# Visitors' report

| Name of education provider | British Psychological Society |
|---|---|
| Programme name | Qualification in Educational Psychology (Scotland (Stage 2)) |
| Mode of delivery | Flexible |
| Relevant part of HPC Register | Practitioner psychologist |
| Relevant modality / domain | Educational psychologist |
| Date of visit | 17 – 18 February 2011 |

# Contents

## 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 'Educational 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 at the education provider. This recommended outcome was accepted by the Education and Training Committee (Committee) on 31 March 2011.  At this meeting, the Committee confirmed the ongoing approval of the programme. This means that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC planned to visit the 'Award in Educational Psychology (Scotland)' 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.

During the visit preparation stage the education provider notified the executive that this programme was to be closed. A 'Qualification in Educational Psychology (Scotland (Stage 2))' would replace the existing programme. This visit assessed the new 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 an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

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|---|---|
| Name of HPC visitors and profession | Judith Bamford (Educational psychologist) <br> Andrew Richards (Educational psychologist) |
| HPC executive officer(s) (in attendance) | Ruth Wood |
| HPC observer | Paula Lescott |
| Proposed student numbers | 30 candidates to be enrolled at any one time (on a continuous rolling cohort basis) |
| Proposed start date of programme approval | September 2011 |
| Chair | Kathryn Waddington (City University) |
| Secretary | N/A (Meetings were recorded) |

## 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 | ☒ | ☐ | ☐ |
| Descriptions of the modules | ☒ | ☐ | ☐ |
| Mapping document providing evidence of how the education provider has met the SETs | ☒ | ☐ | ☐ |
| Mapping document providing evidence of how the education provider has met the SOPs | ☒ | ☐ | ☐ |
| Practice placement handbook | ☒ | ☐ | ☐ |
| Student handbook | ☒ | ☐ | ☐ |
| Curriculum vitae for relevant staff | ☒ | ☐ | ☐ |
| External examiners' reports from the last two years | ☐ | ☐ | ☒ |
| Additional information as provided by education provider | ☒ | ☐ | ☐ |

The HPC did not review External examiners' reports from the last two years prior to the visit, the documentation does not exist because the programme is new.

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 | ☒ | ☐ | ☐ |
| Programme team | ☒ | ☐ | ☐ |
| Placements providers and educators/mentors | ☒ | ☐ | ☐ |
| Students | ☒ | ☐ | ☐ |
| Learning resources | ☒ | ☐ | ☐ |
| Specialist teaching accommodation (eg specialist laboratories and teaching rooms) | ☐ | ☐ | ☒ |

The HPC met with candidates who had completed the Award in Educational Psychology (Scotland) as the programme seeking approval currently does not have any candidates enrolled on it.

The HPC did not see specialist teaching accommodation because the nature of the programme means there is no need for education provider located specialist teaching accommodation.

## Recommended outcome

To recommend a programme for 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 the programme is approved.

The visitors did not set any conditions for the programme.

Conditions are requirements that the education provider must meet before the programme can be recommended for 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 two 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 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 have also made a commendation for the programme. Commendations are observations of innovative best practice by a programme or education provider.

Recommendations

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

**Recommendation**: The programme team may wish to consider candidates consent whilst they work with service users during the probationary period.

**Reason**: Documentation and discussion at the visit highlighted that consent protocols for candidates whilst on the programme (participating as service users in practical and clinical teaching) was not required, due to the nature of the taught content of the programme being entirely at the probationary period setting. The visitors were confident that this standard was met.

It was also discussed that consent protocols for service users when being treated by candidates during the probationary period were in place. The visitors noted sessions between candidates and service users could be videoed and used during assessment of the candidates probationary period. The visitors also noted candidates did not give their consent for the session to be videoed and then used for assessment. The visitors felt that if the candidates had to give their consent alongside the service users consent, it would necessitate them to think more about how the session could be viewed by outsiders and therefore could give more importance to the session. The visitors therefore wish to recommend that the programme team consider including candidates consent along with the service user consent protocols already in place.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Recommendation**: The programme team may wish to consider including a 'checklist' of the standards of proficiency for educational psychologists to be used by candidates and co-ordinating supervisors through the probationary period.

**Reason**: Documentation and discussions at the visit included information about the standards of proficiency. Discussions with the candidates and co-ordinating supervisors indicated they felt they were fully aware of the SOPs throughout the programme and confident they were being met at the end of the programme. The visitors were confident that the learning outcomes and the assessment of the programme ensured that those who successfully completed the programme met the standards of proficiency for the educational psychology part of the HPC Register. The visitors noted that whilst all the standards of proficiency were being met, the candidates and co-ordinating supervisors did not have an obvious list of the standards of proficiency to refer to through the probationary period. The visitors, therefore, recommend the programme team consider including a 'checklist' of the standards of proficiency for educational psychologists to allow both the candidates and co-ordinating supervisors to track progress though the probationary period.

## Commendations

The visitors wish to commend the following aspects of the programme:

**Commendation**: The visitors wish to commend the programme for its innovative design and purpose.

**Reason**: The education provider has created this programme which is designed to be used solely for Scottish educational psychologists who wish to further their careers whilst continuing their work. Through experience and practice rather than academic means, this programme will produce qualified practitioners eligible for HPC Registration. The visitors considered this programme to be unique for its specialist provision for the profession and the locale. The visitors felt the education provider, as the professional body, had found a gap in provisions for educational psychology in Scotland and directly addressed this shortfall by introducing this programme providing an alternative to meeting the required practitioner standards when previously there was no alternative. The visitors felt the programme to be crucial in supporting the needs of the profession in Scotland and considered this to be innovative best practice by the professional body.

Judith Bamford
Andrew Richards