

Visitors' report

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| Name of education provider | University of Birmingham |
| Programme name | Clinical Psychology Doctorate (ClinPsyD) |
| Mode of delivery | Full time |
| Relevant part of HPC Register | Practitioner psychologist |
| Relevant modality / domain | Clinical psychologist |
| Date of visit | 9 – 10 November 2010 |

Contents

| | |
|---------------------------|---|
| Contents | 1 |
| Executive summary | 2 |
| Introduction..... | 3 |
| Visit details | 3 |
| Sources of evidence | 4 |
| Recommended outcome | 5 |
| Conditions..... | 6 |

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 16 February 2011. At the Committee meeting on 31 March 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 psychologist 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 education provider and the professional body, outlines their decisions on the programme's status.

Visit details

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| Name of HPC visitors and profession | Ruth Baker (Clinical Psychologist) Peter Branston (Educational Psychologist) |
| HPC executive officer(s) (in attendance) | Mandy Hargood |
| Proposed student numbers | 28 |
| Initial approval | 1 January 1992 |
| Effective date that programme approval reconfirmed from | September 2011 |
| Chair | David Stephenson (University of Birmingham) |
| Secretary | Joyce Peters (University of Birmingham) |
| Members of the joint panel | Chris McCusker (British Psychological Society) Posy Knights (British Psychological Society) Jim Williams (British Psychological Society) Jane Tyler (British Psychological Society) Rupal Nathwani (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 a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 56 of the SETs have been met and that a condition should be set on the remaining SET.

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 did not make any 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

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 provide revised documentation that details how student profession-related conduct issues are communicated between the education provider and the practice placement providers.

Reason: During the meeting with the practice placement providers, they were unclear as to how student profession-related conduct issues were passed forward from the education provider to the next practice placement.

Currently if there is any student profession-related conduct issues, it is logged in the student log book and it is expected that the student will, by showing the log book to the next practice placement provider, pass this information forward.

At the meeting with the programme team it was evident to the visitors that the team were reflecting on this issue and are planning to update the placement documentation to ensure that student profession-related conduct issues will be disseminated to practice placements as the student moves from placement to placement to ensure this important issue is not missed.

Therefore the visitors would like to receive revised documentation to reflect this change and to ensure that this standard is met.

Ruth Baker
Peter Branston