The visitors felt that production of an operational process would help to ensure continuity of practice in this area and ensure that the information that demonstrates that the placement providers have equality and diversity policies is easily accessible.

**5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.**

**Recommendation:** The education provider should consider reviewing the placement audit process and review the pro forma it uses to collate the placement information to ensure that it mirrors the requirements of the HPC. The visitors also recommend that the education provider produces an operational process to ensure continuity of practice in this area.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of the HPC relating to this standard were being met. The visitors did however feel that the audit process could be reviewed to ensure that the pro forma in use clearly articulates the information that is collected and that the information collected mirrors the requirements of the HPC. The visitors felt that production of an operational process would help to ensure continuity of practice in this area and ensure that the information that demonstrates that practice placement educators are appropriately qualified and experienced is easily accessible.

**5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.**

**Recommendation:** The education provider should consider reviewing the placement audit process and review the pro forma it uses to collate the placement information to ensure that it mirrors the requirements of the HPC. The visitors also recommend that the education provider produces an operational process to ensure continuity of practice in this area.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of the HPC relating to this standard were being met.

The visitors did however feel that the audit process could be reviewed to ensure that the pro forma in use clearly articulates the information that is collected and that the information collected mirrors the requirements of the HPC. The visitors felt that production of an operational process would help to ensure continuity of practice in this area and ensure that the information that demonstrates that practice placement are appropriately registered, unless other arrangements are agreed is easily accessible.

Stephen Davies  
George Delafield