

Education and Training Panel

Minutes of the meeting of the Education and Training Panel held as follows:

Date: Friday 28 March 2024
Time: 9am
Venue: Videoconference (Microsoft Teams)
Members: Katie Thirlaway (Chair)
Rebekah Eglinton

In attendance:

Saranjit Binning, Education Quality Officer
Jamie Hunt, Head of Education
Kabir Kareem, Education Manager
Temilolu Odunaike, Education Quality Officer
Tracey Samuel-Smith, Education Manager
Cain Whitehead, Executive Assistant
Helen White, Independent Education and Training Committee member

Agenda

1 Welcome and apologies for absence

- 1.1 The Chair welcomed those present to the meeting of the Education and Training Panel (ETP), including a number of observers. No apologies were received from ETP members.

2 Declaration of conflicts of interest

- 2.1 The following interests were declared by ETP members:

- Katie Thirlaway had been involved in the initial approval of the education programme as a visitor for the HCPC and had previously acted as a supervisor for the programme, noting she was not currently supervising any students undertaking the education programme;
- Rebekah Eglinton was a current member of the British Psychological Society (BPS) and was a current Committee member for a BPS faculty.

- 2.2 These interests were not considered to be conflicts and were therefore noted.

3 Performance review: review period for institutions which have been subject to the performance review process, with provider observations

- 3.1 The ETP considered the information relating to the performance review of the British Psychological Society (BPS).

- 3.2 The ETP noted the following points.

- It had taken some time to conclude the performance review due to an organisational restructure within the BPS and the BPS's decision to phase out three qualifications, which had subsequently been paused pending a member consultation. The consultation was due to conclude in summer 2025.
- The visitors had not been able to determine whether all of the SOPs had been embedded across all qualifications for new learners by the September 2023 deadline.
- There were a number of learners who had been on the programmes for extended periods of up to 17 years and there remained a gap within the visitors' understanding about how the education provider had ensured learners were learning about and being assessed against the relevant SOPs and appropriate current practice.
- The visitors had expressed concerns regarding the likely impact of the programme consultation outcomes on staffing, particularly in relation to

delivering and assessing the programmes and the overall sustainability of the programmes. The extension of the consultation period into summer 2025 had meant it had not been possible to clarify this through the performance review.

- A two-year monitoring period (2025-26) had been recommended due to a lack of externally verified data points.
- The Education team would correct the inaccuracies in the performance review report that had been highlighted in the BPS's observations.

3.3 The ETP was asked to consider approval of the recommended review period of two years (2025-26) for the BPS and to consider approval of the following referrals.

- Referrals to focused review to be undertaken during quarter 1 2025-26:
 - ensuring the revised standards of proficiency (SOPs) were embedded to new learners by September 2023; and
 - relevance of the curriculum to ensure learners could practice safely and effectively in line with current practice.
- Referrals to focused review to be undertaken upon completion of the education provider consultation process:
 - appropriate resources to deliver and assess the approved programmes.

3.4 The ETP noted the observations that had been received from the BPS. The ETP acknowledged that although the education programmes did not follow a taught curriculum, the education provider was required to demonstrate that learners met the relevant SOPs at the time and standards of conduct, performance and ethics on completion of the programmes. Comparable models were identified within other professional bodies that demonstrated the revised SOPs had been embedded through portfolios and competency logs. Work based learning portfolio-based assessments were common across a range of education providers with clear agreed learning outcomes that demonstrated the relevant standards were met.

3.5 The ETP concluded that the focused review referrals were proportionate and appropriate in view of the risks to both patients and learners that had been highlighted in the visitors' report.

3.6 The ETP approved the referrals to the focused review process in line with the visitor's recommendations.

3.7 The ETP noted that the BPS had not submitted learner satisfaction data during the performance review and concluded that direct feedback from learners would provide a good understanding of how the BPS's model was experienced by learners. The ETP requested that the scope of the focused review was expanded to seek feedback from learners about their experience and their confidence to practise given the length of time some learners had been on the programme and the evolving nature of the standards of proficiency.

- 3.8 The ETP approved the recommended review period of two years (2025-26) for the BPS, noting the ongoing work to support education providers to establish data points.
- 3.9 There being no other business, the meeting concluded at 9.40am.

DRAFT