

Visitors' report

Name of education provider	British Psychological Society
Programme name	Qualification in Sport and Exercise Psychology (Stage 2)
Mode of delivery	Flexible
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Sport and Exercise psychologist
Date of visit	13 – 14 January 2011

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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 'Sport and Exercise 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. The education provider has until 28 February 2011 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 31 March 2011. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 28 April 2011. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 9 June 2011.

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 an HPC only visit. The education provider did not validate or review the programme at the visit. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	David Packwood (Counselling psychologist) Sandy Wolfson (Sport and Exercise psychologist)
HPC executive officer	Lewis Roberts
Proposed student numbers	75 (rolling cohort)
Initial approval	1 January 2008
Effective date that programme approval reconfirmed from	
Chair	Paul Hitchings (British Psychological Society)
Secretary	Meetings recorded
Members of the joint panel	Pamela James (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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not see the learning resources or specialist teaching accommodation as the nature of the qualification does not require any specialist laboratories or 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 programme can be approved.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining 5 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.

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 revisit all programme documentation, including advertising materials, to ensure that potential applicants are made aware of any likely additional costs associated with the programme and that they can make an informed choice about whether to take up an offer of a place on the programme.

Reason: From a review of the programme documentation the visitors noted that students may be expected to self-fund a number of additional costs associated with taking up a place on the programme. The visitors noted that the course fees were clearly stated on the programme website. However reference to other potential additional costs such as those associated with annual supervisor fees; costs associated with access to electronic journals, costs associated with indemnity insurance; costs associated with travel to placements and supervisor meetings and costs associated with CRB checks were less clearly stated. The visitors therefore require the education provider to ensure that, as with the course fees, the potential additional costs associated with the programme are clearly stated to demonstrate that this standard has been 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 ensure that resources are available to support student learning in all settings and that they effectively support the required learning and teaching activities of the programme.

Reason: From a review of the programme documentation and from discussions with the students the visitors noted that students are required to evidence the use of journal articles in order to undertake the required learning and assessment on the programme. However, the visitors noted that the education provider does not currently offer this provision to students. The visitors articulated that this lack of resource could affect some students' ability to achieve the required learning outcomes. The visitors therefore require the education provider to demonstrate how and when they intend to offer all students access to journals. The visitors therefore require further evidence to demonstrate that this standard has been met.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must identify where in the programme attendance is mandatory and must demonstrate associated monitoring mechanisms to evidence the time students have spent on placement.

Reason: From discussions with the programme team, students and practice placement educators the visitors noted that student attendance on placements is not formally monitored and that no formal monitoring mechanism is in place to assist practice placement educators in monitoring attendance. The visitors highlighted that this lack of monitoring could impact on the programme team's ability to ensure that all of the standards of proficiency can be met. The visitors therefore require the education provider to provide evidence of a formal monitoring mechanism to ensure that student attendance is monitored in all placement settings. This should evidence the time students spend in a practice placement setting and ensure that students can meet the relevant standards of proficiency.

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 demonstrate how the curriculum ensures that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the programme documentation the visitors note some reference to the HPC's standards of conduct, performance and ethics. However they were unable to find evidence to clearly outline where the HPC's standards of conduct, performance and ethics are referred to in the curriculum and how the education provider ensures that students understand these standards, including how and where they apply. The visitors therefore require additional evidence to identify how the programme team ensure that students on the programme understand the implications of the HPC's standards of conduct, performance and ethics.

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

Condition: The education provider must maintain a thorough and effective system for monitoring placements.

Reason: From a review of the programme documentation and from discussions with the programme team the visitors are satisfied that the programme has a thorough and effective system for approving placements. The visitors did note however that the programme is lacking a thorough and effective system for monitoring placements. The visitors require the education provider to provide evidence of a mechanism that allows students and supervisors to inform the education providers of any changes to the approved placement provision. The visitors require evidence of a robust mechanism that will allow the education provider to continually monitor all placements and evidence that this mechanism will be clearly communicated to students and supervisors.

Recommendations

3.12 There must be a system of academic and pastoral student support in place.

Recommendation: The visitors recommend that as well as the current pastoral relationships between supervisor and student, students are offered an additional source of pastoral support.

Reason: The visitors are satisfied that this standard is met; however, they did note that supervisors play a key role in offering students pastoral support and that this arrangement relies on a positive relationship between the supervisor and student. The visitors recommend that students should be given access to another named person from whom they can seek advice if they don't feel able to speak to their supervisor about pastoral issues. The visitors suggest that this could come from part of a supervisory network, a designated person from the education provider or even someone from outside of the profession.

3.13 There must be a student complaints process in place.

Recommendation: The visitors recommend that the student complaints process is reviewed to ensure that it is accessible and appropriate.

Reason: The visitors are satisfied that this standard is met; however, after a review of the documentation they did note that the only documented mechanism for a student to make a complaint is to make a formal complaint in writing to the education provider. The visitors felt that this could potentially prevent some students from making a complaint because of its formal nature. From discussions with the programme team it was noted that students often phone the programme team directly with concerns. The visitors recommend reviewing the complaints process to make it more accessible to students on the programme.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Recommendation: The visitors recommend that the education provider continues to work toward more peer support mechanisms such as discussion groups.

Reason: From a review of the programme documentation the visitors are satisfied that this standard is met. The visitors noted from discussions with students that undertaking the programme of learning relied on the students' ability to undertake independent and autonomous study. The visitors also noted that the supervisor and student relationship is crucial as it ensures that students develop autonomous and reflective thinking. The visitors recommend that the programme team continues to encourage autonomous and reflective thinking through the mechanisms it already adopts but also considers developing new strategies to encourage more peer support mechanisms such as discussion groups.

David Packwood
Sandy Wolfson

Observation

Education Provider – British Psychological Society
Programme - Qualification in Sport and Exercise Psychology (Stage 2)
Visit date – 13 January 2011

We are happy that the report is factually accurate. However, there is one sentence which we feel may give an unfair impression of the programme which we would ask is amended. Under Recommendations 3.13 the last but one sentence of the 'Reason' paragraph reads "From discussions with the programme team it was noted that students often phone the programme team directly with concerns." This may give an impression that students regularly have concerns, which is not the case. It would be fairer to say "From discussions with the programme team it was noted that students often phone the programme team directly and are able to raise any concerns they may have."

Visitors' report

Name of education provider	Metanoia Institute
Validating body / Awarding body	Middlesex University
Programme name	Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)
Mode of delivery	Part time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Counselling psychologist
Date of visit	9 - 10 February 2011

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Executive summary

The Health Professions Council (HPC) approves 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 'Counselling 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. The education provider has until 15 March 2011 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 31 March 2011. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 25 May 2011. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 9 June 2011.

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 as the professional body considered their accreditation of the programme. The professional body and the HPC formed a joint panel, with an independent chair, 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	Peter Branston (Educational Psychologist) Richard Kwiatkowski (Counselling Psychologist)
HPC executive officer	Ben Potter
HPC observer	Tracey Samuel-Smith
Proposed student numbers	18
Initial approval	January 2001
Effective date that programme approval reconfirmed from	September 2011
Chair	Tracey Cockerton (Middlesex University)
Members of the joint panel	Elena Manafi (British Psychological Society) Yvette Primrose (British Psychological Society) Lucy Kerry (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 47 of the SETs have been met and that conditions should be set on the remaining 10 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 recommendation 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 revisit the programme and admissions documentation to ensure that the terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The visitors noted that the documentation submitted by the education provider contained instances of inconsistent use of terminology in relation to statutory regulation. The visitors noted that there were some instances of the HPC being referred to as a professional body for the counselling psychology profession (Placement handbook, Appendix VII p7; Student programme handbook, p 76.) The HPC is not a professional body and it should be referred to as a 'regulatory body' or 'statutory regulator'. It is also the case that some information (Applicant Information, p3 and p7; Student programme handbook, p28 and p30) was unclear as to the relationship between completion of the programme and registration in that it could be held to imply that registration is automatic upon completion. HPC approval of a programme does not automatically lead to HPC registration for students who successfully complete the programme; rather it leads to 'eligibility to apply for HPC registration'. The visitors considered some of the terminology and the omission of some of the requirements for HPC registration and ability to work as a counselling psychologist could be misleading to applicants and students. The visitors therefore require the documentation to be reviewed to remove any instances of inconsistent or out of date terminology.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider must clarify further the roles and responsibilities of the persons involved in the organisation and supervision of students while they are on practice placement.

Reason: In discussions with the students, practice placement educators and the programme team the visitors identified that there was a comprehensive system in place to organise placements and supervise students while they are on placements. However, the visitors were unclear as to the distinct roles and responsibilities of all of those involved in this process especially as one person could be fulfilling different roles for different students (for example, but not limited to, primary supervisor, primary tutor, placement supervisor, placement manager and placement coordinator.) The visitors were therefore unclear as to how the persons in the different roles interacted with one another and what the process was for dealing with any disagreement which may arise between them in relation to student performance; or conversely what sorts of issues students could legitimately raise with each category of person. This also affects how the programme continues to meet SETs 5.8, 5.9 and 5.11. The visitors therefore require a detailed description and definition of the roles involved in the organisation of practice placements and the supervision of students. They also

require an indication of how specifically the people in these roles interact to ensure that a student is adequately supported and meets the relevant learning outcomes associated with the practice placements.

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 demonstrate how the contract signed by students at the commencement of each academic year ensures that students are giving their consent for participation in practical teaching.

Reason: In discussion with the programme team the visitors identified that the education provider ensures that students grant their consent for participation in practical teaching by including the appropriate protocol in the contracts students sign at the beginning of each academic year. However, a copy of the contract which students sign was not included in the documentation provided prior to the visit. To ensure that this standard is met the visitors would like to see a copy of this contract to identify if appropriate protocols are being used to obtain students' consent.

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 clearly articulate in the programme handbook where the teaching and learning on the programme ensures that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: The visitors noted in the programme documentation, in discussions with students and with the programme team that general standards of conduct, performance and ethics are dealt with in the curriculum. However in discussion with the students it was clear that they were not aware of the implications of the HPC's standards of conduct, performance and ethics. The visitors considered that students should be aware of the implications of the HPC standards of conduct performance and ethics on their time as a student and for their practice in the future. The visitors therefore require evidence to demonstrate that the programme documentation includes sufficient information about the HPC's standards of conduct performance and ethics and where this is delivered in the curriculum. This is to demonstrate that students understand the implications of the HPC's standards of conduct, performance and ethics and that the programme continues to meet this standard.

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 evidence to demonstrate how they ensure that placement providers have equality and diversity policies in place and how the policies are implemented and monitored.

Reason: The visitors noted in the programme documentation, in discussion with the practice placement educators and programme team that the education provider approves and monitors all practice placements. However the visitors articulated that while an equality and diversity policy is requested on the approval form for placements, there was no indication of how this would be pursued by the education provider to ensure that the policy itself existed or was applied. The visitors therefore require more information to determine how the education provider ensures that there is an equality and diversity policy in place at practice placements to ensure that the programme continues to meet this standard.

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

Condition: The education provider must identify what training is available and required to be undertaken by those practice placement educators involved in supervising and managing students while they are on placement.

Reason: The visitors noted in the programme documentation and in discussions at the visit that there was a comprehensive system in place to organise placements and supervise students while they are on placements. However, the visitors were unclear as to the distinct roles and responsibilities of those involved in this process. As this was the case the visitors could not determine what the requirements for training were for all of the various practice placement educators involved in this process and what training provision was offered. The visitors therefore require information regarding what training is offered to those involved in supervising and managing students while on placement. The visitors also require an indication of whether training is a requirement of undertaking any of these roles to ensure that the programme continues to meet this standard.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must identify how they ensure that the practice placement educators are appropriately registered and what mechanisms are in place if this is not the case.

Reason: From the programme documentation and in discussions at the visit the visitors noted that there was a comprehensive system in place to organise placements and supervise students while they are on placements. However, the visitors were unclear as to the distinct roles and responsibilities of those involved in this process and as such could not determine if the practice placement educators were appropriately registered. Therefore the visitors require information to determine how the programme team ensure that students are supervised by appropriately registered practice placement educators, unless other arrangements are agreed. This is to ensure that the students get as consistent and appropriate an experience as possible on placement while gaining sufficient experience to meet the relevant learning outcomes.

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 provide evidence of how they ensure that the practice placement educators involved with supervising and managing students while on practice placement are fully prepared to undertake their role.

Reason: The visitors noted that there was a significant amount of information provided by the programme team for students, practice placement educators and practice placement providers to prepare them for practice placements. However there were no 'external' practice placement educators or providers at the visit. The visitors could therefore not determine if the information provided sufficient preparation for those who were not closely associated with the programme or the education provider. Therefore the visitors require further information about how the programme team ensure that those practice placement educators who are involved with organising and managing practice placements and in supervising students, but are not part of Metanoia or Middlesex University, are fully prepared to undertake their roles. This is to ensure that students get consistent and appropriate experience as possible on placement.

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 clearly state in the programme documentation that there is no facility for an aegrotat award to be conferred on students from this programme.

Reason: In discussion with the programme team the visitors noted that an aegrotat award would not be conferred to any student exiting this programme. However, this standard requires that the programme documentation clearly states this to avoid confusion and possible academic appeal. The visitors therefore require the programme documentation to be updated to clearly specify that an aegrotat award would not be conferred and would not provide students with eligibility for admission to the Register. This is to provide clarity for students and to ensure that this standard continues to be 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 make it clear that external examiners appointed to the programme must be HPC registered unless alternate arrangements have previously been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail concerning the recruitment of external examiners to the

programme. This standard requires that the assessment regulations of the programme states that any external examiner appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HPC requirements regarding the appointment of external examiner to the programme have been included in the relevant documentation to ensure that this standard continues to be met.

Recommendations

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 education provider should consider mapping the relevant standards of proficiency (SOPs) to the learning outcomes of the programme.

Reason: The visitors noted that the programme team had mapped the relevant SOPs for counselling psychologists to the learning outcomes associated with the learning and teaching on the programme. The visitors were therefore content that this standard continues to be met by the programme. However the visitors wished to recommend that the programme team include a mapping of the HPC SOPs against the learning outcomes as they have done for other benchmarks (Student programme handbook, p217-218.) This would be to highlight how and where students were meeting the SOPs throughout the programme and may help raise awareness of the students development throughout their time with the education provider and potentially into the future.

Peter Branston
Richard Kwiatkowski

Dear Ben,

Thank you for your report. My only observation is that the report states that 'the visitors did not make any commendations on the programme'; yet at the final meeting you stated that the HPC does not do commendations - informal discussions with the visitors supported this position. I would therefore be grateful if this could be made clearer in your report. As the report is in the public domain that point is really important, particularly given the substantial commendations received from the BPS visiting team. I would like this response to be available in the public domain.

I look forward to hearing from you in due course.

Best
Vanja

Professor Vanja Orlans
Joint Head of Integrative Dept. &
Programme Leader, DCPsych
Metanoia Institute