

Visitors' report

Name of education provider	University of Manchester
Programme name	Educational and Child Psychology (D.Ed.Ch.Psychol)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Educational psychologist
Date of visit	13 – 14 April 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 '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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 26 August 2010. At the Committee meeting on 26 August 2010, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

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

This visit was part of a joint event. The 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	Trevor Holme (Educational Psychologist) Harry Brick (Clinical Psychologist) Dugald MacInnes (Lay visitor)
HPC executive officer(s) (in attendance)	Paula Lescott
Proposed student numbers	10 per cohort
Initial approval	1 January 2005
Effective date that programme approval reconfirmed from	September 2010
Chair	Pam Vallely (University of Manchester)
Secretary	Nicola Lord (University of Manchester)
Members of the joint panel	Rupal Nathwani (British Psychological Society) Graham Pratt (British Psychological Society) Jane Turner (British Psychological Society) Mary Robinson (British Psychological Society) Elaine Smith (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 38 of the SETs have been met and that conditions should be set on the remaining 19 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 review the programme documentation and advertising materials for the programme (including website information) to follow the guidance provided in the HPC “Regulatory status advertising protocol for education providers”.

Reason: The documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, HPC ‘approves’ educational programmes; we do not ‘accredit’ programmes. It should also be made clear throughout all documentation that HPC approval of a programme does not automatically lead to HPC registration for those who complete the programme but rather to ‘eligibility to apply for HPC registration’ and that anyone who wishes to practise using the title ‘Educational Psychologist’ or ‘Practitioner psychologist’ must be on the HPC register.

In addition, the HPC does not revisit programmes every three years; instead programmes once approved are awarded open-ended approval. Finally, in order for applicants to be fully aware of the requirement to successfully complete the full programme and be aware that there are no exit awards from this programme this information should be clearly stated in the programme documentation.

In order to provide students with the correct information to make an informed choice about whether to join the programme and to prevent confusion for students on the programme the programme documentation must be amended.

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, to ensure that the English-language entry criteria are clear.

Reason: From a review of the documentation submitted it was not clear what the English-language requirements were on entry to the programme. It was also not apparent what International English Language Testing System (IELTS) level was applicable on entry to the programme. At the visit, discussions with the programme team indicated that this should be level 7. The visitors require further evidence to demonstrate that the programme documentation clearly states the English-language requirements on entry to the programme, to ensure that this standard is 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 the health requirements for the programme are clear.

Reason: From a review of the documentation submitted it was not clear what the health requirements were for the programme and how applicants would be informed of these requirements. The visitors could also not fully determine the policy in place and the process for dealing with information regarding health once declared. The visitors require further evidence to demonstrate that the programme documentation clearly states the health requirements, the policy on health on admissions and the process for ensuring that all reasonable steps are taken to keep to any health requirements in order to ensure that this standard is met.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must revisit all programme documentation, including advertising materials, to ensure that the equality and diversity policies and monitoring processes of these policies are clear.

Reason: From the documentation submitted and discussions at the visit the visitors could not determine the exact equality and diversity policy that was in place for the programme. The policy provided was the 'Positive Equality and Diversity Policy' that was dated from 2005 to 2010, and it was not clear if this policy would continue to be applicable after this time. The visitors were also not clear of the exact process in place for collecting information on the application of the policy and for regularly monitoring the effect of the policy. The visitors therefore require further information to ensure this standard is being met.

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 provide evidence to show how the education provider ensures that resources at practice placements will effectively support student learning.

Reason: From discussions with the programme team the visitors could not determine how the programme team ensures that the resources are in place to support student learning in all practice placement settings. From discussions with the students there appeared to be disparity in the resources that were available on placements in year one of the programme, with reports of no access to IT facilities in some cases. The visitors therefore require further evidence that

demonstrates how the programme team ensures parity of facilities on placements around accessing learning resources including workspace and IT equipment.

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 provide the policy on student consent and demonstrate how they ensure that the participation required in the programme and the protocols used to gain consent for this participation are clearly articulated to students.

Reason: From the documentation submitted the policy for obtaining student consent for participation in programme activities was unclear. Following discussions with the programme team it was apparent that students would be expected to participate in practising techniques, group (such as experiential groups), role play and counselling activities in the programme. Following further discussions with the programme team it was apparent that a protocol to cover this matter was currently in development. The visitors need to receive further evidence in the form of a consent policy, the method of obtaining consent (such as a consent form), and details of how students are informed of the participation requirements in the programme to ensure that this standard is being met.

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

Condition: The education provider must demonstrate that there is a process in place for dealing with profession-related conduct in the programme.

Reason: From the documentation provided and discussions at the visit the visitors could not determine the exact process for dealing with concerns about profession-related conduct throughout all aspects of the programme. The visitors require clarification of the process that is in place for dealing with student conduct, the guidance outlining this process and the possible outcomes from these actions. The visitors also require further evidence that outlines the ways in which this information will be communicated to students and placement providers.

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.

Condition: The education provider must submit documentation which clearly articulates how the learning outcomes of the programme are linked with the HPC standards of proficiency to demonstrate how students who successfully complete the programme meet these standards.

Reason: From the documentation submitted it was not clear that the learning outcomes demonstrated that the HPC standards of proficiency were being met in the programme, and how this information was clearly communicated to students,

practice placement educators and the education provider. Within the programme documentation learning outcomes had been linked to the British Psychological Society learning outcomes but HPC requirements were not specified. Therefore it was not clear to all parties involved in the programme that meeting the HPC standards of proficiency was a requirement for successful completion of the programme. Furthermore, from discussion with students at the visit, it was clear that they were not familiar with the HPC standards of proficiency and the requirement to meet these in the profession. The visitors require further evidence to demonstrate that this standard is being met explicitly through the programme documentation.

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 include reference to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.

Reason: In the documentation submitted there were no references to the HPC Standards of conduct, performance and ethics. It was clarified that there was one session in the programme that covered the standards; however this was done as a comparison exercise with the British Psychological Society Codes of conduct. In addition, there were instances in the documentation where references were made to the codes of conduct of the British Psychological Society and the education provider, but not to the HPC Standards of conduct, performance and ethics.

The visitors require further evidence that demonstrates that the HPC Standards of conduct, performance and ethics are taught throughout the programme to ensure that students understand the standards and when they apply. Furthermore, the HPC Standards of conduct, performance and ethics should be referenced where applicable to conduct and ethics matters in the programme in order to direct students to the standards that HPC expects of them once they have joined the profession.

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

Condition: The education provider must provide evidence that demonstrates how they ensure all practice placement settings provide a safe and supportive environment.

Reason: From the documentation submitted and discussions at the visit it was not clear how the education provider ensured that students were consistently prepared for placement experience in the programme. There was an indication that inductions were carried out on placements to provide the students with relevant information, however, from discussions with the students it was apparent that these did not always provide information regarding the policies and procedures in place to ensure student safety. The visitors require further

evidence that demonstrates the process in place to ensure that there is a consistent standard of induction across all placements so that students understand the safety policies and procedures at each placement setting.

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

Condition: The education provider must provide further evidence to show how they effectively approve and monitor all practice placements.

Reason: From the documentation submitted the visitors could not determine how the education provider approves and monitors all practice placements. In discussions with the programme team it was clear that there were some methods in place to initially approve and monitor placements. In order to ensure that this standard is met the visitors require that the education provider provides documentary evidence to formalise the policies and processes for approving placements and details of the systems for ongoing monitoring of placement providers. This evidence should include the education providers' minimum placement criteria for all placement environments (including minimum resources required) and the process for dealing with placement providers if difficulties arise on placement.

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 evidence to show how they ensure all practice placements have equality and diversity policies in place and that students know how to access these.

Reason: From the documentation submitted and discussions at the visit it was not clear how the education provider ensures that relevant equality and diversity policies are in place at all practice placements. The visitors require further evidence that demonstrates the process in place to ensure that this requirement is met by all placements, that students understand how to access these policies and what to do if they experience discrimination.

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

Condition: The education provider must revisit the programme documentation to clearly demonstrate that all practice placement educators undertake appropriate practice placement educator training before they supervise students on the programme.

Reason: From the documentation submitted and discussions at the visit there was differing information conveyed regarding the timing requirements for the training of placement educators. The visitors were concerned that the Fieldwork Learning Agreement stated that practice educators should attend training within

twelve months of a student commencing the placement. Therefore the visitors require revised documentation to clearly articulate the training requirement for the practice placement educators on the programme. The visitors require this information to ensure the practice placement educators are appropriately trained for taking students on this programme in order to ensure parity of experience for students and equality of assessments in placements.

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 submit documentation which clearly articulates how the learning outcomes of the programme are linked with the HPC standards of proficiency, and demonstrates how students and practice placement educators are fully prepared on the requirements of the placements in the programme.

Reason: From the documentation submitted the visitors noted that it was not clear that the learning outcomes demonstrated that the HPC standards of proficiency were being met in the programme, and therefore did not clearly communicate these requirements to students, practice placement educators and the education provider. It was also difficult to determine how all parties involved with placements were provided with information about the assessment procedures on placements, including the implications of, and any action to be taken in the case of failure to progress and expectations of professional conduct on placements. The visitors therefore require further evidence to demonstrate that this standard is being met.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must submit documentation which clearly articulates how the learning outcomes assessed on the programme are linked with the HPC standards of proficiency to demonstrate how students who successfully complete the programme meet these standards.

Reason: From the documentation submitted it was not always clear how the learning outcomes assessed demonstrated that the HPC standards of proficiency were being met in the programme, and how this information was clearly communicated to students, practice placement educators and the education provider. Within the programme documentation learning outcomes had been linked to the British Psychological Society learning outcomes but HPC

requirements were not specified. Therefore it was not clear to all parties involved in the programme that meeting the HPC standards of proficiency was a requirement for successful completion of the programme. Furthermore, from discussion with students at the visit, it was clear that they were not familiar with the HPC standards of proficiency and the requirement to meet these in the profession. The visitors require further evidence to demonstrate that this standard is being met explicitly through all programme documentation.

6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.

Condition: The education provider must submit documentation which clearly articulates how professional aspects of practice are met in the programme.

Reason: From the documentation submitted and discussions at the visit it was not always clear how professional aspects of practice were integral to the programme and in particular how it is ensured that students understand the nature of professional regulation and the responsibilities this involves. This was mainly due to the lack of clarity that the learning outcomes assessed demonstrated that the HPC standards of proficiency were being met in the programme, and how this information was clearly communicated to students. Therefore it was not clear to all parties involved in the programme that meeting the HPC standards of proficiency was a requirement for successful completion of the programme. Furthermore, from discussions with students at the visit, it was clear that they were not familiar with the HPC standards of proficiency and the requirement to meet these in the profession. The visitors require further evidence to demonstrate that this standard is being met explicitly through all programme documentation.

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

Condition: The education provider must revisit the programme documentation to clearly articulate the requirements for student progression and achievement on the programme, and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided and discussions at the visit the visitors could not fully determine the assessment regulations for the programme regarding progression and achievement. The visitors require further evidence that clarifies the policy in place and demonstrates how this information is clearly communicated to the students, practice placement educators and the education provider. This information should also clarify the options available with regards to a failing student on the programme.

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 clearly articulate the policy on aegrotat awards, and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided there was insufficient detail regarding the policy for aegrotat awards for the programme. The visitors need to see evidence that this policy is clearly communicated within the documentation, so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register to ensure 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 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 documentation submitted by the education provider there was insufficient detail in the external examiner recruitment policy. The visitors were happy with the external examiner arrangements for the programme but need to see evidence that HPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate the recognition of this requirement.

Recommendations

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Recommendation: The visitors wish to recommend that the education provider considers providing greater accessibility to the support facilities provided for students on the programme.

Reason: From the documentation provided and discussions at the visit it was clear that there was information and provision in place to support student welfare and wellbeing. At the visit some of the students reported difficulties on occasion in accessing the medical and counselling services in place due to the hours that these were available. The visitors therefore wish to recommend that the education provider explores options for providing greater flexibility in accessing the support facilities for students on this programme. Students could also be made more aware of when and where these facilities were available.

3.13 There must be a student complaints process in place.

Recommendation: The visitors wish to recommend that the education provider considers further communication and signposting of information on the student complaints process.

Reason: From the documentation provided and discussions at the visit it was clear that there was a student complaints process. At the visit the programme team explained that this information was conveyed to the students but from discussions with the students there were some indications of them not being aware of the process or where to access this information. The visitors therefore wish to recommend that the education provider considers further communication and signposting of information on the student complaints process.

6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

Recommendation: The visitors wish to recommend that the education provider considers further communication and signposting of information on the right of appeal process.

Reason: From the documentation provided and discussions at the visit it was clear that there was a right of appeal process. At the visit the programme team explained that this information was conveyed to the students but from discussions with the students there were some indications of them not being aware of the process or where to access this information. The visitors therefore wish to recommend that the education provider considers further communication and signposting of information on the right of appeal process.

Trevor Holme
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