Visitors' report

Name of education provider	University of Nottingham
Programme name	Doctorate in Clinical Psychology (DclinPsy)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Clinical psychologist
Date of visit	12 – 13 May 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 'Clinical psychologist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 13 October 2011. At the Committee meeting on 13 October 2011, 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 programme is delivered and validated in collaboration between two education providers. This visit assessed the programme delivered at the University of Nottingham and at the University of Lincoln. A separate report exists for the programme delivered and validated at University of Lincoln.

The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. 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, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Laura Golding (Clinical psychologist) David Packwood (Counselling psychologist)
HPC executive officer (in attendance)	Ruth Wood
Proposed student numbers	19 per cohort shared between the two education provider delivery sites
First approved intake	September 2005
Effective date that programme approval reconfirmed from	September 2011
Chair	Todd Hogue (University of Lincoln)
Secretary	Alison Wilson (University of Lincoln)
Members of the joint panel	Helen Combes (British Psychological Society) Alison Gold (British Psychological Society) Lucy Kerry (British Psychological Society) Robert Knight (British Psychological Society) Adrian Neal (British Psychological Society)

	Graham Pratt (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	☒	☐	☐
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	☐	☒	☐
Supplementary documents	☒	☐	☐

The HPC reviewed the External Examiners' reports for 2009-2010 prior to the visit. The HPC did not review the External Examiners' reports for 2008-2009 prior to the visit, however, they were provided at the visit itself.

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)	☒	☐	☐

Recommended outcome

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

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

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

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

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

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

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

Conditions

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

Condition: The programme team must revisit programme documentation and advertising materials, including the websites, to include information about accreditation of prior learning (APEL or APL) policies for the programme.

Reason: Documentation and discussions at the visit confirmed that the programme has no provision for accreditation of prior learning (APEL or APL) policies for entry to the programme. The documentation included the clearing house entry website (document A) as programme advertising materials. The clearing house entry website is used for a number of clinical psychology programmes from different course centres across England and Wales. In the entry requirements on the clearing house entry website there was no information that clearly stated APEL or APL policies were not applicable for this programme.

Each education provider delivering this programme has its own website materials for the programme. The information on the education provider's website page for this programme did not state that APEL or APL policies could not be used for this programme. The tender document provided (document T) was the only document which stated there was no provision for APL or APEL policies for this programme.

The visitors were satisfied that the programme does not use APEL or APL policies but were aware this information should be communicated clearly for all potential applicants for the programme. The information should be placed in as many areas as necessary to ensure potential applicants have access to this information. The visitors therefore require advertising materials (the individual education provider's programme website and the clearing house entry website) and programme documentation (such as the programme handbook) to be revised to include this information to ensure that potential applicants have all the information they need to make an informed choice on whether to take up or make an offer of a place on a programme.

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 programme team must revisit programme documentation and advertising materials, including the websites, to include information about compliance with health requirements and criminal conviction checks prior to accepting an offer of a place on the programme.

Reason: Documentation and discussions at the visit confirmed that compliance with health requirements and criminal conviction checks is necessary prior to being offered a place on the programme. The documentation provided prior to

the visit included the clearing house entry website as programme advertising materials. The clearing house entry website is used for a number of clinical psychology programmes from different course centres across England and Wales. In the entry requirements on the clearing house entry website there was a statement that "all offers of a place on the course are dependent on satisfactory criminal record and health checks." (Document A, p4).

Each education provider delivering this programme has its own website materials for the programme. The information on the education provider's website page for this programme did not state that an offer of a place on the programme would be dependent on satisfactory health and criminal record checks.

The visitors were satisfied that the programme has the requirements of the health and criminal conviction checks but were aware this information should be communicated clearly for all potential applicants to the programme. The information should be placed in as many areas as necessary to ensure potential applicants have full access to this information. The visitors therefore require advertising materials (the individual education provider's programme website) and programme documentation (such as the programme handbook) to be revised to include this information to ensure that potential applicants have all the information they need to make an informed choice on whether to take up or make an offer of a place on a programme.

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 programme team must provide further evidence they are planning to take actions to improve the problems they are encountering at this education provider site caused by the lack of confidential space available.

Reason: The documentation provided prior to the visit indicated there were concerns about the programme accommodation at this education provider site. The visitors noted that problems had been identified - "Staff accommodation in Nottingham remains more problematic. The lack of space for confidential consultation and telephone calls, which had been the subject of an accreditation condition, has been addressed through ad hoc rental of office space from an organisation adjacent to Jubilee Campus and increased use of temporarily unoccupied offices. In practice, many non-confidential tutorials are conducted in a public space, the foyer of International House, which is less than ideal" (Annual Report 2009-2010, p7).

During the tour of facilities the visitors noted there was a limited number of office space available for the programme team and it was clear there would be difficulties in having confidential space available when required for the programme. The visitors noted that some rooms were not effectively soundproofed and conversations could easily be overheard from outside the rooms. The visitors also noted some of the walls and doors had glass sections which meant that individuals inside the rooms could be easily seen. Discussions indicated registers of unoccupied rooms were held in order to find available rooms for tutorials and personal tutor sessions. Discussions with the programme

team and students highlighted they were very aware of the issue around the lack of confidential space and were aware that during meetings or phone calls with trainees, clinical supervisors or service users it was likely they would be overheard.

The visitors considered the problems regarding the confidential space available, was an issue for personal tutors, trainees and service users. The visitors considered a programme of this nature to require an amount of personal reflection as part of the required learning of the programme and this therefore could mean there was the possibility trainees would experience personal distress. The visitors agreed it is important for trainees to be able to openly discuss any issues with their personal tutor in a safe, supportive and confidential environment. The visitors considered communications with service users involved with the programme to need a confidential environment as this could involve an amount of personal distress from service users.

The visitors suggest a number of actions could be implemented to improve the situation. They suggest the securing of higher quality soundproofing for walls and doors and acquiring screens for glassed sections of rooms could be cost-effectively accomplished. They suggest the programme team review the current usage of all rooms available and consider making rooms at the corners of the building permanently available for staff to use for ad-hoc personal tutor meetings or for sensitive phone calls. The visitors strongly suggest the programme team look to increasing awareness of the severity of this situation for the senior management team by ensuring the issue is reported through quality assurance processes and through as many committee and reporting structures as possible.

The visitors are aware that there are difficulties when looking at areas outside the remit of the programme team, however they require assurances that the programme team are looking to implement some actions to improve the problems they are encountering at this education provider site caused by the lack of confidential space available.

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

Condition: The programme team must provide further evidence they have plans in place to ensure there are adequate and accessible facilities to support the welfare and wellbeing of students in light of the problems they are encountering at this education provider site caused by the lack of confidential space available.

Reason: The documentation provided prior to the visit indicated there were concerns about the programme accommodation at this education provider site. The visitors noted problems had been identified - "Staff accommodation in Nottingham remains more problematic. The lack of space for confidential consultation and telephone calls, which had been the subject of an accreditation condition, has been addressed through ad hoc rental of office space from an organisation adjacent to Jubilee Campus and increased use of temporarily unoccupied offices. In practice, many non-confidential tutorials are conducted in a public space, the foyer of International House, which is less than ideal" (Annual Report 2009-2010, p7).

During the tour of facilities the visitors noted there was a limited number of office space available for the programme team and it was clear when personal tutor sessions were needed there would be difficulties in obtaining available confidential rooms. The visitors noted that some rooms were not effectively soundproofed and conversations could easily be overheard from outside the rooms. The visitors also noted some of the walls and doors had glass sections which meant that individuals inside the rooms could be easily seen. Discussions indicated registers of unoccupied rooms were held in order to find available rooms for tutorials and personal tutor sessions. The visitors noted while registers may work for planned meetings, for any ad-hoc trainee meetings it would be difficult to find available and confidential space. Discussions with the programme team and students highlighted they were very aware of the issue around the lack of confidential space and were aware that during meetings or phone calls it was likely they would be overheard.

The visitors considered these problems regarding the confidential space available, was an issue for personal tutors and trainees. The visitors considered a programme of this nature to require an amount of personal reflection as part of the required learning of the programme and this therefore could mean there was the possibility trainees would experience personal distress. The visitors agreed it is important for trainees to be able to openly discuss any issues with their personal tutor in a safe, supportive and confidential environment. The visitors agreed it was the programme teams' responsibility as part of the requirement to support the welfare and wellbeing of trainees whilst they are on the programme.

The visitors suggest a number of actions could be implemented to improve the situation. They suggest the investment of money in soundproofing walls and doors and acquiring screens for glassed sections of rooms could be cost-effectively accomplished. They suggest the programme team review the current usage of all rooms available and consider making rooms at the corners of the building permanently available for staff to use for ad-hoc personal tutor meetings or sensitive phone calls. The visitors strongly suggest the programme team look to increasing awareness of the severity of this situation for the senior management team by ensuring the issue is reported through quality assurance processes and through as many committee and reporting structures as possible.

The visitors are aware that there are difficulties when looking at areas outside the remit of the programme team, however they require assurances that the programme team are looking to implement some actions to ensure there are adequate and accessible facilities to support the welfare and wellbeing of students in light of the problems they are encountering at this education provider site caused by the lack of confidential space available.

3.13 There must be a student complaints process in place.

Condition: The programme team must revise programme documentation to clearly articulate all aspects of the students' complaints processes for trainees.

Reason: The documentation provided prior to the visit included the two education provider's formal students' complaints procedures for the programme and the programme handbook. Discussions with the trainees highlighted they were aware the two education providers had student complaints procedures but were uncertain if there were any set procedures which allowed them to contact the programme team to discuss any problems on an informal basis prior to initiating their own education provider's students' complaints procedure. The visitors noted the formal student complaints procedures for both education providers included statements surrounding informal resolutions (Document F, p2 and Document G, p3). The visitors also noted the programme handbook included information about the fitness to practise procedures but did not include the students' complaints procedures. The visitors considered information regarding the informal resolution of any issues to be important information alongside the formal students' complaints procedure information. The visitors suggest the programme team include information about the informal resolution procedures for trainees in the programme handbook and supplement this information with links to the two education providers' formal complaints procedures in order that trainees can find the information pertinent to their 'base' education provider. The visitors therefore require the programme team to revise programme documentation to ensure all aspects of the students' complaints processes are clearly articulated for trainees.

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

Condition: The programme team must provide further evidence to ensure there are appropriate fitness to practise procedures for the programme, in light of the two delivery sites and the need for equitable regulations.

Reason: Documentation provided prior to the visit included information about the fitness to practise procedures in place for the programme. The visitors noted concerns had been raised in the education provider's response to the external examiners reports 2009-2010, "trainees who have been judged as failing to meet standards of professional practice …[were] allowed to continue on the programme following university appeals processes" (p25). Discussion with the programme team indicated the education providers jointly running and delivering the programme have two separate university fitness to practise and appeals procedures which do not take full account of the nature of the separate education providers' procedures. As a result there was the fitness to practise incident noted by the external examiner where a trainee failed an aspect of the programme, instigated extenuating circumstances procedures and had allowances made for them. The trainee then subsequently failed the same aspect of the programme. They then were able to go through processes which did not take account of the extenuating circumstances and so were allowed to remain on the programme.

This concerned the visitors as it indicated that the fitness to practise procedures may not be fit for purpose for this programme. Discussions with the programme team indicated this was a problem they were aware of. The programme must have an equitable process for trainees given the two sites for the programme. The visitors suggest the development of joint fitness to practise and appeal regulations which override the individual education provider regulations be the most appropriate solution for this problem. The visitors also suggest looking at the condition for SET 6.10 alongside this condition as they are closely linked. The fitness to practise procedures should identify and address concerns and allow for an appropriate range of outcomes. The process used must be appropriate to the clinical nature of the programme and the delivery of the programme academically and through placements. The visitors therefore require evidence to ensure there is an appropriate fitness to practise procedure for the programme, in light of the two delivery sites and the need for equitable regulations.

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

Condition: The programme team must provide further evidence of how they ensure all placement settings provide a safe and supportive environment.

Reason: Documentation provided prior to the visit included the placement contract, details that the clinical supervisors have undertaken training and general information regarding clinical supervisors at placements. The visitors considered these to be useful in showing how the trainees are supported at placement. However they judged there to be not enough evidence to show how the education provider ensures the placement settings are safe and supportive environments for trainees. There was no evidence of any risk assessments undertaken or how health and safety policies and procedures are monitored at placement settings. The programme team must maintain overall responsibility for each placement including ensuring the placement setting provides a safe and supportive environment. The visitors were concerned there was no formal method for the programme team to ensure the placement environments are safe and supportive for the trainees. The visitors suggest a method be incorporated into the programmes placement approval and monitoring systems. The visitors suggest conditions for SETs 5.4, 5.6, 5.7 and 5.8 be looked at alongside this condition as they are closely linked. The visitors require the programme team to provide further evidence of how they ensure all placement settings provide a safe and supportive environment.

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

Condition: The programme team must provide further evidence of how they maintain a thorough and effective system for approving and monitoring all placements.

Reason: Documentation provided prior to the visit detailed the placement structures for the programme. There are three NHS trusts which provide

placements for the programme. It was stated that "monitoring and ensuring the quality of practice learning is handled jointly by the Supervisors Subcommittee and by the Senior Clinical Tutors who work closely with supervisors and local service heads / managers to ensure both trainee and service needs are met as far as possible" (Document T, 6.7.6 Monitoring the quality of practice learning).

In discussion at the visit it was indicated the system used for monitoring the placements was via the placement reviews and the Trainee's Evaluation of Placement form. The visitors note that monitoring of this kind would only explore the trainees' placement experience and would not be appropriate to explore each individual placement's qualities and management of the placement. The programme team must maintain overall responsibility for each placement including the management of a formal system to approve and monitor practice placements against criteria set by the programme team.

The visitors are aware that the placements currently used have been involved with the programme for some time. They are also aware that there may be instances when new placements need to be sourced. The visitors were concerned there was no formal system for the education provider to approve and then regularly monitor new placements in order to maintain the safe and supportive environment for the trainees. The approval and monitoring systems can also affect SETs 5.3, 5.6, 5.7 and 5.8 so visitors suggest looking at these conditions together. The visitors require the programme team to provide further evidence of how they maintain a thorough and effective system for approving and monitoring all placements.

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

Condition: The programme team must provide further evidence of how they ensure there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: Documentation provided prior to the visit included the placement contract, a list of clinical supervisors and general information regarding clinical supervisors at placements. The visitors considered these to be useful indicators that the education provider was aware of the need to monitor clinical supervisors. However they judged there to be not enough evidence to show how the programme team ensures there is an adequate number of appropriately qualified and experienced staff at the practice placement setting. There was no evidence that information regarding other staff at the placement setting who could be involved with the trainees' learning was taken into account.

The programme team must maintain overall responsibility for each placement including ensuring there is an adequate number of appropriately qualified and experienced staff at the placement settings. The visitors were concerned there was no formal method for the education provider to ensure there is an adequate number of appropriately qualified and experienced staff at the placement settings. The visitors suggest this be incorporated into the programmes placement approval and monitoring systems. The visitors suggest the conditions for SETs 5.3, 5.4, 5.7 and 5.8 be looked at alongside this standard as they are

closely linked. The visitors require the programme team to provide further evidence of how they ensure there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The programme team must provide further evidence of how they ensure the clinical supervisors have relevant knowledge, skills and experience.

Reason: Documentation provided prior to the visit included the placement contract, a list of clinical supervisors and general information regarding clinical supervisors at placements. The visitors considered these to be useful indicators the education provider was aware of the need to monitor clinical supervisors however judged there to not be enough evidence to show how the programme team ensures the clinical supervisors have the relevant knowledge, skills and experience required to work with trainees. There was no evidence that information regarding clinical supervisors' knowledge, skills and experience was required by the programme team.

The programme team must maintain overall responsibility for each placement including ensuring the clinical supervisors at the placement settings have relevant knowledge, skills and experience to work with the trainees. The visitors were concerned there was no formal method for the programme team to ensure clinical supervisors have the appropriate knowledge, skills and experience to work with trainees. The visitors suggest this be incorporated into the programmes placement approval and monitoring systems. The visitors suggest the conditions for SETs 5.3, 5.4, 5.6 and 5.8 be looked at alongside this standard as they are closely linked. The visitors require the programme team to provide further evidence of how they ensure the clinical supervisors at the placement settings have relevant knowledge, skills and experience to work with the trainees.

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

Condition: The programme team must ensure clinical supervisors undertake appropriate practice educator training prior to working with trainees.

Reason: Documentation and discussions at the visit indicated there were arrangements for training sessions held for the clinical supervisors of this programme. In discussion at the visit it was indicated it was expected that a clinical supervisor undertake the training prior to working with trainees however it was not clear that this was a mandatory requirement. The visitors received a list of clinical supervisors as part of the evidence this standard was met however there was no indication the training undertaken by the supervisors was recorded. The programme team must maintain overall responsibility for each placement including ensuring training of some form has taken place prior to undertaking work with the trainee. The visitors were concerned there was no formal method for the programme team to ensure clinical supervisors had undertaken some form of initial training prior to working with the trainees. The visitors suggest this

be incorporated into the programmes placement approval and monitoring systems. The visitors suggest the conditions for SETs 5.3, 5.4, 5.6 and 5.7 be looked at alongside this standard as they are closely linked. The visitors require further evidence that the programme team have ensured the clinical supervisors have undertaken appropriate training prior to working with trainees.

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

Condition: The programme team must provide further evidence to ensure the procedures for the right of appeal and extenuating circumstances for the programme are appropriate, in light of the two delivery sites and the need for equitable regulations.

Reason: Documentation provided prior to the visit included information about the right of appeal and extenuating circumstances procedures that were in place for the programme. The visitors noted concerns had been raised in the education provider's response to the external examiners reports 2009-2010, "trainees who have been judged as failing to meet standards of professional practice …[were] allowed to continue on the programme following university appeals processes" (p25). Discussion with the programme team indicated the education providers jointly running and delivering the programme have two separate university appeals procedures which do not take full account of the nature of the separate education provider processes. As a result there was the instance noted by the external examiner where a trainee failed an aspect of the programme, instigated extenuating circumstances procedures and had allowances made for them. The trainee then subsequently failed the same aspect of the programme. They then were able to go through the appeals processes which did not take account of the extenuating circumstances and so were allowed to remain on the programme.

This concerned the visitors as it indicated the right to appeal and extenuating circumstances procedures may not be fit for purpose for this programme. Discussions with the programme team indicated this was a problem they were aware of. The programme must have an equitable process which takes into account the differing processes given the two education provider sites for the programme. The visitors suggest the development of joint extenuating circumstances and appeal regulations which override the individual education provider regulations be the most appropriate solution for this problem. The visitors suggest looking at the condition for SET 3.16 alongside this condition as they are closely linked. The processes used must be appropriate to the clinical nature of the programme and the delivery of the programme. The visitors require further evidence to ensure the procedures for the right of appeal and extenuating circumstances for the programme are appropriate, in light of the two delivery sites and the need for equitable regulations.

Recommendations

4.4 The curriculum must remain relevant to current practice.

Recommendation: The programme team may wish to consider incorporating references and links to all HPC publications that are suitable for trainees in the programme documentation where it is appropriate.

Reason: From discussion at the visit and programme documentation seen, the visitors were satisfied this standard was met and that the HPC featured strongly as part of the trainees' learning. The visitors noticed from the programme handbook and the module indicative reading lists there were publications available from the HPC which were not referenced but which could be used to supplement learning. The visitors suggest that by including website links to the publications where appropriate, the trainees' knowledge of the HPC will be broadened and they will remain up to date with the current regulatory status. The visitors suggest publications such as Your guide to our standards for continuing professional development, Guidance on conduct and ethics for students and Guidance on health and character could be cited in several places. The visitors additionally felt website links to the Standards of conduct, performance and ethics and the Standards of proficiency for practitioner psychologists could be more strongly referenced through the documents. The visitors feel the incorporation of more links to the HPC publications would further embed the HPC within the programme and strengthen the learning experience.

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

Recommendation: The programme team may wish to consider ways to further strengthen the advertising used for clinical supervisors' secondary 'refresher' training sessions.

Reason: From discussion at the visit, the visitors noted there had been some difficulties in keeping clinical supervisors informed of the 'refresher' training sessions available. It was noted there had been some changes to the management of the training sessions recently and as a result there was some confusion as to when and where the sessions were being held. The visitors were satisfied 'refresher' training was held regularly however felt there could be other means of advertising the availability of training sessions. The visitors suggest measures such as creating an online advertising website space, sending regular email updates for available sessions or ensuring training is mentioned by the clinical tutor at the clinical visits. The visitors feel by strengthening the clinical supervisors' awareness of training sessions this would encourage attendance.

Laura Golding
David Packwood