

## Education and Training Committee – 12 September 2013

Review of the process of HCPC approval of practitioner psychologist pre-registration education and training programmes.

### Executive summary and recommendations

#### **Introduction**

This paper is intended to provide the Committee with the final analysis of the process undertaken to granting pre-registration practitioner psychologist education and training programmes approval or ongoing approval.

The paper is structured to:

- articulate how the initial process of data transfer from the BPS to HCPC regarding education and training programmes occurred and the work which has arisen from this;
- describe the work the executive performed to undertake approval visits to these programmes;
- draw out and analyse some of the trends from the visitors' reports;
- highlight the lessons learnt by the Education Department in regards to improve this process going forward; and
- highlight what additional work will be undertaken to gather more feedback from stakeholders in the practitioner psychologist approval process.

#### **Decision**

This paper is for discussion. No decision is required.

#### **Background information**

Previous review of the first year of the approval visits to practitioner psychologist programmes submitted to Education and Training committee 18 November 2011.

#### **Resource implications**

None

#### **Financial implications**

None

#### **Appendices**

None

#### **Date of paper**

17 July 2013

Review of the process of HCPC approval of practitioner  
psychologist pre-registration education and training programmes.

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## Section one – Introduction

### **Brief overview of the approval process**

We visit all the programmes we approve to make sure that:

- the education programme meets or continues to meet our standards of education and training (SETs);
- those who complete the programme are able to meet or continue to meet our standards of proficiency (SOPs) for their part of the Register; and
- all programmes and education providers are assessed fairly and consistently.

When we carry out an approval visit, we are represented by what we refer to as the Health and Care Professions Council (HCPC) Panel. The HCPC Panel is normally made up of two visitors, at least one of whom is from the same part of the Register as the profession with which the programme is concerned and an education executive. The education executive's role is to support both the visitors and the education provider. Throughout the visit, we ask questions of staff, students, senior managers and placement providers. We relate all our discussions back to our standards. At the end of the approval visit, the visitors make a judgement about whether, or to what extent, the programme meets or continues to meet our standards. Their recommended outcome is then sent to Education and Training Committee (ETC) which makes the final decision.

### **About this document**

This report provides details of the work that was undertaken to review the data transfer from the British Psychological Society (BPS) to the HCPC regarding the pre-registration practitioner psychologist education and training programmes delivered by UK education providers. It also details the outcomes of the review of the approval visits to these programmes subsequent to the opening of the Register for practitioner psychologists on 1 July 2009.

This review follows up on the pattern of amendments to the list of approved programmes and the associated data that was transferred from the BPS to the Education Department of the HCPC. It also focuses on the series of approval visits undertaken by the Education Department to approved practitioner psychologist programmes in the UK. In particular the review focused on the following areas:

- what work has been required to maintain the accuracy of the data regarding historical practitioner psychologist education programmes;
- the impact of the data transfer and subsequent work for the HCPC;
- how the HCPC made the decision to undertake a programme of visits to pre-registration practitioner psychologist programmes in the UK ;
- how the work the HCPC has performed to undertake the visit programme was formulated;
- the impact of the implementation of the approval visits on the Education Department; and

- the outcomes of the approval visits and the implications for the future.

The paper draws on:

- qualitative review of Education Department records of the process used to track required amendments to the data that was transferred regarding practitioner psychologist programmes;
- quantitative data drawn from operational records held by the Education Department to describe some of the key features of the implementation of the approval process;
- quantitative and qualitative review of the reports produced after each visit; and
- semi-structured interviews and questionnaires completed by the executives who undertook those visits.

On 1 August 2012 the Health Professions Council changed its name to the Health and Care Professions Council (HCPC). For consistency HCPC has been used throughout this report.

### **The history of the data transfer leading to the programme of visits**

At the meeting held on 11 June 2009 the ETC agreed a list of programmes to be given open ended approval as well as a list of programmes which were approved historically for specific periods. At this meeting the Committee also decided that the 71 pre-registration practitioner psychologists' programmes granted open ended approval, after the transfer from the BPS, should be visited over a three academic year period 2009-2010, 2010-2011 and 2011-2012. The Committee agreed that the proposed three year approval visit schedule be based on the existing BPS accreditation and internal review cycle which was considered to be robust and thorough.

To ensure that this programme of approval visits remained suitable, a mid-cycle review of the programmes to be visited in 2011-12 was undertaken on 25 May 2010. All education providers to be visited submitted an audit which was assessed by visitors. Of the 23 programmes, only 2 resulted in a recommendation that an approval visit needed to be undertaken sooner than anticipated. These reports were submitted to Education and Training Panel (ETP) on 7 July 2010.

The Committee has since received, and agreed, 10 papers on 22 September 2009, 25 November 2009, 10 March 2010, 8 June 2010, 16 September 2010, 18 November 2010, 10 May 2011, 9 June 2011, 8 September 2011, and 17 November 2011 to amend the initial lists. At the 17 November 2011 Committee agreed to amend the ETC scheme of delegation to allowed for the Director of Education to amend the list of approved programmes '...to address factual errors in the list of approved programmes for new professions.' This was subsequently agreed by Council on 6 December 2011. As such the Education Department has made further amendments to this data with the last amendment being made in January 2013.

These minor changes have been the result of the Education Department receiving further information which has resulted in minor changes to the list of

currently approved programmes and has provided greater clarification for the list of programmes which were approved historically. Currently there are 91 approved practitioner psychologist pre-registration education and training programmes.

### **The evidence base**

The evidence used to review the work involved in amending the data transferred by the BPS to the HCPC was gathered via quantitative analysis of the data held by the Education Department. This was supplemented by a review of the queries that were submitted to the department and the actions that were undertaken to determine if changes to our records needed to be made.

The evidence used to review the approval visits to practitioner psychologist pre-registration education and training programmes was gathered from visitors' reports produced from the 77 visits undertaken to 97 programmes, six of which have subsequently closed. Evidence was also gathered through the evaluation of questionnaires completed by the education executives responsible for co-ordinating and undertaking the implementation of the approval process.

### **Visitors' reports**

Visitors' reports are produced after an approval visit has been conducted to a programme. These reports detail the visitors' recommendation about whether a programme should be granted open-ended approval or have ongoing approval reconfirmed. Their decisions are based upon whether a programme meets all of the Standards of education and training (SETs). Visitors' can make one of four decisions:

- to approve or reconfirm ongoing approval of the programme with no conditions;
- set conditions on the programme, all of which must be met before the programme is approved or ongoing approval is reconfirmed;
- not approve the programme; or
- withdraw approval from a programme previously granted open-ended approval.

When conditions are applied to a programme, these are detailed in the visitors' report and always relate to a particular SET and always contain reasons for applying it. Conditions are then met via the submission of further documentation from the education provider to the visitors. The visitors' must be satisfied the documentation submitted in response to the conditions demonstrates how the programme meets the condition and therefore the SET. Education providers are afforded up to two opportunities to meet conditions prior to a final visitor recommendation being made to the ETC.

### **Outcomes from the programme of visits**

This paper builds on the work of the initial review, conducted after the first academic year of the approval visit cycle 2009-10, to describe any trends that have arisen from these visits. To do this the outcomes from visits to pre-

registration practitioner psychology programmes, as documented in the visitors' reports and departmental records, have been analysed alongside feedback from education executives. All visitors' reports can be found online in the relevant ETC papers and, once a final outcome has been reached, on the Education Department webpage. All the visitors' reports utilised in this review have been produced and approved by a meeting of ETP and all of the programmes have had approval granted or ongoing approval reconfirmed.

## Section two - Transfer of data from the BPS

### **The history of data transfer**

While the Association of Educational Psychologists (AEP) did maintain a register of Educational Psychologists they did not approve programmes for entry onto their register. Instead they relied on the accreditation procedures of the BPS. Therefore the information regarding the transfer of approved programmes was provided to the HCPC by the BPS only.

The BPS has a long history of accrediting programmes for entry onto their register. The BPS accredits a number of programmes which lead directly to eligibility to become a full member of one of their divisions (eg doctorates or 'stage 2' programmes). They also award their own qualifications which are aimed at students who do not wish to attend a higher education institution. These 'society qualifications' lead directly to eligibility to become a full member of one of their divisions. In addition, the BPS accredit a number of programmes which did and do not lead directly to eligibility to become a full member of one of their divisions (eg undergraduate, conversion & masters or 'stage 1' programmes). They also accredit a number of programmes for those who already are full members of one of their divisions (eg neuropsychology).

In line with the register transfer criteria, it was agreed that only those programmes which allowed students to gain full membership of one or more of the BPS divisions below should be granted open ended approval by the HCPC:

- Division of Clinical Psychology;
- Division of Counselling Psychology;
- Division of Educational and Child Psychology;
- Scottish Division of Educational Psychology;
- Division of Forensic Psychology;
- Division of Health Psychology;
- Division of Occupational Psychology; and
- Division of Sport and Exercise Psychology.

The HCPC's 'Register of approved programmes' is only available on-line. The list of approved programmes for practitioner psychologists was published, with the relevant caveats, ahead of the register opening on 1 July 2009. When the register opened, the list adopted the same format as the then thirteen existing professions.

### **The process of data transfer**

From an operational perspective, the work required to recalibrate the data provided by the BPS into a format easily utilised by the Education Department was significant. The volume of work led to a great deal of time being dedicated to amending the data both pre and post the Register opening. The increased time and resource implication of this was due in no small part to the under-estimation of the sheer number of amendments required to ensure that the data was suitable for the purposes required of it by the HCPC. The format

in which the data was received played a significant part in increasing this workload. The list of historical programmes has also had to undergo significant work. It has had a high impact on the Registrations Department, the Education Department and on the BPS. It was a very resource intensive process for all involved due to the large volume of inquiries and queries.

A full analysis of the data transfer and the workload implications was provided in the previous paper and submitted to ETC on 18 November 2010.

### **Amendments to the data post transfer**

Throughout the three academic year period in which the HCPC visited each practitioner psychologist education and training programme a significant number of queries were received from applicants to the HCPC Register. In particular these queries were regarding the lists of historically approved practitioner psychologist (PP) education and training programmes. These queries came to the Education Department, the Registrations Department and the BPS regarding the list of approved programmes. To manage this volume of queries and questions and to expedite the process a 'common approach' to communication between the organisations, and departments was agreed. This led to the BPS partnership and accreditation team and the HCPC Education Department dealing with organisational cross-communication regarding historical programme information. This enabled faster and clearer communication as the type and format of the data required was highlighted and agreed. There was also the development of a formalised method of communication agreed between the Education and Registrations departments which expedited the process of answering the questions regarding specific applicants' qualifications.

To identify common problems and also to maintain a record of these queries a log was created in the Education Department in June 2010. This allowed the Department to track queries as well as the outcomes of these. This record was supplementary to the record of amendments which have been made to the historical programme information since the Register opened in 2009. Overall there have been 114 queries to the HCPC about PP education and training programmes with 88 of these being unique queries. The process of amending the list of historical programmes is still on-going. However, instances in which amendments have been required have seen a steady decline since the Register opened with only one amendment to the list of historical programmes having been required in the 2012-13 academic year.

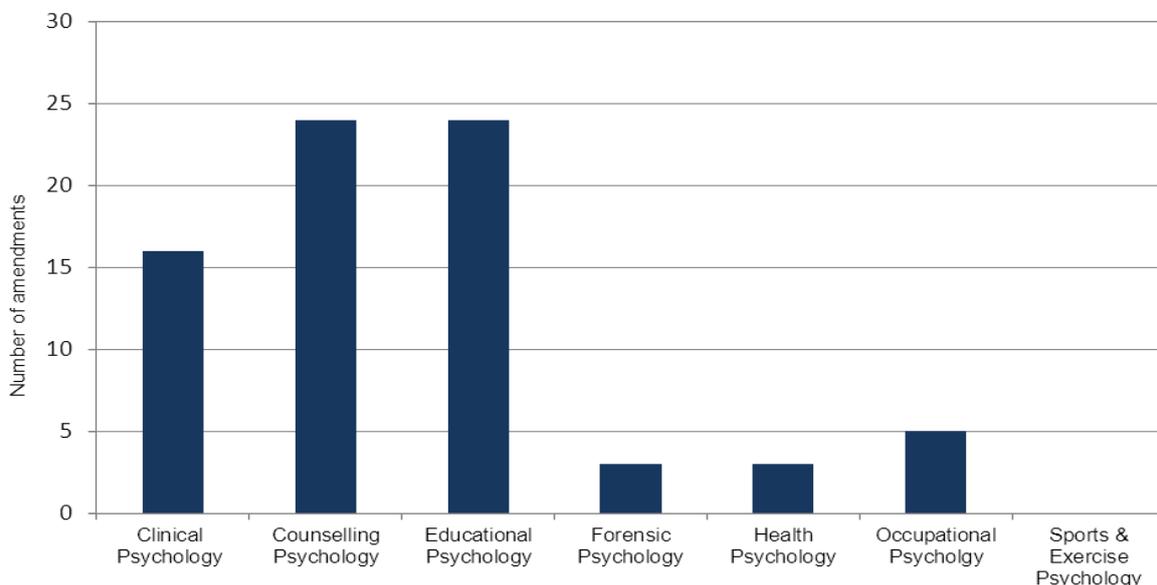
**Table 1 Number of amendments to the historical data by academic year**

<b>Academic year in which amendments were made</b>	<b>Number of amendments to data</b>	<b>Percentage</b>
2009 - 2010	36	48%
2010 - 2011	22	29%
2011 - 2012	17	23%

In total, since 11 June 2009 there have been 75 amendments made to the list of historically approved programmes now held by the HCPC. Over half of these amendments, 48, have been to amend the dates between which the programmes ran while 32 new programmes have been added to the list and one validating body has been changed.

32 per cent of these amendments have been regarding educational psychology programmes. Of these amendments 13 have been the addition of a new programme to the list with just under half of those from Scottish education providers. The reason for their initial omission from the data provided is most likely as a result of the split between the division of educational psychology and the Scottish board of educational psychology at the BPS. Similarly counselling psychology accounts for 32 per cent of the amendments to the historical records data of which 73 per cent were changes to the dates of commencement and final graduation. Prior to regulation with HCPC both educational and counselling psychology had relatively complex routes to BPS registration. Prospective registrants were required to attain more than one qualification and provide sufficient evidence of specified periods of specific work that had been completed. As such there are a large number of different elements associated with these historical education and training programmes and this can account for the higher number of amendments to this data when compared to the other five psychological domains.

**Graph 1 Number of amendments to the historical data by psychological domain**

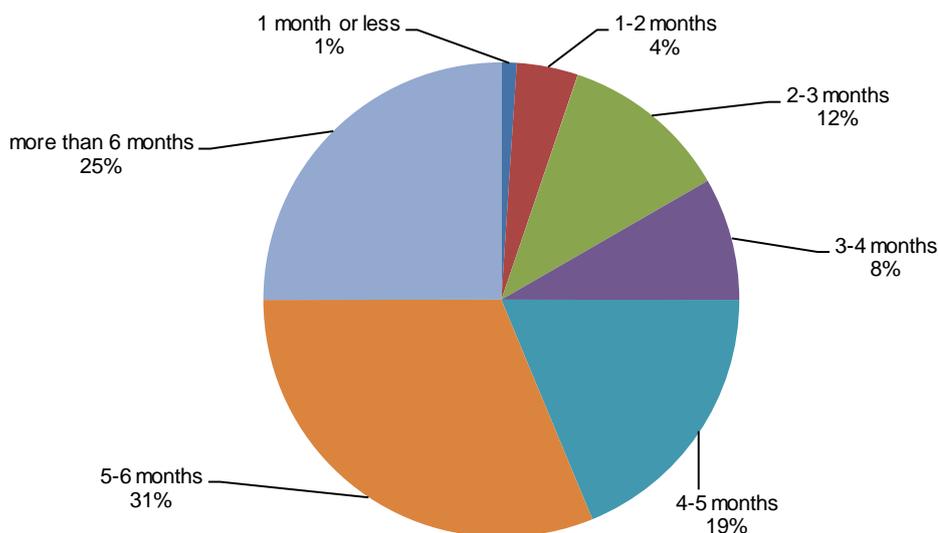


The domain of sports and exercise psychology only has one currently approved programme and has very few historical programmes which provide eligibility to access the register. Therefore it was expected to see that there would be few or no amendments to be made to the data provided by the BPS as there was relatively little detail to transfer. There have only been six amendments to the list of historic forensic psychology and health programmes. This is most likely due to the relatively uniform route to BPS

chartership at MSc level through a higher education institution (HEI) education provider. There are only two other types of education provider with one being the BPS and as such the process of compiling the data would have been less complicated than in other domains.

As graph 2 shows, just under half, 48 per cent, of all amendments to the historical data were made prior to September 2010. This provides further evidence to the suggestion that the reason for the required changes was that the initial data set was incomplete. This is backed up by the apparent lack of accuracy in the initial data set with 64 per cent of the amendments being made to the dates historical programmes were running between. This reinforces the evidence obtained in the qualitative data and highlights how difficult the process of reconciling this information was to obtain the information and ensure that was accurate and up to date. The graph also demonstrates that there has been a steady reduction in the number of amendments being made each year since the Register opened in 2009.

**Graph 2 Number of amendments to the historical data by occurrence**  
**Conclusions**



From the data collected and reviewed there are some clear outcomes. Initially the data transferred from the BPS was not what was expected or required to be utilised effectively by HCPC. This meant that a significant amount of work was required to collate and calibrate the information for use by the Education Department both pre and post the opening of the Register for practitioner psychologists. This work, to ensure that the data is up to date and accurate, was anticipated to have finished by 1 July 2012 when the grand-parenting period for those practitioners wishing to register with the HCPC finished. However, there are still queries which arise and need to be dealt with primarily in relation to the historical data that we hold for PP programmes but these are limited in number and scope, and comparable to queries for all other professions.

There are several aspects from this process of data transfer which can be learnt from and taken forward by the Education Department to aid the efficiency of transfer of any new profession if they were to join the Register.

The first aspect is that the Department should identify the data required and request it in the format that it can be most easily utilised by HCPC. This will then hopefully reduce the amount of time and resource expended in identifying what data has been provided. It should also reduce the amount of work needed to collate the information into a useable format. If the data is provided as requested this should reduce uncertainty from HCPC in terms of the accuracy of data transfer which in turn should lessen the requirement for amending the data once the Register has opened. Secondly the queries log which was put in place for PP's should be put in place as soon as a new profession is on-boarded and the Education Department starts fielding queries. This will enable trends in queries to be identified and allow the department to identify if there are any specific actions which could be undertaken to lessen the workload associated with dealing with the queries. This may lessen the workload for those members of staff dealing with the queries and would also help to identify how best to manage enquiries in respect of communicating with any organisation which may have held the data previously.

## Section three - Approval visits to practitioner psychologist programmes

### Approved Practitioner psychologist programmes

Having collated the data from the BPS, included the new programmes which are now being offered by education providers and clarified the mode in which they are delivered; there are currently 91 PP programmes which have HCPC approval. The initial list of 71 programmes agreed by ETC as part of the transfer increased by 42 per cent to 101 programmes when the process of visits began and the data was closely scrutinised. This was reflected in the previous analysis of emerging trends from the approval of all PP programmes. After all of the visits have been completed this number changed again as 98 programmes were visited 91 of which either still run or are new programmes which have been approved by the HCPC. The reason for this variance can be explained partly by the addition of new programmes, and closure of others, but more significantly by the clarification of the modes of delivery. When transferring the data from the BPS it was often unclear if there was a full time or part time route through a programme, or both. These modes of delivery were often only finally clarified as part of the preparation for a visit or at a visit itself. This again highlights the work that has been done by the whole department to clarify and collate the transferred data since the opening of the Register for practitioner psychologists.

**Table 2 Number of approved programmes**

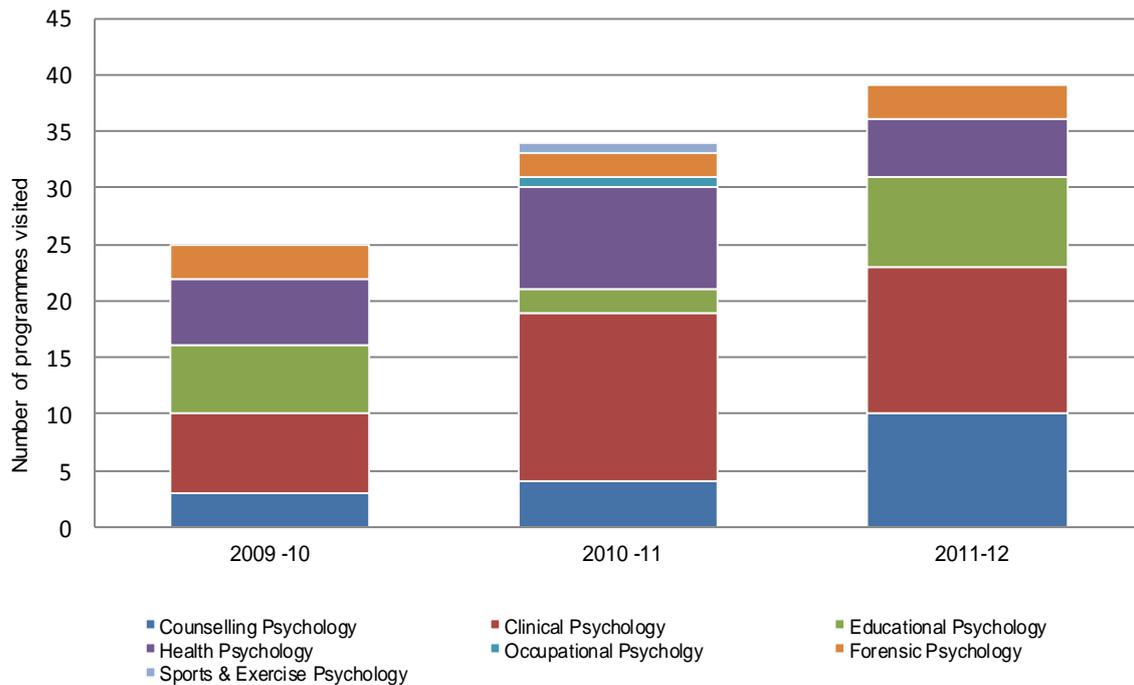
<b>Psychological domain</b>	<b>Number of programmes visited</b>	<b>Number of currently approved programmes</b>
Counselling psychology	17	17
Clinical psychology	35	35
Educational psychology	15	15
Forensic psychology	8	8
Health psychology	21	15
Occupational psychology	1	1
Sport and Exercise psychology	1	1
Total	98	92 <sup>1</sup>

Of the currently approved programmes those in the clinical psychology domain accounts over a third with 35 programmes, some 38 per cent of the total number of approved PP programmes. The counselling psychology domain is the next most common with 19 per cent while educational and health psychology domains together make up just over a third of all approved PP programmes. Programmes in the forensic domain account for only seven per cent while there are only two programmes from the occupational and sport

<sup>1</sup> One approved programme provides eligibility to apply to the register as either a clinical or forensic psychologist and as such is counted twice in the data presented in this paper

and exercise psychology domains combined. As a result these domains while included in this review represent only a small proportion of the programmes visited and approved. As this is the case, where there are trends that are drawn from the data available they may not be representative across all domains of psychology. Therefore, occupational psychology or sport and exercise psychology programmes may be outliers or exceptions to the general trends identified across all of the other domains.

**Graph 3 Number of programmes visited by domain**



Graph 3 shows the distribution of the visits over the three year approval visit schedule that was agreed by ETC in 2009. It demonstrates that there was a 35 per cent increase in the number of programmes visited in 2010-11 when compared with 2009-10 and a further 14 per cent increase in the number of programmes visited in 2011-12. The initial rise is due to the fact that visits to programmes did not commence until January 2010 of the first year of the approval visit cycle and as such the first four months of the academic year saw no approval visits. This is accounted for by the timing of the opening of the register in July, and the requirements of the approval visit process. The approval process requires a six month lead in time to plan, prepare and allocate resources to a visit and, as the sixth month was December when few education providers request visits, the first visits occurred in January 2010. The small increase in programmes visited between 2010-11 and 2011-12 is due simply to the number of programmes seen at each approval visit. While there were four approval visits which looked at multiple programmes in 2010-11 there were seven such visits in 2011-12 this led to an increase of five programmes visited in 2011-12 when compared to 2010-11.

The distribution of the programmes seen per domain was very consistent in 2009-10 so that a good proportion of each was seen in that academic year.

Subsequent years more closely reflect the provision of PP education and training programmes in their different domains and as such the proportions change, with most programmes from the clinical psychology domain being seen each year.

### **Approval visits and outcomes**

As highlighted above, at the end of the approval visit the visitors make a judgement about whether, or to what extent, the programme meets or continues to meet our standards. Their recommended outcome is then sent to ETC which makes the final decision. In order to give the ETC the information required to make this decision, reports are produced detailing the visitors' reasons for making their recommendation. All HCPC reports on programme approval are published at [www.hcpc-uk.org](http://www.hcpc-uk.org) if you would like more information regarding any of the visit reports utilised by this paper please visit our website. A comprehensive list of all the PP programmes visited over the period covered in this paper can be found in appendix 1.

### **Outcomes of visits**

Graph 4 summarises the results of the outcomes of visits to PP programmes which have had a final decision made by the ETC. 91 programmes have either had approval confirmed or had their ongoing approval reconfirmed subject to conditions being met while 6 programmes have had their approval confirmed with no conditions set against them

**Graph 4 Summary of visit outcomes to practitioner psychologist (PP) programmes 2009 – 2012**

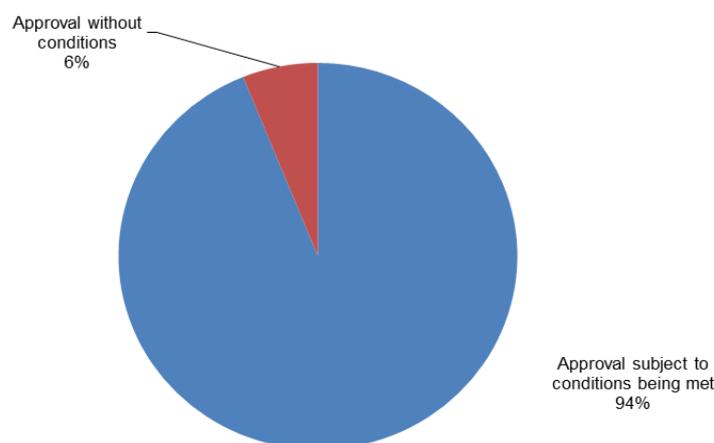


Table 3 compares the data of the visits to PP programmes to that of all approval visits in the academic years 2009-12. The trend which emerges from this is that the visits to PP programmes are very similar in terms of final outcomes to the approval visits to all professions in the 2009-12 academic years. In fact if all of the programmes that are pending their final decision follow the recommendations made then the only difference will be that 1 per cent more PP programmes were approved without conditions when compared to all of the programmes that were looked at in the same period.

**Table 3 Summary of outcomes for PP programmes and all programmes between 2009 and 2012**

<b>Decision</b>	<b>PP programmes</b>	<b>All other programmes</b>
Approval of a programme without any conditions	6 %	5 %
Approval of a programme subject to all conditions being met	94 %	81 %
Non-approval of a new programme	0 %	0 %
Pending	0 %	12 %
Withdrawal of approval from a currently approved programme	0%	0%

Therefore these figures demonstrate that there are no trends specific to PP programmes which have developed when the final outcome has been decided. Indeed it was anticipated that a lower percentage of PP programmes would have been given approval without any conditions due to these programmes lack of experience and familiarity with the HCPC and the approval process. However, this supposition has been proved to be erroneous and in fact the number of PP programmes gaining approval without conditions was slightly higher than that of all of the other professions. This may be explained by the on-boarding of the hearing aid dispenser profession that occurred in 2010 which necessitated the undertaking of approval visits to a number of programmes during this period which were unfamiliar with the HCPC. However, while this may have influenced these statistics there are a relatively low number of approved hearing aid dispenser programmes compared with all other professions and as such the impact on these statistics is likely to have been small. As such these statistics demonstrate that PP programmes are directly comparable to those programmes from all other professions when subject to the approvals process.

## **Conditions**

**Table 4 Number of conditions set on PP programmes and all visited programmes between 2009 and 2012**

	<b>Number of programmes visited</b>	<b>Number of conditions</b>	<b>Average number of conditions per programme</b>
All PP programmes	98	817	8
All other programmes between 2009 and 2012	208	1648	8

Table 4 compares the average number of conditions set against PP programmes with the number of conditions set against all other programmes visited between 2009 and 2012. Once again it is clear that there is little difference between the PP programmes and all of the other programmes that have been visited. Indeed the average number of conditions set on each programme is identical across the three year period.

Again with little or no difference between the PP programmes and all of the programmes visited between 2009 and 2012 there appears to be no trend which indicates that PP programmes performed any differently when subject to the approval process. It also indicates that the number of conditions being set on PP programmes is in line with other professions. This is in line with the qualitative data gathered from the education executives. However, one thing to note is that education executives highlighted that that programme teams delivering PP programmes were often surprised by the number of conditions set on their programmes. This may indicate that while the PP programmes are not performing any differently from other programmes approved by HCPC the education providers' perception of the process might be different. The executives undertaking the visits also highlighted that there was a change in perception as the three year period wore on and the consistency of the outcomes from approval visits filtered through the profession.

**Table 5 Number of conditions set on all programmes 2009-12**

<b>Standard of education and training</b>	<b>Number of conditions set on PP programmes</b>	<b>Average set on PP programmes</b>	<b>Percentage set on PP programmes</b>	<b>Percentage set on all other programmes</b>
SET 1	0	0	0	0
SET 2	134	1	16	18
SET 3	170	2	20	24
SET 4	58	1	7	9
SET 5	312	3	36	29
SET 6	185	2	22	20

Table 5 highlights that for the PP programmes visited there have been significantly more conditions being set against the group of standards in 'SET 5 practice placements' than any other with 72 per cent more conditions placed on it than the next highest group. There have also been a significant number of conditions set against the group of standards in 'SET 6 assessment' and those in 'SET 3 programme management'. When compared to the percentages of conditions set against all programmes between 2009 and 2012 however there is a correlation. As with the PP programmes all of the other programmes had the highest number of conditions set against the groups of standards in SET 5, with those in SET 3 and SET 6 following closely behind.

However, there are discernable differences, not least in the greater percentage of conditions that were placed against those standards in SET 5 and the practice placement elements of PP programmes. From a review of the visitors' reports and the qualitative data from the education executives this can be explained by the nature of some of the domains of psychology and the way in which their practice placements had been arranged historically. For instance when counselling and health psychology programmes are omitted from the data the proportion of conditions set around practice placements accounts for 29 per cent of the conditions set on all other PP programmes which mirrors all other programmes visited between 2009-12 exactly.

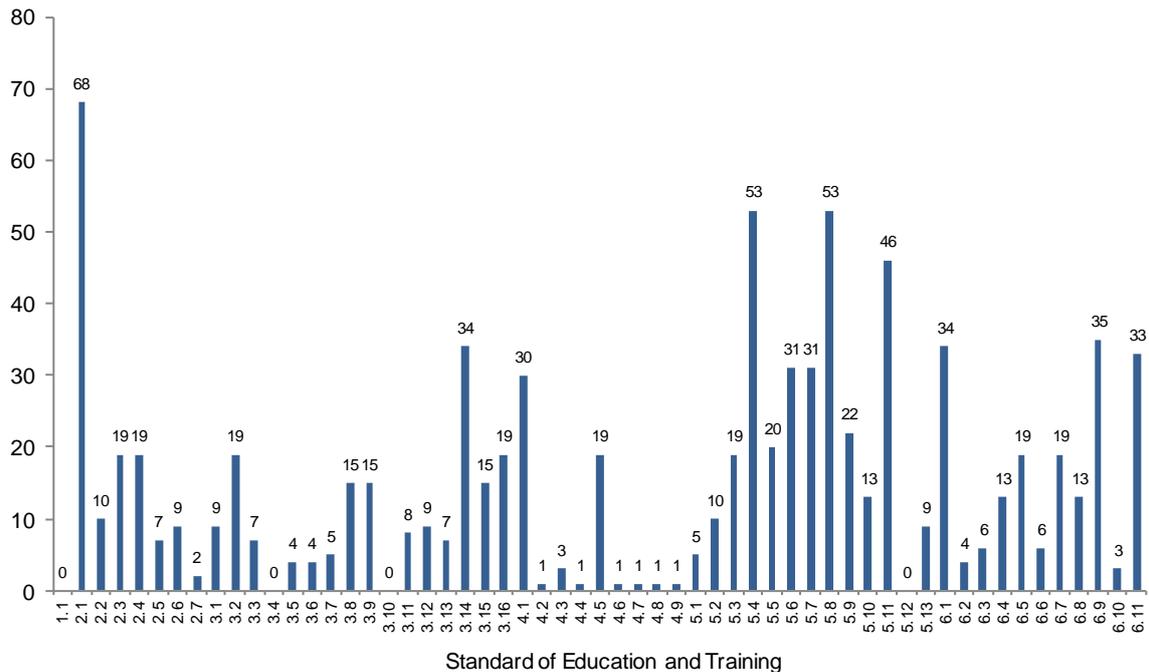
The reason for this can be explained by trends which were noted by education executives which suggested that a number of counselling and health psychology programmes required students to arrange their own placements. This is in contrast to the majority of programmes in other psychological domains where most often the programme team will arrange practice placements for their students. As such visitors often required further information from health or counselling psychology programmes to determine how programme quality assured their students' practice placements. These findings are borne out by the quantitative data which highlights that all but 5 of the 39 health and counselling psychology programmes visited had to provide further evidence for SET 5.4 which requires the programmes to have audit and monitoring mechanisms in place to quality assure practice placements. Indeed of the 312 conditions placed on the standards in SET 5 over 70 per cent (226) were from health and counselling psychology programmes with health psychology accounting for 46 per cent (145) alone.

The second largest variation when comparing the percentage of conditions is for those placed against the group of standards in 'SET 3 programme management'. The proportion of conditions placed against these standards was a four per cent greater for all programmes than for the PP programmes. This can be explained, in part, by the strength in the management of psychology programmes which are typically well resourced for their relatively small cohort numbers. It is also the case that the nature of the psychology profession requires little or no specialist equipment or specialist teaching rooms. This can also account for the reason why SET 3 appears as the second highest set of standards against which conditions are placed for all other programmes between 2009-12 and only third highest for PP programmes over the same period.

It is worth noting that the figures for 'SET 2 programme admissions' and 'SET 4 Curriculum' for PP programmes come out favourably when compared to all other programmes visited between 2009-12. For all of the other programmes nine per cent of conditions were set against SET 4 and 18 per cent against SET 2. This demonstrates that there have been fewer aspects of the curriculum and programme admissions of PP programmes which have needed additional evidence to satisfy the visitors that these SETs are being met.

As before, while there are some aspects which need further clarification there are no significant differences in the performance of PP programmes when compared to all of the programmes visited between 2009-12. The slightly higher number of conditions set against SET 5 can be explained aspects of programmes from particular psychological domains. However there is a positive trend for PP programmes in that there have been fewer conditions set against their curriculum and programme admissions.

**Graph 5 Number of conditions set on visited PP programmes**

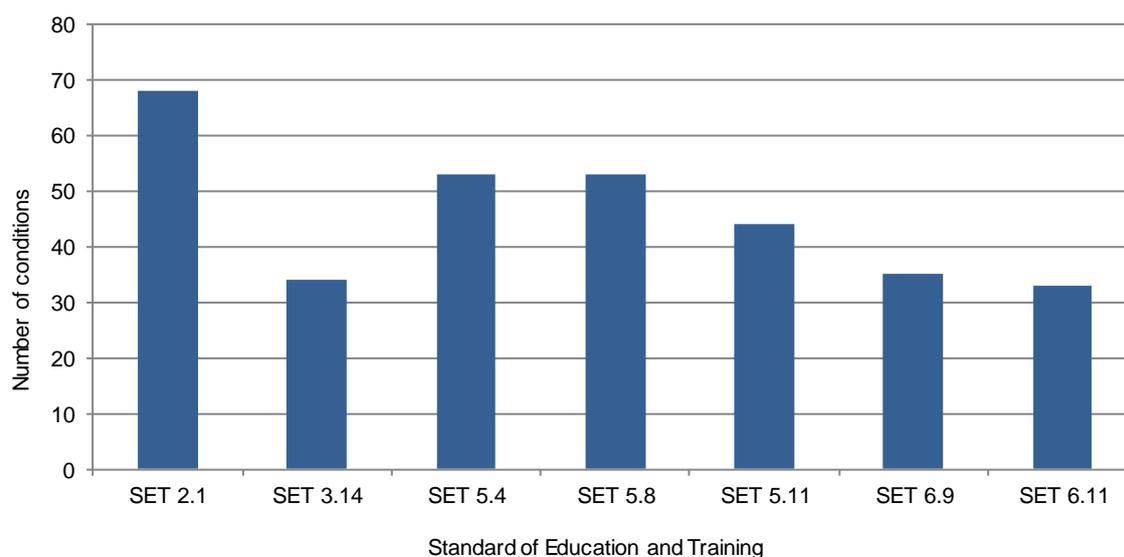


Graph 6 highlights the individual standards against which the most conditions have been set against all of the visited PP programmes. The most significant is SET 2.1 against which 68 conditions have been set. 53 conditions have been set against SETs 5.8 and 5.4, 46 against SET 5.11 with 35 conditions each set against SET 6.9. Data around the specific standards that have conditions set against them have not routinely been compiled since the new standards of education and training were reviewed and implemented in 2009. As such no direct comparison between the PP programmes and all of the other programmes visited during this period can be made utilising the quantitative data available. However the qualitative data gathered from the education executives suggests that there has been no real difference between the conditions set on PP programmes and those set on programmes from other professions with the most common conditions being mirrored across all professions.

SET 2.1 has been the standard against which most conditions have been set. Of these the great majority were set because the programme documentation had used terminology which was not correct when referring to the HCPC and the role of HCPC in approving education and training programmes. The meant that education providers did not make it clear in their information that

completing a programme means students are ‘eligible to apply’ for registration with HCPC. Instead they used phrases like ‘completing this programme entitles you to be registered with the HCPC’ or ‘once you have completed this programme you will be registered’. This is a very common condition and is the one which, from the semi-structured interviews and questionnaires, featured for most programmes between 2009-12. The standards which had the second most conditions set against them, on PP programmes, were SETs 5.4 and 5.8. All of the conditions set against standard 5.4 were requesting further evidence of about how PP programmes quality assure practice placements for their students and the reasons for this are articulated above. The conditions set against standard 5.8 concerned the training undertaken and provided for practice placement educators. Visitors wanted to see how the practice placement educators (who are commonly referred to by the title supervisor on PP programmes) were given the training to ensure they could supervise students effectively. Again, from the qualitative data gathered this is a condition often set on programmes from all professions and not something particular to PP programmes.

**Graph 6 The seven standards of education and training with the highest number of conditions set against them**



SET 5.11 goes hand in hand with SET 5.8 as around half of the conditions set against this standard were requesting more information about how education providers prepared both students and practice placement educators to undertake a practice placement. This meant they were asking for specific information about how the education provider ensured that students and practice placement educators were aware of the processes in place to deal with any situation which may come up while a student was on placement. This includes information about the line management responsibility for the student and what to do in case any issues regarding conduct arose. The other remaining conditions set against standard 5.11 were asking for more information about how the education provider was ensuring consistency when assessing the performance of students on placement. This was usually

because the education provider had not supplied the assessment criteria used to assess students while on placement or had not detailed how the marks from placement were moderated to ensure consistency.

SETs 6.9 and 6.11 had 35 and 33 conditions set against them respectively. These standards are two of the most specific in requiring programme documentation to highlight that aegrotat awards do not confer eligibility to apply to the HCPC Register (SET 6.9) and to highlight that at least one external examiner should be appropriately HCPC registered unless other arrangements are agreed (SET 6.11). Due to the more specific requirements of these standards they often have conditions set against them. SET 3.14 requires that the education provider to ensure that students give consent to participate as service users in practical or clinical teaching sessions. Feedback for the education executives highlighted that this was a standard that education providers often felt that by undertaking a psychology programme students knew that they would be participating in teaching like this and implicitly provided their consent. Therefore conditions were placed on programmes in the great majority of instances to ask for further information about how programmes explicitly gained students' consent to participate in role-play sessions as part of the programme.

**Table 6 Number of conditions by psychological domain**

<b>Psychological domain</b>	<b>Number of programmes visited</b>	<b>Number of conditions</b>	<b>Average number of conditions per programme</b>
Counselling	17	205	12
Clinical	35	170	5
Educational	15	57	4
Forensic	8	65	8
Health	21	352	17
Occupational	1	5	5
Sports and Exercise	1	5	5

Table 7 shows a breakdown of conditions set against programmes by psychological domain. The programmes from the domain of health psychology are those with the highest number of conditions set against them and averaging 17 conditions per programme. The programmes from the counselling psychology domain have an average of 12 conditions set against them while programmes from the forensic domain have an average of 8 conditions set against them. Programmes from the educational psychology domain have an average of 4 conditions set against them which is the lowest of any domain closely followed by clinical psychology with an average of 5. The numbers for occupational psychology and sports and exercise

psychology programmes are presented for completeness but as there is only one programme per domain no trends can be derived from these numbers.

The significant difference in the number of conditions set against health psychology programmes is explained by the methodology health psychology programmes employ in finding and evaluating practice placements for students. The majority of health psychology programmes had conditions set which requested more information about how the education provider approves and monitors practice placements. Because students who are accepted onto health psychology programmes arrive with practice placements they have organised themselves, more information was needed to determine how the education provider assumed the level of responsibility for these placements as expected by HCPC. This 'spike' in the number of conditions has influenced the average number of conditions set against all practitioner psychologist programmes. However it is important to note that while they have had more conditions set against them each health psychologist programme has been recommended for approval or to have ongoing approval reconfirmed subject to conditions.

The other trend to note is the relatively low average of 5 conditions set against clinical psychology programmes and 4 against the educational psychology programmes. The reasons for this would seem to stem from the relatively stable and homogenous programmes that characterise these domains. Both domains have education and training programmes that are co-ordinated and commissioned from either the NHS or the Department for Education which affords the programmes stability in terms of funding. As such while the programmes can differ in the way they are taught and delivered they have been established over a number of years and have been meeting the BPS accreditation criteria for a similar number of years. This means that while there has been a change in the regulator and the regulatory requirements this has not proved to be too challenging a change for these programmes in particular.

### **Visitors' reports**

As highlighted above, following a visit a report is produced which reflects the visitors' findings about a programme, including their recommendation to our ETC, and is sent to the education provider. After a report is sent, the education provider has 28 days to make any observations on it. After these 28 days, the visitors' report and any observations on it made by the education provider are considered by the ETC and the final outcome (including any conditions) are agreed.

After the visits to PP programmes 87 per cent of our visitors' reports were sent to education providers within 28 days of the visit. 28 per cent of visitors' reports were produced in 2 weeks or under while only 13 per cent took over 28 days.

**Table 7 Number of days taken to produce visitors' reports 2009 - 2012**

Number of days	Number of PP reports produced	Percentage of PP reports produced	Number of reports and percentage for all programmes
7 days or less	8	8	22 (7%)
8 -14 days	20	20	43 (14%)
15 - 21 days	32	33	78 (26%)
22 -28 days	25	26	107 (35%)
29 - 40 days	12	12	49 (16%)
41 - 60 days	1	1	4 (1%)
61 days or more	0	0	0

While this is comparable to the reports produced for all other programmes during the same 2009-12 period the figures suggest that the reports for PP programmes were produced consistently faster than for all other programmes. For all other programmes visited between 2009-12 21 per cent of reports were produced in 2 weeks or under and 82 per cent were produced within 28 days. 17 per cent of visitors' reports produced for all other programmes visited between 2009-12 took over 28 days to produce. This highlights that while some reports have taken longer than anticipated, less time was required to ensure that the visitors' reports for PP programmes were completed to the required standard and sent to the education provider on time, when compared with all other programmes that were visited.

Overall only 13 visitors' reports about PP programmes have taken over 28 days to produce with the longest taking 43 days and the shortest taking two days. On average it has taken 20 days to produce a report for a PP programme. This is longer than the aim of 14 days but from the qualitative data, education executives have suggested that it took longer to write the reports to suitably match conditions with the requirements placed on PP programmes due to a lack of familiarity with programmes from this profession initially. It was suggested in the initial review of the approval visits to PP programmes that the time taken to write the reports would reduce. This has been borne out by statistics with the average time taken to produce a report dropping overall and with the average dropping from year to year. The average time taken to produce a visitors report to a PP programme in the first year of visits was 21 days in the second year it was 20 days and the third year it was 18 days.

Table 8 and Graph 7 break down the number of months between visit and the final decision on programme approval for the visited PP programmes. The majority of programmes (75 per cent) were approved within 6 months of their visit. However when compared to all other programmes, this seems to be a low figure as 85 per cent of programmes visited between 2009-12 had a final

approval decision made in the same time period. However, the average time taken for a PP programme to have a decision made about it after a visit was just 4.9 months, which when compared to the 4.6 months for all other programmes visited between 2009-12 meant that there is an average difference of only nine days in getting a final decision made for PP programmes when compared to all other programmes.

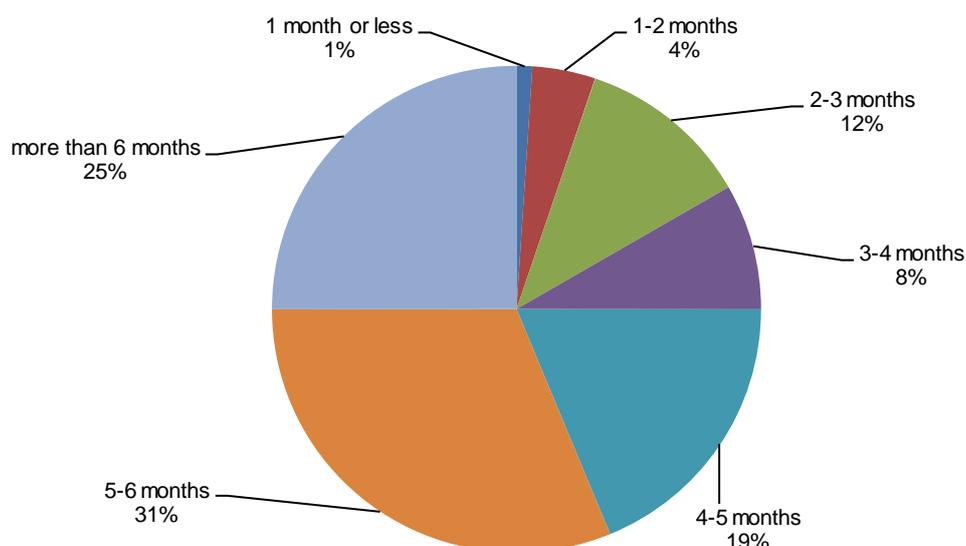
**Table 8 Number of months between visit and final decision on programme approval 2009 - 2012**

Number of months	Number of PP programme decisions made	Percentage of decisions made	Number of decisions made and percentage for all programmes
1 month or less	1	1	5 (2%)
1-2 months	4	4	12 (4%)
2-3 months	11	11	46 (15%)
3-4 months	8	8	57 (19%)
4-5 months	20	20	77 (25%)
5-6 months	31	31	60 (20%)
more than 6 months	24	24	43 (14 )

Only in a very small number of cases can programmes be approved within three months of the visit date and this normally only occurs when few or no conditions have been applied. Most typically education providers are receiving a final decision, as highlighted above, between three to five months from the date of the visit. This duration links to the average time education providers take to initially respond to conditions and also the additional time needed if a second response is required. The Education and Training Committee meet ten times a year so education providers are often able to have approval granted shortly after a recommendation is made by the visitors. However, education providers meeting conditions in December can sometimes see a lag in the final decision owing to a longer gap between meetings.

While only 16 per cent of PP programmes were approved within the three month period, compared 21 per cent for all other programmes, it must be highlighted that only one education provider had to delay their start of a programme and in this instance the delay was anticipated well in advance of the visit happening

**Graph 7 Number of months between visit and final decision on programme approval**



From the qualitative feedback the education executives highlighted the fact that the education providers were very proactive in asking questions and clarifying details around the evidence required to meet conditions. This often happened within the 28 observation period which suggests that the education providers may have felt that this was both a deadline for conditions as well as a period of observation. The education executives also highlighted that while there were often several conditions set on the programmes they were most often requesting more information to clarify a policy or process or to slightly amend documentation. It was highlighted that because of the time taken to clarify requirements with the HCPC this may have contributed slightly to why in some instances it took slightly longer for PP programmes to get a final decision made on their programme than would have originally anticipated.

### **Recommendations**

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval or 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.

Graph 8 shows a breakdown of all of the recommendations made on the visited PP programmes. Overall the number of recommendations was very low with an average of 2 made. While the group of standards under 'SET 3 programme management' had the highest number of recommendations made against them there was no discernable pattern in the type of recommendation or reason why the recommendation was made. The majority of the recommendations suggested that the programmes clarified certain issues around the programme management by including more information in student handbooks. The recommendations around the group of standards under 'SET

2 admissions' again, did not have a discernable pattern. However, most often these recommendations suggested that the programme team clarify, or further highlight, certain aspects of their admissions procedures to aid the process of recruitment or ensure that applicants were fully aware of the process. The recommendations made on standards under 'SET 4 curriculum' and 'SET 5 practice placement' were many and varied and there were no real common threads across either set of standards

**Graph 8 Number of recommendations by standard**

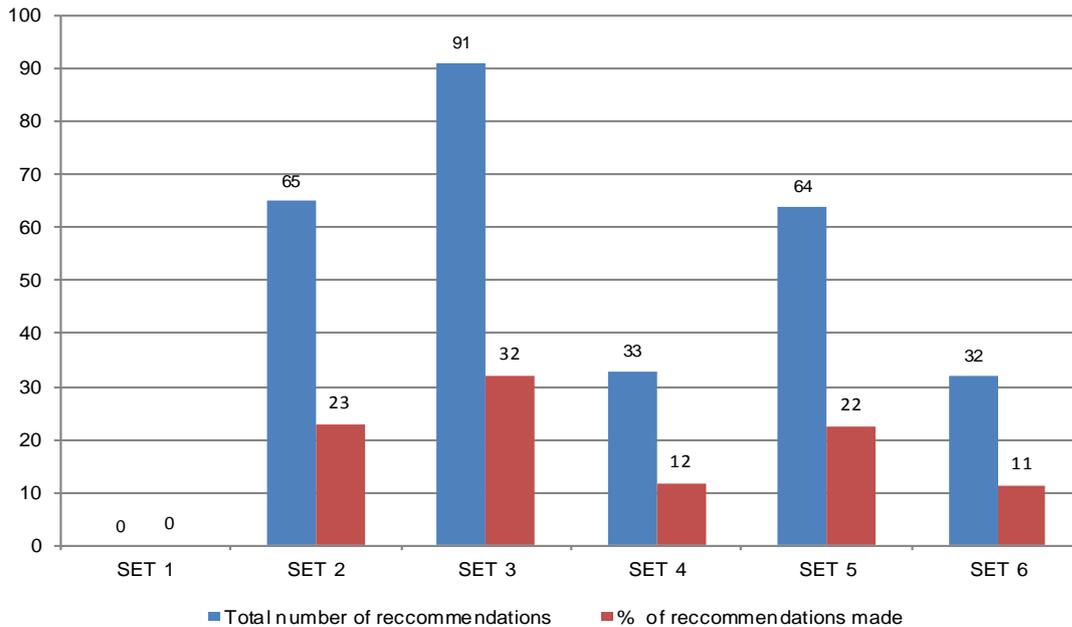


Table 9 breaks down the recommendations made by psychological domain. While occupational psychology programmes have the highest average of number of recommendations set against them, there is only one approved programme so this can be considered an outlier, as highlighted above. Clinical and forensic psychology programmes have the next highest average number of recommendations set against them with four per programme on average. Health psychology and educational psychology programmes have the lowest average number recommendations.

Data around the recommendations set against education programmes have not routinely been compiled by the Education Department and as such there can be no direct comparison made between PP programmes and all other programmes that were visited between 2009-12. Despite this the number of recommendations made on PP programmes is low and while several recommendations have been made there are no discernable patterns to suggest that there are any trends particular to PP programmes.

**Table 9 Number of recommendations by psychological domain**

<b>Psychological domain</b>	<b>Number of programmes visited</b>	<b>Number of recommendations</b>	<b>Average no. of recommendations per programme</b>
Counselling	17	41	2
Clinical	36	129	4
Educational	15	27	2
Forensic	8	28	4
Health	21	51	2
Occupational	1	6	6
Sports and Exercise	1	3	3

### **Conclusions**

From the data collected and reviewed here it is clear that there are no emerging trends which are specific to practitioner psychologist programmes when compared to programmes from other professions regulated by HCPC. Of the 98 programmes visited all had approval or ongoing approval granted subject by the Education and Training Committee. This suggests that the BPS accreditation process previously undergone by these programmes was as robust and thorough as anticipated. As such the programmes have been able to meet the requirements of HCPC by demonstrating how they meet each standard of education and training (SETs).

The number of conditions set against each of the PP programmes has varied but averages out at 8. This is identical to all of the other programmes visited between 2009-12 and reinforces the findings that there are little or no differences between the way the PP programmes performed during the approval process when compared to the programmes from all other professions. The conditions that were set were familiar to the education executives and seemed to mirror those most commonly set on programmes from other professions, again suggesting that there no discernable trend specific to PP programmes when subject to the approvals process. The specific standard against which most conditions were set was SET 2.1. The majority of these conditions were around the use of terminology in programme information and again reflect the outcomes found for all programmes between 2009-12. This again highlights that while trends are emerged they were not specific to PP programmes.

With regard to visitors' reports, there was no need to allocate additional resource to produce reports for PP programmes in comparison to other professions. In fact, despite the qualitative feedback that the education executives have initially found the reports slightly more difficult to produce initially, the reports for the PP programmes were being, on average, produced faster than the reports for all visited programmes between 2009-12. While this did not manifest itself in final decisions being made on PP programmes

quicker than those of all other programmes the average time taken for a final decision to be made was comparable with only nine days difference on average.

## Appendix 1 – list of programmes visited

Education Provider	Programme title	Mode of delivery	Date of approval visit	Current approval status
University of Nottingham	Professional Doctorate in Forensic Psychology	Full time	12/01/2010	Approved
University of Nottingham	Top up Professional Doctorate in Forensic Psychology	Full time	12/01/2010	Approved
University of Plymouth	Professional Doctorate in Clinical Psychology	Full time	02/03/2010	Approved
British Psychological Society	Qualification in Counselling Psychology	Flexible	03/03/2010	Approved
University College London	Doctorate in Clinical Psychology (DclinPsych)	Full time	18/03/2010	Approved
University of Manchester	Educational and Child Psychology (D.Ed.Ch.Psychol)	Full time	13/04/2010	Approved
University of Bristol	Doctorate of Educational Psychology (D.Ed.Psy.)	Full time	21/04/2010	Approved
Institute of Psychiatry	Doctorate in Clinical Psychology (DClinPsy)	Full time	29/04/2010	Approved
University of Birmingham	Applied Educational and Child Psychology (D.Ed.Psy)	Full time	29/04/2010	Approved
Teesside University	Doctorate in Clinical Psychology (DclinPsy)	Full time	12/05/2010	Approved
Tavistock & Portman NHS Trust	Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)	Full time	13/05/2010	Approved
University of Exeter	Doctorate in Clinical and Community Psychology (DClinPsy)	Full time	02/06/2010	Closed
University of	Doctorate in Clinical	Full time	02/06/2010	Approved

Exeter	Psychology				
University of Surrey	Doctorate in Clinical Psychology (PsychD)	Full time	08/06/2010	Approved	
Institute of Education, University of London	Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy)	Full time	16/06/2010	Approved	
British Psychological Society	Qualification in Forensic Psychology	Flexible	22/06/2010	Approved	
University of Leeds	Doctorate in Clinical Psychology (DClinPsychol)	Full time	22/06/2010	Approved	
London Metropolitan University	Professional Doctorate in Health Psychology	Full time	24/06/2010	Approved	
London Metropolitan University	Professional Doctorate in Health Psychology	Part time	24/06/2010	Approved	
City University	Professional Doctorate in Counselling Psychology	Full time	30/06/2010	Approved	
University of Glamorgan	MSc Health Psychology	Full time	08/07/2010	Closed	
University of Glamorgan	MSc Health Psychology	Part time	08/07/2010	Closed	
University of the West of England, Bristol	Post Graduate Diploma in Health Psychology (Professional Practice)	Full time	08/07/2010	Approved	
University of the West of England, Bristol	Professional Doctorate in Health Psychology	Full time	08/07/2010	Approved	
University of Manchester	Doctorate in Counselling Psychology	Full time	18/08/2010	Approved	
University of Bath	Doctorate in Clinical Psychology	Full time	21/09/2010	Approved	
Cardiff University (Prifysgol Caerdydd)	Doctorate in Clinical Psychology (DClinPsy)	Full time	21/10/2010	Approved	

University of Birmingham	Clinical Psychology Doctorate (ClinPsyD)	Full time	09/11/2010	Approved
University of Leicester	Doctorate in Clinical Psychology (DClinPsy)	Full time	12/01/2011	Approved
British Psychological Society	Qualification in Sport and Exercise Psychology (Stage 2)	Flexible	13/01/2011	Approved
University of Hull	Doctorate in Clinical Psychology (ClinPsyD)	Full time	20/01/2011	Approved
Regent's College	Practitioner Doctorate in Existential Phenomenological Counselling Psychology (DPsych)	Full time	27/01/2011	Approved
University of Wales Institute Cardiff	Post Graduate Certificate in Practitioner Health Psychology	Full time	01/02/2011	Approved
University of Wales Institute Cardiff	Post Graduate Certificate in Practitioner Health Psychology	Part time	01/02/2011	Approved
University of Wales Institute Cardiff	Post Graduate Diploma in Practitioner Forensic Psychology	Full time	01/02/2011	Approved
University of Wales Institute Cardiff	Post Graduate Diploma in Practitioner Forensic Psychology	Part time	01/02/2011	Approved
Metanoia Institute	Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)	Part time	09/02/2011	Approved
Queen's University of Belfast	Doctorate in Clinical Psychology (DclinPsych)	Full time	10/02/2011	Approved
University of Southampton	Health Psychology Research and Professional Practice (MPhil)	Full time	16/02/2011	Approved
University of Southampton	Health Psychology Research and	Part time	16/02/2011	Approved

Professional Practice (MPhil)				
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Full time	16/02/2011	Approved
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Part time	16/02/2011	Approved
British Psychological Society	Qualification in Educational Psychology (Scotland (Stage 2))	Flexible	17/02/2011	Approved
Liverpool, University of	Doctorate in Clinical Psychology (D.Clin.Psychol)	Full time	23/02/2011	Approved
Keele University and Staffordshire University	Doctorate in Clinical Psychology (DClinPsy)	Full time	08/03/2011	Approved
Canterbury Christ Church University	Doctorate in Clinical Psychology (DClinPsychol)	Full time	17/03/2011	Approved
Coventry University and the University of Warwick	Doctorate in Clinical Psychology (D.Clin.Psy)	Full time	29/03/2011	Approved
University of Surrey	Health Psychology (PhD) and PG Cert in Health Psychology Practice	Full time	04/05/2011	Approved
University of Surrey	Health Psychology (PhD) and PG Cert in Health Psychology Practice	Part time	04/05/2011	Approved
Oxford Health NHS Foundation Trust	Doctorate in Clinical Psychology (D.Clin Psych)	Full time	10/05/2011	Approved
Lincoln, University of	Doctorate in Clinical Psychology (DclinPsy)	Full time	12/05/2011	Approved
Nottingham, University of	Doctorate in Clinical Psychology (DclinPsy)	Full time	12/05/2011	Approved

Manchester, University of	Doctorate in Clinical Psychology (ClinPsyD)	Full time	17/05/2011	Approved
Essex, University of	Doctorate in Clinical Psychology (DClinPsy)	Full time	24/05/2011	Approved
British Psychological Society	Qualification in Health Psychology (Stage 2)	Flexible	25/05/2011	Approved
British Psychological Society	Qualification in Occupational Psychology	Flexible	07/06/2011	Approved
Southampton, University of	Doctorate in Educational Psychology	Full time	16/06/2011	Approved
Teesside University	Doctorate in Counselling Psychology (DCounsPsy)	Full time	23/06/2011	Approved
Roehampton University	PsychD in Counselling Psychology	Full time	05/07/2011	Approved
University of East Anglia	Doctorate in Clinical Psychology (ClinPsyD)	Full time	22/11/2011	Approved
New School of Psychotherapy & Counselling & Middlesex University	DPsych (Existential Counselling Psychology and Psychotherapy)	Full time	14/02/2012	Approved
Bangor University	Doctorate in Clinical Psychology (D.Clin.Psy)	Full time	21/02/2012	Approved
University College London	D.Ed.Psy Educational and Child Psychology	Full time	23/02/2012	Approved
Queen's University of Belfast	Doctorate in Educational, Child and Adolescent Psychology (DECAP)	Full time	06/03/2012	Approved
Royal Holloway, University of London	Doctorate in Clinical Psychology (DClinPsy)	Full time	06/03/2012	Approved
University of the West of England, Bristol	Professional Doctorate in Counselling Psychology	Full time	15/03/2012	Approved
University of the West of England,	Professional Doctorate in Counselling	Part time	15/03/2012	Approved

Bristol	Psychology				
University of Southampton	Doctorate in Clinical Psychology (DclinPsychol)	Full time	20/03/2012	Approved	
Queen Margaret University	Professional Doctorate in Health Psychology	Full time	22/03/2012	Closed	
Queen Margaret University	Professional Doctorate in Health Psychology	Part time	22/03/2012	Closed	
Cardiff University (Prifysgol Caerdydd)	Doctorate in Educational Psychology (DEdPsy)	Full time	17/04/2012	Approved	
Staffordshire University	Professional Doctorate in Health Psychology	Full time	17/04/2012	Approved	
Staffordshire University	Professional Doctorate in Health Psychology	Part time	17/04/2012	Closed	
University of East London	Professional Doctorate in Counselling Psychology	Part time	17/04/2012	Approved	
London Metropolitan University	Professional Doctorate in Counselling Psychology	Full time	18/04/2012	Approved	
London Metropolitan University	Professional Doctorate in Counselling Psychology	Part time	18/04/2012	Approved	
University of Sheffield	Doctor of Educational and Child Psychology (DEdCPsy)	Full time	24/04/2012	Approved	
Newcastle University	Doctorate in Applied Educational Psychology	Full time	25/04/2012	Approved	
University of Exeter	Educational, Child and Community Psychology (D.Ed.Psy)	Full time	03/05/2012	Approved	
University of Lancaster	Doctorate in Clinical Psychology (DClinPsy)	Full time	09/05/2012	Approved	
University of Birmingham	Doctorate in Forensic Psychology Practice (ForenPsyD)	Full time	10/05/2012	Approved	
University of Birmingham	Doctorate in Forensic Psychology Practice	Part time	10/05/2012	Approved	

## (ForenPsyD)

University of Nottingham	Doctorate in Applied Educational Psychology (D.App.Ed.Psy)	Full time	16/05/2012	Approved
University of Sheffield	Doctorate in Clinical Psychology (DclinPsy)	Full time	16/05/2012	Approved
University of East London	Doctorate in Clinical Psychology (DClinPsy)	Full time	17/05/2012	Approved
University of Hertfordshire	Doctorate in Clinical Psychology (DClinPsy)	Full time	17/05/2012	Approved
University of Surrey	Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD)	Full time	21/05/2012	Approved
City University	Doctorate in Health Psychology (Dpsych)	Full time	07/06/2012	Approved
City University	Doctorate in Health Psychology (Dpsych)	Part time	07/06/2012	Approved
University of East London	Professional Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych)	Full time	07/06/2012	Approved
University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Flexible	07/06/2012	Approved
University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Full time	07/06/2012	Approved
University of Glasgow	Doctorate in Clinical Psychology (DClinPsy)	Full time	19/06/2012	Approved
University of Wolverhampton	Practitioner Doctorate in Counselling Psychology (DcounsPsy)	Full time	20/06/2012	Approved
Glasgow Caledonian University and the University of Strathclyde	D.Psych in Counselling Psychology	Full time	26/06/2012	Approved
Glasgow Caledonian	D.Psych in Counselling Psychology	Part time	26/06/2012	Approved

University and the  
University of  
Strathclyde

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University of Birmingham	Forensic Clinical Psychology Doctorate (ForenClinPsyD) <sup>2</sup>	Full time	28/06/2012	Approved
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Newcastle University	Doctorate in Clinical Psychology (DClinPsychol)	Full time	05/07/2012	Approved
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<sup>2</sup> This programme spans two psychological domains. As such it has been counted twice in the data to maintain a consistent number of programmes when calculating the statistics for this paper.