

Visitors' report

Name of education provider	University of Exeter
Programme name	Doctorate in Clinical and Community Psychology (DClinPsy)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Clinical psychologist
Date of visit	02 – 03 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. The education provider has until 27 July 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 26 August 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 27 August 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

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.

Whilst undertaking the visit to the Doctorate in Clinical Psychology programme the visitors noted that the programme title and the exit award had been amended for the September 2009 cohort. The visitors noted that the September 2007 and 2008 cohort would exit with the award of Doctorate in Clinical and Community Psychology (DClinPsy) and that these trainees continue to study on the programme. Through discussions with the programme team the education provider clarified that the two programmes have the same content and resource provision and were in essence the same, sharing programme documentation and differing only in terms of exit award title and programme title.

This visit was part of a joint event. The professional body considered their accreditation of the programme. The visit also considered a different programme, the Doctorate in Clinical Psychology as referenced above. 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 all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. 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 by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Sabiha Azmi (Clinical Psychologist) Bob Fellows (Paramedic)
HPC executive officer	Lewis Roberts
Proposed student numbers	15 per year
Initial approval	1 January 1995
Effective date that programme approval reconfirmed from	17 September 2010
Chair	Karen Knapp (University of Exeter)
Secretary	Liz Mears (University of Exeter)
Members of the joint panel	Andrew Cuthbertson (British Psychological Society) Theresa Powell (British Psychological Society) Jan Hughes (British Psychological Society)

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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 46 of the SETs have been met and that conditions should be set on the remaining 11 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 health regulations.

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. 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 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).

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must clearly articulate within the programme documentation the areas of the programme where attendance is mandatory.

Reason: From a review of the documentation and discussions with the programme team the visitors could find no evidence outlining which elements of the programme are mandatory. The visitors require the education provider to outline which elements of the programme are mandatory and demonstrate that this information is clearly articulated to students in order to make sure that trainees meet the standards of proficiency, and are able to practice safely and effectively. The visitors therefore require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must revisit the programme documentation and outline the process for checking the quality of placements. The education provider must also produce guidelines on their placement requirements, articulating what they constitute as a safe and supportive placement environment.

Reason: From a review of the documentation and discussions with the programme team and practice placement providers the visitors could find no evidence of a robust mechanism in place to check and monitor the quality of practice placements. The visitors in particular noted that the systems in place were largely retrospective and did not check the quality and safety of placement providers before a trainee goes into the placement setting.

The visitors require further information to demonstrate that the education provider is responsible for placements and the management of placements in the programme. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must revisit all programme documentation and produce clear policies and procedures to support the approval and monitoring of placements.

Reason: From the documents submitted and discussions with the programme team the visitors did not have enough evidence that the education provider has a thorough and effective system in place for the approval and monitoring of placements and therefore that the education provider was responsible for the placements in the programme. The visitors require the education provider to produce clear policies and procedures around placements in the programme to ensure that this standard is met.

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.

Condition: The education provider must provide further information about the way in which they check the quality of placements and monitor the equality and diversity policies of practice placements. The education provider must also clarify the mechanisms that they use to inform trainees about access to these policies.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors could find no evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the equality and diversity policies of its practice placements. The visitors also require evidence that demonstrates how trainees are informed about accessing the equality and diversity policies on placements and what to do if they feel they have been discriminated against whilst on placement.

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

Condition: The education provider must clarify the placement audit process and within this document a clear process for monitoring staff numbers and experience within the placements utilised on the programme. The education provider must also document the criteria by which they judge staff to be appropriately qualified and experienced to support trainees at practice placements.

Reason: From the documentation provided prior to the visit and speaking to the programme team and practice placement providers the visitors could find no evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the staff numbers and experience of its practice placements and the staff numbers and experience requirements that the education provider sets to ensure that staff support student learning in a safe environment.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must clarify the placement audit process and within this document a clear process for monitoring the knowledge, skills and experience of practice placement educators. The education provider must also document the criteria by which they judge practice placement educators to have relevant knowledge, skills and experience.

Reason: From the documentation provided prior to the visit and speaking to the programme team and practice placement providers the visitors could find no evidence of a mechanism in place to check and monitor the knowledge, skills and experience of practice placement educators. The visitors require further information to clarify the mechanisms that the education provider uses to monitor and record the knowledge, skills and experience of practice placement educators to ensure that they can support trainee and that they provide a safe environment

for effective learning. 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 in advance of receiving trainees.

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 practice placement educators are receiving both initial training and regular refresher training. 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. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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

Condition: The education provider must revisit the programme documentation to clearly articulate the monitoring mechanism used to ensure that practice placement educators are appropriately registered.

Reason: From the documents submitted and discussions with the programme team the visitors could find no evidence that the education provider has mechanisms in place to demonstrate that all practice placement educators are appropriately registered. The visitors require clarification on how the education provider records and monitors the registration status of its practice placement educators. The visitors also require clarification on the process and procedure in place if the education provider chooses to utilise practice placement educators who are not registered with the HPC. The visitors would require details on the mechanism in place to collect information about their experience, qualifications and training relevant to the practice placement. Therefore the visitors require further evidence to demonstrate that this standard is being met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must review the programme documentation to clearly articulate that external examiners must be registered unless alternative arrangements have been agreed with HPC.

Reason: The submitted documentation did not contain reference to the HPC's requirements regarding external examiner recruitment. The visitors, therefore, felt that this needs to be included within the documentation to demonstrate the

recognition of these requirements. The visitors therefore require further evidence to demonstrate that this standard is being met.

Recommendations

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.

Recommendation: The education provider should consider rewording the admissions criterion, 'normally hold a full UK driving licence'.

Reason: The visitors felt that the education provider should consider rewording the admission criteria that currently states candidates should 'normally hold a full UK driving licence'. The visitors felt that this admissions criterion could be reworded to be more inclusive as currently it could potentially deter an applicant from applying. The visitors suggested expanding on the current criterion to outline that trainees would be expected to travel to placements from their homes and that travel within placements may also be expected. The visitors felt that this would clarify that the use of a car would therefore be considered an advantage, or if this was not possible, that there would be an expectation that trainees would use public transport in order to arrive at placement.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Recommendation: The education provider should consider revisiting the programme documentation to provide trainees with further clarity around their resit options.

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 noted that the education provider does include within the documentation details outlining the trainees' options around resits. During discussion with trainees however the visitors did note some confusion in the answers given around the resit options for both clinical and academic assessment. The visitors also recognised that some of the programme documentation could be difficult to access because of its length and detail. The visitors recommend that the options available to a failing student should be highlighted more clearly and simply within the programme documentation.

Sabiha Azmi
Bob Fellows

Visitors' report

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Relevant modality / domain	Clinical psychologist
Date of visit	02 – 03 June 2010

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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 46 of the SETs have been met and that conditions should be set on the remaining 11 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

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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. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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Condition: The education provider must clearly articulate within the programme documentation the areas of the programme where attendance is mandatory.

Reason: From a review of the documentation and discussions with the programme team the visitors could find no evidence outlining which elements of the programme are mandatory. The visitors require the education provider to outline which elements of the programme are mandatory and demonstrate that this information is clearly articulated to students in order to make sure that trainees meet the standards of proficiency, and are able to practice safely and effectively. The visitors therefore require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must revisit the programme documentation and outline the process for checking the quality of placements. The education provider must also produce guidelines on their placement requirements, articulating what they constitute as a safe and supportive placement environment.

Reason: From a review of the documentation and discussions with the programme team and practice placement providers the visitors could find no evidence of a robust mechanism in place to check and monitor the quality of practice placements. The visitors in particular noted that the systems in place were largely retrospective and did not check the quality and safety of placement providers before a trainee goes into the placement setting.

The visitors require further information to demonstrate that the education provider is responsible for placements and the management of placements in the programme. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must revisit all programme documentation and produce clear policies and procedures to support the approval and monitoring of placements.

Reason: From the documents submitted and discussions with the programme team the visitors did not have enough evidence that the education provider has a thorough and effective system in place for the approval and monitoring of placements and therefore that the education provider was responsible for the placements in the programme. The visitors require the education provider to produce clear policies and procedures around placements in the programme to ensure that this standard is met.

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.

Condition: The education provider must provide further information about the way in which they check the quality of placements and monitor the equality and diversity policies of practice placements. The education provider must also clarify the mechanisms that they use to inform trainees about access to these policies.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors could find no evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the equality and diversity policies of its practice placements. The visitors also require evidence that demonstrates how trainees are informed about accessing the equality and diversity policies on placements and what to do if they feel they have been discriminated against whilst on placement.

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

Condition: The education provider must clarify the placement audit process and within this document a clear process for monitoring staff numbers and experience within the placements utilised on the programme. The education provider must also document the criteria by which they judge staff to be appropriately qualified and experienced to support trainees at practice placements.

Reason: From the documentation provided prior to the visit and speaking to the programme team and practice placement providers the visitors could find no evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the staff numbers and experience of its practice placements and the staff numbers and experience requirements that the education provider sets to ensure that staff support student learning in a safe environment.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must clarify the placement audit process and within this document a clear process for monitoring the knowledge, skills and experience of practice placement educators. The education provider must also document the criteria by which they judge practice placement educators to have relevant knowledge, skills and experience.

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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 in advance of receiving trainees.

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 practice placement educators are receiving both initial training and regular refresher training. 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. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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

Condition: The education provider must revisit the programme documentation to clearly articulate the monitoring mechanism used to ensure that practice placement educators are appropriately registered.

Reason: From the documents submitted and discussions with the programme team the visitors could find no evidence that the education provider has mechanisms in place to demonstrate that all practice placement educators are appropriately registered. The visitors require clarification on how the education provider records and monitors the registration status of its practice placement educators. The visitors also require clarification on the process and procedure in place if the education provider chooses to utilise practice placement educators who are not registered with the HPC. The visitors would require details on the mechanism in place to collect information about their experience, qualifications and training relevant to the practice placement. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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Condition: The education provider must review the programme documentation to clearly articulate that external examiners must be registered unless alternative arrangements have been agreed with HPC.

Reason: The submitted documentation did not contain reference to the HPC's requirements regarding external examiner recruitment. The visitors, therefore, felt that this needs to be included within the documentation to demonstrate the

recognition of these requirements. The visitors therefore require further evidence to demonstrate that this standard is being met.

Recommendations

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.

Recommendation: The education provider should consider rewording the admissions criterion, 'normally hold a full UK driving licence'.

Reason: The visitors felt that the education provider should consider rewording the admission criteria that currently states candidates should 'normally hold a full UK driving licence'. The visitors felt that this admissions criterion could be reworded to be more inclusive as currently it could potentially deter an applicant from applying. The visitors suggested expanding on the current criterion to outline that trainees would be expected to travel to placements from their homes and that travel within placements may also be expected. The visitors felt that this would clarify that the use of a car would therefore be considered an advantage, or if this was not possible, that there would be an expectation that trainees would use public transport in order to arrive at placement.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Recommendation: The education provider should consider revisiting the programme documentation to provide trainees with further clarity around their resit options.

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 noted that the education provider does include within the documentation details outlining the trainees' options around resits. During discussion with trainees however the visitors did note some confusion in the answers given around the resit options for both clinical and academic assessment. The visitors also recognised that some of the programme documentation could be difficult to access because of its length and detail. The visitors recommend that the options available to a failing student should be highlighted more clearly and simply within the programme documentation.

Sabiha Azmi
Bob Fellows

Email from Clearing House for postgraduate courses in Clinical Psychology

RE: English language requirements Clearing House medpccp [chpccp@leeds.ac.uk]
Sent: Monday, June 07, 2010 12:01 PM
To: Wainwright, Anthony

We have English Language requirements on our website which are the same as the HPC levels:

<http://www.leeds.ac.uk/chpccp/BasicInternationalEnglish.html>

International Applicants English Language Ability

If English is not your first language and your university qualifications were not taught and examined in English, you need to send evidence of your ability in English language with your application. This should be a TOEFL or IELTS test if possible.

The minimum scores needed are: 100 for internet-based TOEFL, 250 for computer-based TOEFL, 600 for paper-based TOEFL or 7.0 for IELTS. However, some course centres require higher scores. Please see the Course Centres section for details.

The application form doesn't quote the requirements but it does have an English Language Ability question as follows:

ENGLISH LANGUAGE ABILITY

(a) Is English your first language (or are you English/Welsh bilingual)?

YES Go to next question

NO Continue to b

(b) Were any of your University qualifications taught and examined in English?
(Courses you are doing now are not included)

YES Please state which qualifications were in English:

NO Continue to c

(c) You must submit evidence of your ability in English Language with your application. This should be a TOEFL or IELTS test if possible. (If you do not have the TOEFL or IELTS results yet, please give details).

Thanks
Sarah

Sarah Newman
Clearing House for Postgraduate Courses in Clinical Psychology
Fairbairn House
71-75 Clarendon Road
LEEDS, LS2 9PH

Telephone: 0113 343 2737
Fax: 0113 343 4840
Email: chpccp@leeds.ac.uk
Website: www.leeds.ac.uk/chpccp

Observation applies to both
Doctorate in Clinical Psychology and Doctorate in Clinical and
Community Psychology (last graduation due 2011)

Dear Lewis.

I am writing to you in the absence of Eugene Mullan, Programme
Director, as he is on leave this week.

We would like to make one observation on Standard 2.2. and we accept
all other conditions. We feel this standard is already met as all
other programmes have the same entry requirement which is through a
national clearing house, please see attached email from the national
clearing house.

I am sure Eugene will be in touch again next week confirming dates
for the conditions to be met.

Please do get back to me in the interim if you need to clarify
anything from this.

Thank you. best wishes, Ruth baker, Clinical Director, Exeter Dclin.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2010-07-28	a	EDU	RPT	Exeter PPC approval observations	Draft DD: None	Public RD: None

Visitors' report

Name of education provider	University of Leeds
Programme name	Doctorate in Clinical Psychology (DClinPsychol)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Clinical psychologist
Date of visit	22 -23 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. The education provider has until 29 July 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 26 August 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 December 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 16 February 2011.

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 professional body considered their accreditation of the programme. 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 professional body, outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Harry Brick (Clinical psychologist) David Packwood (Counselling psychologist)
HPC executive officer(s) (in attendance)	Ruth Wood
HPC observer	Robert Smith
Proposed student numbers	18 per cohort once a year
Initial approval	1 October 1993
Effective date that programme approval reconfirmed from	1 October 2010
Chair	Joan Maclean (University of Leeds)
Secretary	Bill Mathie (University of Leeds)
Members of the joint panel	Lucy Kerry (British Psychological Society) Rebecca Black (British Psychological Society) Steve Davies (British Psychological Society) Robert Jones (British Psychological Society) Eleanor Sutton (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"/>
Programme management information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Selection information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional academic-taught component and assessment information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Placement information	<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 46 of the SETs have been met and that conditions should be set on the remaining 11 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

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider must revisit the programme admissions documentation to include information regarding their accreditation of prior (experiential) learning and other inclusion mechanisms policies.

Reason: The admissions documentation provided prior to the visit made no mention of the procedures for accreditation of prior (experiential) learning and other inclusion mechanisms. Upon further discussions at the visit it became clear that the education provider did not accredit (experiential) learning or use other inclusion mechanisms for potential applicants to the programme. This information should be clearly communicated to potential applicants. For clarity for potential applicants the visitors require the programme admissions documentation to be revised to clearly include this information.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must revisit the programme documentation to include clear and correct references to the HPC.

Reason: The visitors noted the programme documentation provided prior to the visit made little mention of the HPC. The visitors also noted there was an inaccuracy during a reference to the HPC – “The HPC expects that the threshold entry route to the register for Clinical Psychologist will be a professional doctorate, and undertakes regular approval visits of providers, including The University of Leeds.” (Introduction to the Doctorate in Clinical Psychology, P2).

Discussions with the programme team indicated they were planning to incorporate references to the HPC into the taught academic content but had not yet done so. The profession has been statutory regulated by the HPC since July 2009 and as such, information about the HPC needs to be clearly articulated for all trainees. The reference to the HPC is incorrect in that the appropriate wording is - “The Council normally expects that the threshold entry routes to the Register will be the following:” (Standards of education and training - SET 1.1).

The visitors therefore require revised programme documentation which demonstrates clear and correct references to the HPC, to reflect the current landscape of statutory regulation and so facilitate the trainees understanding of the HPC in all supporting resources used for the required learning and teaching activities of the programme.

3.13 There must be a student complaints process in place.

Condition: The education provider must revisit the programme documentation to clearly articulate all aspects of the student complaints process in place.

Reason: The documentation provided prior to the visit provided a high level overview of the student complaints process which started with the formal initiation of the student complaints procedure. Discussions with the trainees highlighted they were aware of this high level process but were uncertain if there were any procedures which allowed them to contact the programme team to discuss any problems on an informal basis prior to initiating the complaints procedure.

Discussions with the programme team indicated they expected any problems to be highlighted with them informally through meetings with various affected parties prior to the initiation of the complaints procedure as a matter of course. The informal meetings to discuss and perhaps resolve the problems prior to initiating the complaints procedure are important for all parties involved. The visitors therefore require the education provider to revisit the programme documentation to include information for the trainees about any informal opportunities in place to discuss complaints with the programme team without initiating the formal complaints procedure.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must revisit the programme documentation to clearly articulate all aspects of the consent protocols in place.

Reason: The documentation provided prior to the visit included the student contract which is given to trainees at the beginning of the programme. Signing this contract was compulsory for access to the programme. The programme documentation did not provide any further information about consent or 'opting out'. Discussions with the programme team indicated they were fully aware of issues that could arise during the programme and had measures in place to turn to if students were unwilling to participate in particular areas of the programme (particular lectures, sessions, etc). The measures discussed were those such as private meetings to discuss the issues, additional support for trainees, extended reading materials provided and there was reference to additional measures not discussed.

The visitors were satisfied in regards to the consent protocol to be followed at the beginning of the programme. The visitors were not satisfied enough information was provided for the trainees regarding the approach to issues arising from specific areas of the teaching. The visitors therefore require the education provider to revisit the programme documentation to include information for the trainees regarding the approaches to be taken to issues arising from their personal concerns about specific areas of the teaching.

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 include references to the HPC's standards of conduct performance and ethics in all relevant programme documentation.

Reason: The visitors noted the programme documentation provided prior to the visit made no mention of the HPC's standards of conduct performance and ethics. Discussions with the programme team indicated they were planning to incorporate it along with references to the HPC into the taught academic content but had not yet done so. The profession has been statutory regulated by the HPC since July 2009 and as such, information about the HPC and the standards need to be clearly articulated for all trainees.

The visitors therefore require further evidence to demonstrate that the programme documentation includes specific references to HPC's standards of conduct, performance and ethics wherever it is deemed appropriate to reflect the standards being taught within the programmes content in order to facilitate students understanding of the implications of the HPC's standards of conduct, performance and ethics.

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

Condition: The education provider must provide evidence to show how they ensure placement supervisors have undertaken appropriate initial and refresher training.

Reason: From the documentation submitted by the education provider, the visitors judged that it was not clear how the education provider ensured that placement supervisors had undertaken appropriate training prior to working with trainees or continued to undertake any secondary training once working with trainees. In discussions with the programme team, it became evident that the programme team expected placement supervisors to be initially trained and to undertake follow up training but did not make it mandatory and they did not monitor training attendance.

The visitors were aware there are difficulties in ensuring all placement supervisors are initially trained and then have undertaken follow up training. The initial training would be to prepare placement supervisors to work with trainees and secondary 'refresher' training would enable the education provider to keep placement supervisors up to date with any changes to the programme and refresh their skills at working with trainees.

It is the education provider's responsibility to ensure appropriate training of some kind – either run by the education provider directly, run by external organisations or by other education providers using the same placements, has taken place and is monitored. Therefore, the visitors require that the education provider provides further evidence to show how this standard is met.

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

Condition: The education provider must provide evidence to show how they ensure placement supervisors are appropriately registered or agree other arrangements.

Reason: From the documentation submitted by the education provider, the visitors judged that it was not clear how the education provider ensured that placement supervisors were appropriately registered or arranged other agreements. In discussions with the programme team, it became evident that the programme team expected placement supervisors to be registered but did not make it a mandatory requirement and they did not monitor the registrations of placement supervisors.

It is the responsibility of the education provider to ensure placement supervisors are appropriately registered or agree other arrangements. Therefore, the visitors require that the education provider provides further evidence to show how this standard will be met.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must provide further documentation which clearly outlines how the learning outcomes for placements are consistently assessed.

Reason: The clinical placement documentation provided prior to the visit included the forms which placement supervisors fill in to assess trainee's competencies (Placement Assessment Form). This form used a grading system of 1-5 to indicate how proficient the trainee was at each competency. The visitors were satisfied the competencies assessed were appropriate but noted there was no guidance criteria which would differentiate between grades (for example what equals a grade of 3 as opposed to a 4). The visitors also noted there were no mandatory requirements for placement supervisors to attend any training prior to working with trainees or refresher training which could deal with this concern.

The visitors were not satisfied different placement supervisors would all use the same criteria to grade a trainee without any clear grade descriptors for the competencies or any mandatory initial or refresher training. The visitors therefore require further evidence which clearly articulates how the education provider ensures learning outcomes for each placement are consistently assessed.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider must provide further documentation which clearly outlines how individual placement supervisors are fully prepared for each individual placement.

Reason: The clinical placement documentation provided detailed meetings for placements as a Placement Planning Meeting (PPM), a Mid Placement Visit (PMV) and an End of Placement Visit (EPV). The EPV was where the placement was discussed between the trainee and clinical supervisor and the next placement was to be discussed. The trainee then takes a self appraisal profile to the PPM which is held between the clinical tutor and the trainee. It is here that goals for the next placement are addressed. It then falls solely to the trainee to take this information forward with their new placement supervisor.

Discussions with the trainees and placements supervisors confirmed that prior to the placement there was no information which passed to the new placement supervisor regarding trainees apart from that passed on by the trainees themselves. Discussions with the trainees and placements supervisors also highlighted that the self appraisal profile was used in varying ways and sometimes not at all. Discussions with the trainees and placements supervisors additionally highlighted that it was only if there was a serious concern about a particular learning outcome that the education provider would become involved to alert placements at an early stage.

The visitors noted that there was a risk of trainees failing to alert placement supervisors to their developmental needs and in these circumstances it would only be at the MPV that significant areas which need attention would be highlighted by the education provider. The visitors considered that to ensure all learning outcomes are addressed fully and in order to be fully prepared for placements, there must be some prior knowledge of the trainee before the placement starts (such as a mechanism which passes feedback between placement supervisors). The visitors therefore require further evidence which clearly articulates how the education provider ensures individual placement supervisors are fully prepared for each individual placement.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to include information regarding the exit award policy in place.

Reason: The documentation provided prior to the visit made no mention of additional exit awards the programme could lead to. Upon further discussions at the visit it became clear that the education provider did not use exit awards for this programme. This information should be communicated to students. For clarity for the students the visitors require the programme documentation to be revised to clearly include this information.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to include information regarding the aegrotat award policy in place.

Reason: The documentation provided prior to the visit made no mention of procedures for aegrotat award policies. Upon further discussions at the visit it became clear that the education provider did not use aegrotat awards for this programme. This information should be communicated to students. For clarity for the students the visitors require the programme documentation to be revised to clearly include this information.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the programme documentation submitted prior to the visit there was no mention of the arrangements for the recruitment for the post of external examiner for the programme. The visitors were satisfied the external examiner at the time of the visit fulfilled this standard but for clarity require the education provider to revise the programme documentation to include clear reference to the external examiner procedures following this standard of education and training.

Recommendations

3.12 There must be a system of academic and pastoral student support in place.

Recommendation: The education provider should continue with their exploration into providing external clinical psychologists to mentor trainees.

Reason: Discussions at the visit indicated trainees did not have dedicated personal tutors; instead they were encouraged to approach any member of the programme team if they needed to. The trainees and staff indicated that they were happy with this arrangement. The programme team also indicated they were considering bringing in external clinical psychologists to act as mentors to trainees on the programme. The visitors wish to support this endeavour and appreciate the additional support and expertise this would bring for trainees.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Recommendation: The education provider should consider reviewing the coordination between the education provider and NHS trust.

Reason: The programme falls under both the education provider and the NHS Trust personnel policies and procedures. The visitors are aware that this may cause problems when there is more than one specific policy acting on the programme at once (e.g. conduct and discipline policies). The conflicts this could cause may pose significant concerns. The visitors wish to recommend that the education provider review how they manage the coordination between the education provider and the NHS Trust to ensure processes and outcomes run smoothly.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Recommendation: The education provider should consider reducing the sizes of the reflective practice groups used during the teaching of personal professional development.

Reason: Discussions at the visit indicated the reflective practice group used during the teaching of personal professional development consisted of the entire cohort at once – 18 trainees. Discussions with the trainees indicated some were not happy with the large size of the group which meant that not everyone had a chance to be active participants in the group work. The visitors considered this to be a very large number for reflective practice groups and were concerned about the group dynamics. They considered that in large groups some individuals would naturally dominate and some would naturally become more passive and felt passive learning does not easily facilitate reflective learning. The visitors wish to recommend the education provider reconsider the size they use for these groups and perhaps convert the one group into two or three smaller groups.

Harry Brick
Dave Packwood

HPC approval of the University of Leeds programme in clinical
psychology (D.Clin.Psychol.)

Observations on the visitors' report

Responses to the comments on p.2 & p.3 of the document

Comment 1: We suggest that a suitable deadline for the submission of documentary evidence in response to the conditions is 1 December 2010.

Comment 2: HPC to determine.

Comment 3: We confirm that the start date for the next cohort is 1 October 2010.

Comment 4: We confirm that these are the correct spellings of the members of the joint panel.

Response to Conditions

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider must revisit the programme admissions documentation to include information regarding their accreditation of prior (experiential) learning and other inclusion mechanisms policies.

Comment:
No comment

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must revisit the programme documentation to include clear and correct references to the HPC.

Comment:
No comment

3.13 There must be a student complaints process in place.

Condition: The education provider must revisit the programme documentation to clearly articulate all aspects of the student complaints process in place.

Comment:

We ask that you reconsider this condition as we follow University procedures and students have access to the relevant documentation on this in the Research Students Handbook (p141 section 38) to the University Complaints procedure which expressly advises local resolution:

Local resolution

6. Generally, complaints are most easily resolved if they are raised at the time the problem first occurs and with the person/s directly involved. Often, you will be able to resolve your complaint simply by discussing it with a relevant staff member, with your personal tutor, or with a Faculty or Course Representative.

Students have access to this documentation.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must revisit the programme documentation to clearly articulate all aspects of the consent protocols in place.

Comment:

No comment.

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 include references to the HPC's standards of conduct performance and ethics in all relevant programme documentation

Comment:

No comment.

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

Condition: The education provider must provide evidence to show how they ensure placement supervisors have undertaken appropriate initial and refresher training.

Comment:

No comment.

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

Condition: The education provider must provide evidence to show how they ensure placement supervisors are appropriately registered or agree other arrangements.

Comment:

No comment.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition The education provider must provide further documentation which clearly outlines how the learning outcomes for placements are consistently assessed.

Comment:

We ask that this condition be reconsidered on the following grounds. The Visitor's report inaccurate in its assertion that the Placement Assessment Form completed by supervisors uses a grading system of 1-5 on each competency. It does not for precisely the reasons recognised by the visiting team. It would be exceptionally difficult to operationalise expected standards and train up a large and varied body of clinical supervisors to use such a system consistently. We have therefore opted to ask supervisors to provide structured feedback regarding performance on each of the core competences that is formative and qualitative in nature. We have aimed to help them in that task by articulating the level of ability that we broadly expect trainees to demonstrate at different stages of their training (see Developmental Guide to Core Competencies in the online supervisor handbook). The only summative judgement we ask placement supervisors to make is a pass/fail judgement. Again we provide back-up documentation and clinical tutor support to help them make that recommendation (see Criteria for Passing and Criteria for Failing Placements and HPC

Standards of Proficiency for Practitioner Psychologists again in the online supervisor handbook).

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to include information regarding the exit award policy in place.

Comment:
No comment.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to include information regarding the aegrotat award policy in place.

Reason: The documentation provided prior to the visit made no mention of procedures for aegrotat award policies. Upon further discussions at the visit it became clear that the education provider did not use aegrotat awards for this programme. This information should be communicated to students. For clarity for the students the visitors require the programme documentation to be revised to clearly include this information.

Comment:
We ask that you reconsider this condition on two counts:

1. Students receive the Research Student Handbook which references Ordinance X of the University's Charter, Statutes and Rules for Award which at XVI 31. States

"To qualify for the award of the degree of Doctor of Clinical Psychology each candidate must complete the requirements of the prescribed programme of study, training, clinical practice and supervised research in clinical psychology, must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains evidence of originality and independent critical ability and matter suitable for publication through: (a) presenting a thesis on the subject of his/her advanced study and research, *and* (b) presenting him/herself for an oral examination and such other tests as the examiners may prescribe." (<http://www.leeds.ac.uk/calendar/ordinances.htm#X>)

This implies that no alternative route for the award of the degree is available.

2. The University's Ordinance XVI makes it clear that the award of an aegrotat is not possible in degrees with a clinical element.

If a candidate be prevented by illness or other sufficient cause from attending the whole or part of an examination for a degree, or from presenting any dissertation or thesis which may be required in connection with such examination, the Senate, upon report from the internal and external examiners concerned and upon such further evidence as they think fit, may if satisfied, thereupon treat him or her as a successful candidate in such examination, or impose such conditions as they think fit the fulfilment of which shall be precedent to such treatment; provided always that a candidate in an examination for a degree with honours shall not be placed in a class, **and provided also that nothing in this Ordinance shall apply to the degrees in medicine, dental surgery and related disciplines with a clinical element.** The Senate on the recommendation of the appropriate committee empowered by the Senate may allow a student whose programme of study has been interrupted by illness or other sufficient cause to defer presenting himself or herself for the examination in any honours school for such period as is thought fit.
(<http://www.leeds.ac.uk/calendar/ordinances.htm#XVI>)

All students have access to this documentation via the Research Degrees Administration web pages and this material was available to the visitors.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Comment:
No comment.

Visitors' report

Name of education provider	University of Surrey
Programme name	Doctorate in Clinical Psychology (PsychD)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Clinical psychologist
Date of visit	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. The education provider has until 2 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 26 August 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 3 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

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

PSYCHD CLINICAL PSYCHOLOGY

Department of Psychology

Lewis Roberts
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
London
SE11 4BU

29 July 2010

Dear Lewis

**Re: Response to Visitors' Report
University of Surrey, PsychD Clinical Psychology
Date of visit – 8 and 9 June 2010**

Thank you for your report which helpfully outlines the conditions and recommendations that the Programme needs to make to fulfil ongoing approval with the Health Professions Council. I also noted that no commendations were made on the Programme and its delivery. In responding to the report, I would like to express my disappointment that the Programme was not given any commendations for its service user and carer involvement in all aspects of the programme which is nationally recognised as being innovative and of best practice and therefore would seem to meet your criteria. Additionally, the Programme has been undertaking innovative initiatives in relation to widening participation and access to the programme through competence based assessment procedures. This too, I would consider as meeting your criteria for a commendation.

With specific reference to the 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.

We agree with and are in the process of addressing.

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

We agree with and are in the process of addressing.

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

Programme Director
Ms Mary John

Deputy Director
Prof Arlene Vetere

Clinical Director
Dr Nan Holmes

Senior Clinical Tutor
Dr Susan Howard

Admissions Tutors
**Ms Louise Deacon
Dr Laura Simonds**

Clinical Tutors
**Ms Louise Deacon
Dr Sarah Johnstone
Dr Vikky Petch**

Senior Academic Tutor
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Academic Tutors
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We agree with and are in the process of addressing.

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

We agree with and are in the process of addressing.

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

We agree with and are in the process of addressing.

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

We were disappointed that you did not think we had sufficiently met SET 5.8, but in terms of enhancing quality for the Programme, we will undertake to further clarify our procedures to ensure we meet this SET.

Currently the programme team are working on all these conditions with a view of having the specific detailed requirements met or the process generated by the commencement of the new cohort. The start date for the new cohort is 20 September 2010 and I would hope we would be in a position to send you material from early September, given the holiday season. However, in this context it would be helpful to know from yourself when you would like this material to review so we can have your response in time for the cohort's arrival.

With specific reference to the recommendations –

It was helpful to have heard that we met the SETs below but that the team thought some improvement would facilitate the quality of the programme. I outline below our approach to addressing the team's comments:

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

In relation to developing quality monitoring of teaching staff, we will undertake to review our processes and consider how best to attend to the team's thoughtful comment.

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

In relation to this particular SET, the Clinical Tutors will be reviewing the audit process to further enhance the safe and supportive environment of both clients/patients and trainees.

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

In relation to this particular SET, it was the Programme's view that we were undertaking a clear monitoring process but accept that the information collected may not sufficiently meet the requirements of the HPC and will explore with our stakeholders a means to develop an effective operational process.

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.

The programme team will undertake to review our policies in relation to equality and diversity of all the placements offered and will develop a mechanism to ensure feedback as to how all our placements are being utilised.

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

I am confident that the staff who provide learning opportunities to the trainees are appropriately qualified and experienced. There are a number of processes and procedures in place to ensure this is the case. The Programme team will look further at integrating these processes so there is further clarity in relation to this SET.

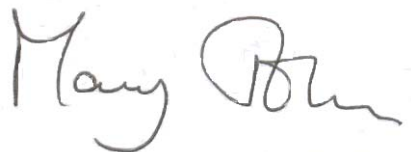
5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Currently all supervisors are checked that they are HPC registered and this information is secured on the supervisor database. For those non-applied psychologists who are contributing, their registration and qualifications will also be added to the database.

All these recommendations will be discussed with various stakeholders and they will be reported on in the Board of Studies and the Annual Review, as well as directly feeding back to yourselves during the annual monitoring process. In relation to reporting back, I trust this will be acceptable.

With best wishes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Mary John', written in a cursive style.

Mary John
Programme Director