

**The British
Psychological Society**

Promoting excellence in psychology

**Standards for the accreditation of
Doctoral programmes in
educational psychology
in England, Northern Ireland & Wales**

January 2019

www.bps.org.uk/partnership



**The British
Psychological Society**
Partnership & Accreditation

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Introduction

The British Psychological Society ('the Society') is the learned and professional body, incorporated by Royal Charter, for psychology in the United Kingdom. The key objective of the Society is 'to promote the advancement and diffusion of the knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'. The purpose of the Society's accreditation process is to further that objective.

What is accreditation?

Accreditation through Partnership is the process by which the British Psychological Society works with education providers to ensure quality standards in education and training are met by all programmes on an ongoing basis. Our approach to accreditation is based on partnership rather than policing, and we emphasise working collaboratively with programme providers through open, constructive dialogue that allows for exploration, development and quality enhancement.

Benefits of accreditation

Delivering a programme that meets the standards required for accreditation is a significant commitment, and there are many reasons why Society accreditation is worth your investment of time and money:

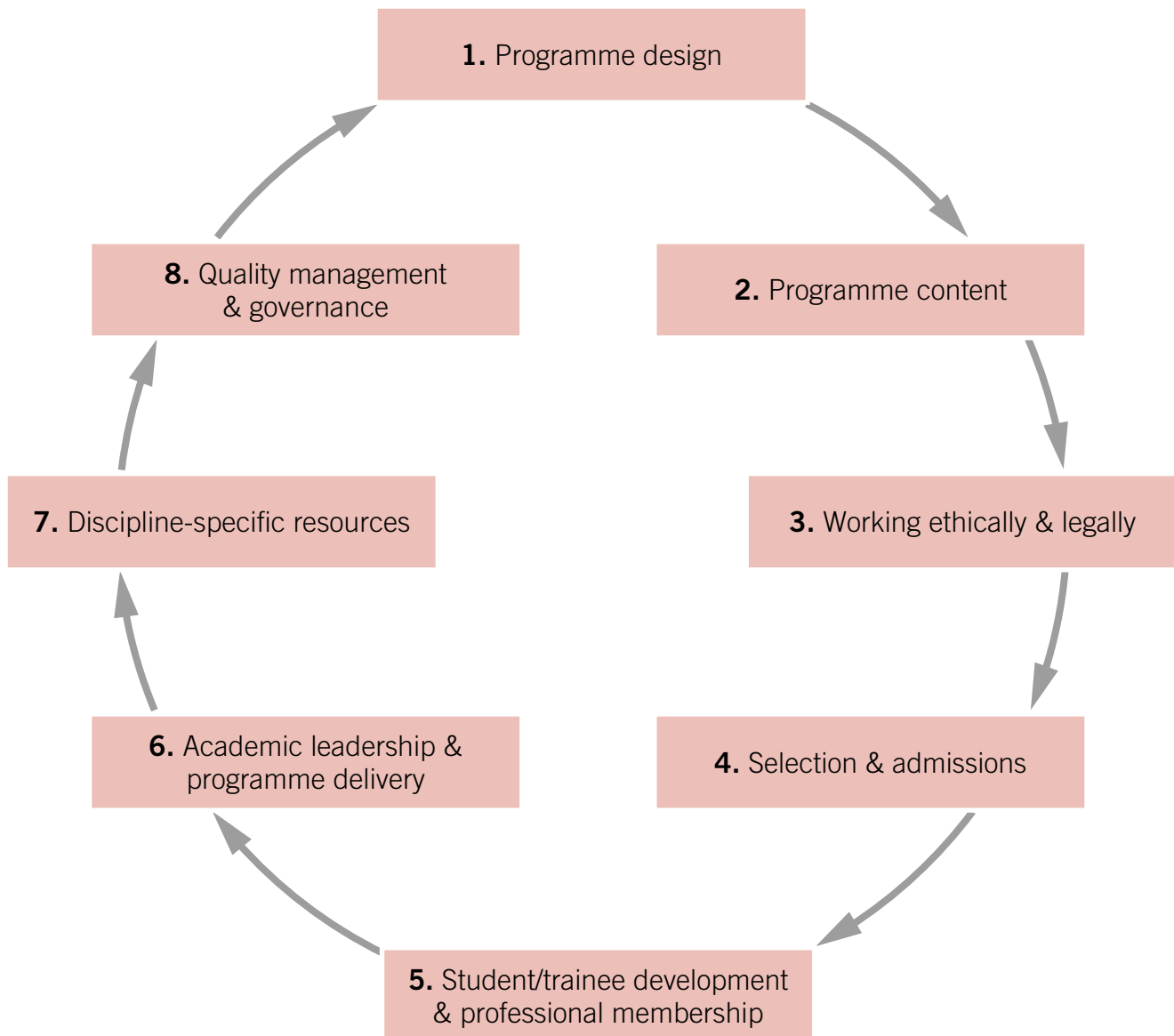
- It is a highly regarded marker of quality that prospective students and employers value.
- It enhances the marketability of your programmes.
- It gives your graduates a route to Society membership, an integral part of students' development as psychologists, or as part of the wider psychological workforce.
- It is a high quality benchmarking process aimed at getting the best out of programmes.
- It provides an opportunity for you and your students to influence the society and its support for education providers and students.
- Together we have a powerful voice in raising the profile of psychology and psychological practice in the UK and internationally.

Our standards

In 2017, the Society's Partnership and Accreditation Committee (PAC) and its constituent Education and Training Committees reviewed the overarching programme standards, with the aim of providing greater clarity and more effective signposting to other relevant guidance in a way that is helpful to programmes when they articulate their work.

Our standards are intended to be interpreted and applied flexibly, in a way that enables programmes to develop distinctive identities that make the most of particular strengths shared by their staff team, or those that are reflected in the strategic priorities of their department or university. During partnership visits, the questions that visiting teams will ask will be designed specifically to give education providers every opportunity to confirm their achievement of the standards.

Our standards are organised around eight overarching standards, **right**.



The standards have been derived following extensive consultation between the Society and education providers, and must be achieved by all accredited programmes. Each overarching standard is followed by a rationale for its inclusion, together with guidance and signposting of other relevant resources.

This document

This document sets out the accreditation standards for the accreditation of programmes in educational psychology in England, Northern Ireland and Wales. The standards came into operation on 1 October 2017.

If you are submitting a new programme for accreditation, or are preparing for an accreditation visit or review, you should read these standards in conjunction with the relevant process handbook. All handbooks can be downloaded from www.bps.org.uk/accreditationdownloads.

Accredited Doctoral programmes meet the requirements for Chartered membership of the Society (CPsychol) and full membership of the Division of Educational and Child Psychology. Such programmes will seek to prepare trainees for professional practice as an educational psychologist. Practitioner psychologists are statutorily regulated by the Health and Care Professions Council

(HCPC), and it is a legal requirement that anyone who wishes to practise using a title protected by the Health Professions Order 2001 is on the HCPC's Register. Programmes will also, therefore, need to seek approval from the HCPC.

Preface

This document sets out what British Psychological Society accredited postgraduate doctorates in Educational Psychology should achieve. Programmes should also note the following:

- 1.** The aim of this document is to specify the standards that programmes should achieve. It is not the Society's intention to reduce the diversity between programmes or impair their flexibility to respond to local and changing circumstances. Therefore, while the Society expects that the required standards are met, it does not seek to be prescriptive in how these standards are achieved.
- 2.** Accredited programmes will also need to be approved by the Health and Care Professions Council (HCPC). The HCPC's role is to assure threshold levels of quality, by ensuring that graduates of approved programmes meet the Standards of Proficiency. The Society's accreditation process is designed to work beyond those thresholds and enhance the quality of training.
- 3.** Although the various aspects of working as a competent educational psychologist are described separately, it is the combination and integration of these components that are particularly important. This is true for both the required outcomes of training and for the process of training.
- 4.** In meeting the requirements of a professional training in educational psychology, programmes should be sufficiently flexible in content and structure to adapt readily to current and future needs, and to the emergence of new knowledge in educational psychology and related fields. They should also play a major part in the identification of future needs and the development of innovative practices. Programmes should refer to the standards and guidelines which are identified and revised from time to time by the Division of Educational and Child Psychology for guidance in relation to the knowledge and skills required for work with specific populations and groups.
- 5.** Programmes will need to work collaboratively with relevant external stakeholders and commissioners to identify and negotiate any particular competencies that need to be included or prioritised, and make decisions about how the standards outlined in this document might best be implemented locally.
- 6.** Education providers may offer two or more programmes in the same branch of applied psychology, and these will be considered as separate programmes.
- 7.** The current accreditation standards have been informed by a number of key documents. These have included Divisional and Society guidance in relation to knowledge and skills required for good psychological practice. The guidance produced by the National Association of School Psychologists, the American Psychological Association, the Currie Report (2002), and national legislative, policy and strategy initiatives also informed the development of these standards.

The core training of an educational psychologist in England, Northern Ireland and Wales: Statement of intent

Educational Psychology is both a profession and a scientific activity. Educational psychology transcends the psychology of children's development and education: It is centrally concerned with the psychology of education and making use of psychological methods that are themselves educational. Educational psychologists (EPs) have been trained not only to be critical consumers of research and emerging knowledge, but also to contribute to the development of knowledge and skills by undertaking research benchmarked at doctoral level. Educational psychology has a recent history of developing, refining and evaluating psychological methods that support the development of skills and knowledge amongst other professions and practitioners.

EPs recognise the diversity of the social, economic and cultural context of their work. It is important, therefore, that they adhere to well-grounded procedures, and ethical and legal frameworks. Awareness and understanding of these issues are vital ingredients in the training of educational psychologists and underpin the development of the core curriculum. The British Psychological Society accepts responsibility for the development and review of this curriculum.

EPs work with children and young people from 0–25 years of age. To do this successfully involves working with adults, teachers, other professionals, parents and carers, families and groups, and with organisations and communities. EPs work in specialist and generic services, with a wide range of education, health, and social care providers (e.g. local authorities, schools, preschool settings, social care, third sector and independent providers), and in a variety of settings. EPs have statutory duties in relation to individuals with special educational needs and disability. EPs are mindful of the legitimate right of all service users to have access to continuing education, employment and leisure activities, and the importance of social and educational inclusion.

The key foundations for all services provided by EPs are therefore:

- to develop and apply psychological theories and research that relate to practice;
- to promote improved outcomes for all service users taking account of their context and needs
- to share understanding of diversity in development and learning; and
- to adhere to professional practices that are legal, ethical and conform to the best standards of evidence available at the time.

Educational psychology training in England, Wales and Northern Ireland is, accordingly, configured as a postgraduate, doctoral, three year, full-time training programme. Accredited and approved training promotes transferable knowledge and competencies relevant to working across a very wide range of educational, social care, health and other community settings.

In their training, EPs learn how to reduce educational disadvantage and psychological distress, and to enhance and promote positive development, learning and psychological wellbeing through the systematic application of psychological theory and research. Interventions are developed that aim to promote autonomy, educational and social inclusion and wellbeing, and to empower and enable those in educational settings, thus minimising exclusion and inequality.

The available evidence suggests that different interventions work for different individuals or groups. It also highlights the central importance of high quality inter-personal skills for successful educational psychology practice. EPs are trained to work with and support others – parents, teachers and other professionals whose involvement is crucial in effecting change for children and young people.

Defining features of the EP are, therefore:

- the capacity to provide consultation (oriented towards increasing understanding and solutions); and
- the ability to gather information, synthesise, select and address different ways of intervening, as appropriate to the needs and choices of the service user.

EPs have an important preventative function, for example in protecting and improving quality of service provision. There are huge social and financial costs for society when children and young people encounter difficulties with learning, communication, behaviour or wellbeing/mental health. It is, therefore, important to ensure that there are sufficient numbers of qualified educational psychologists to contribute to developing and improving early intervention for potentially vulnerable groups in society, and that the standards of training are continuously reviewed and revised in light of changing circumstances.

Overview of the accreditation standards

The standards outlined in this document highlight the training requirements necessary to enable the graduate educational psychologist to practise as described in the statement of intent above. Whilst the Standards of Proficiency, regulated by the Health and Care Professions Council (HCPC) assure quality thresholds for safe practice, the accreditation standards outlined here are designed to promote quality enhancement. Graduates of accredited programmes who have attained these enhanced standards will be eligible for Chartered status through full divisional membership of the Division of Educational and Child Psychology.

The key features of the new accreditation standards include:

- definitions of optimal professional standards at both a theoretical/ academic level and an applied/ practice level translated into the competencies required for contemporary educational psychology practice, obtained through cross-profession consultation using the Delphi technique;
- a curriculum which is contemporaneous, relevant to current educational and societal demands, informed by the evidence base, and adapted to specific social contexts;
- an emphasis on knowledge and understanding of child development, learning, educational and family systems;
- more detail on key aspects of practice such as consultation and collaboration with service users and carers;
- recognition that culturally competent/informed practice is fundamental to EP practice in today's diverse and global society;
- delineation of competencies required for adaptation and delivery of complex evidence-informed psychological, educational and therapeutic interventions at the individual, family, group and systems levels, incorporating routine evaluation of outcomes; and
- a focus on high-quality educational psychology service delivery and working as an organisational change agent within multi-professional practice.

Programme standard 1: Programme design

The design of the programme must ensure that successful achievement of the required learning outcomes is marked by the conferment of an award at the appropriate academic level.

- 1.1 Credits and level of award:** Doctoral programmes seeking accreditation against the requirements for Chartered membership of the Society (CPsychol) must comprise 540 credits, and must result in the award of a level 8 qualification (level 12 in Scotland).
- 1.2 Duration and location of studies:**
 - 1.2.1** For postgraduate professional training programmes in psychology, the total period of study must be no less than three years full-time (or the equivalent part-time). For stage two Doctoral programmes, where recognition of existing competence is awarded, the minimum period of supervised professional practice to be undertaken by trainees is two years full-time (or the equivalent part-time).
 - 1.2.2** The Society does not stipulate a maximum study period within which an accredited programme must be completed.
 - 1.2.3** Up to one third of the total credits of an accredited UK programme may be undertaken outside of the UK. Where a greater proportion is undertaken abroad, we consider this to be a separate programme requiring separate accreditation.
- 1.3 Award nomenclature:** The education provider must ensure that the title of any award accurately reflects the level of trainees' achievements, represents appropriately the nature and field(s) of study undertaken and is not misleading, either to potential employers or to the general public.
- 1.4 Assessment requirements:**
 - 1.4.1** Programmes must have in place an assessment strategy that maps clearly on to programme and module learning outcomes, incorporates a wide range of formative and summative assessments, and which reflects trainees' development of knowledge and skills as they progress through their studies. Each of the competencies specified in Programme standard 2, below, must be assessed at the appropriate level.
 - 1.4.2** Accredited postgraduate programmes must stipulate a minimum pass mark of 50 per cent for all modules that contribute to the accredited award where quantified marking is employed. No compensation across modules is permissible.
 - 1.4.3** Programmes must have a clear set of published regulations relating to assessment which are readily accessible and understood by applicants, trainees, staff, supervisors and internal and external examiners. The criteria for passing or failing the programme must be explicit, together with any fall-back awards criteria. These regulations and assessment criteria must relate clearly to the programme's learning outcomes.
 - 1.4.4** Assessment practices should be fair, valid, reliable and appropriate to the level of the award being offered. Assessment should be undertaken only by appropriately qualified staff, who have been adequately trained and briefed, and given regular opportunities to enhance their expertise as assessors.

- 1.4.5** Programmes should have effective systems in place in order to quality assure, ratify or mediate assessment decisions. This typically involves systems of internal moderation, external examiner review of standards and failure decisions and an exam board which can oversee and, where appropriate, make decisions on pass/fail recommendations.
- 1.4.6** Programmes must provide written guidelines on criteria for failure in the assessment of all components of the programme. The criteria must be clearly related to the programme's required learning outcomes. In general, the whole period of training should comprise work that is of an acceptable standard. If a trainee has failed an assessment of competence, but been allowed to continue in training, then there must be a clear mechanism for extending the period of training, if necessary, to ensure that there is an opportunity for acceptable standards of practice to be reached and for core competencies to be acquired.
- 1.4.7** Assessments must give appropriate weighting to professional competence. The Programme Director(s) must take responsibility for ensuring that there are adequate procedures to ensure that trainees who are incompetent or whose behaviour is unethical do not obtain a qualification in educational psychology. There must also be mechanisms to ensure that such trainees should be identified as early as possible in the programme, and are not allowed to continue if remedial action is ineffective. These procedures should, as far as possible, be consistent across those used by the university and trainees' placement providers.
- 1.4.8** Education providers should have in place policies and procedures to deal thoroughly, fairly and expeditiously with problems which arise in the assessment of trainees. Programmes must have an explicit appeals procedure, consistent with university and employers' procedures, for considering formal appeals from trainees who fail to satisfy the examiners. Trainees should be made aware of the process they should follow if they wish to pursue an appeal at the beginning of the programme.
- 1.4.9** Mechanisms should exist to consider the relevance of extenuating circumstances with respect to decisions about student progression. However, these should not compromise assessment decisions regarding attainment of learning outcomes.

1.5 Inclusive assessment:

- 1.5.1** Education providers should have inclusive assessment strategies in place that anticipate the diverse needs and abilities of students.
- 1.5.2** Where reasonable adjustments need to be made for disabled students, these should apply to the process of assessment, and not to the competencies being assessed.

1.6 Assessment procedures:

- 1.6.1** Education providers should ensure that detailed and up to date records on trainee progress and achievement are kept. Throughout a programme of study, trainees should receive prompt and helpful feedback about their performance in relation to assessment criteria so that they can appropriately direct their subsequent learning activities.
- 1.6.2** Programmes should use a range of assessment methods, formative and summative, as appropriate to assessing the learning outcomes related to

academic knowledge, clinical practice, research competencies and personal and professional development.

1.6.3 In addition to methods of assessment of practical skills which are based on how the trainee disseminates their work orally and in writing, systematic assessment tools must be in place for evaluating trainees' practical competencies *in vivo*. This means that, as part of the assessment of trainees' competence, they should be observed, and the outcome of that observation should contribute to the overall assessment process – either discretely or as part of a larger assessment unit (e.g. placement ratings). Programmes may choose observational assessment tools or protocols that are most appropriate for their context. How these are applied may also vary and some possible examples of application are provided below:

- supervisor or programme staff observation and assessment of clinical practice (e.g. psychometric and other approaches to assessment, intervention);
- supervisor or programme staff observation of simulations related to the above (e.g. role plays involving service users, colleagues or actors);
- supervisor or programme staff assessment of recordings of practice (audio or video) and/or transcriptions of the same.
- supervisor or programme staff observation and assessment of non-therapy skills (e.g. performance in multidisciplinary team, presentations, training).

1.6.4 In addition to observation and assessment by supervisors or programme staff, programmes are also encouraged to work with service user and carer colleagues to design ways in which their feedback may be incorporated into the assessment process.

Rationale for inclusion

The Society has clear expectations about teaching, learning and assessment on accredited programmes, and the provisions that should be built into the design of those programmes to ensure quality. The standards outlined above will ensure that those seeking entry to specific grades of Society membership on the basis of having completed an accredited programme have met the stipulations set out in the Society's *Royal Charter, Statutes and Rules*.

Guidance and signposting

- Part A of the UK Quality Code addresses Setting and Maintaining Academic Standards, and signposts relevant qualifications and credit frameworks, as well as guidance on the characteristics of different qualifications. Providers may also find it helpful to refer to a further five chapters from Part B of the Quality Code (www.qaa.ac.uk):
 - Chapter B1: Programme Design, Development and Approval
 - Chapter B3: Learning and Teaching
 - Chapter B6: Assessment of Students and the Recognition of Prior Learning
 - Chapter B9: Academic Appeals and Student Complaints
 - Chapter B11: Research Degrees
- The Health and Care Professions Council sets out its requirements around programme design and delivery and assessment in its Standards of Education and Training (SETs 4

and 6; www.hcpc-uk.org/education). Information on the threshold level of qualification for entry to the HCPC Register is provided in SET 1.

- The Society's standards require that all accredited stage one MSc and Doctoral programmes stipulate a minimum 50 per cent pass mark for all modules that contribute to the accredited award. Some providers operate a standard 40 per cent pass mark for their postgraduate programmes; accredited programmes will need to seek variation from the provider's standard regulations in order to meet this requirement. Graduates who do not achieve the necessary 50 per cent pass mark for all modules contributing to the accredited degree should receive an alternative award to enable them to be distinguished from those who have achieved the expected standard.
- The Equality Challenge Unit has produced guidance on *Managing Reasonable Adjustments in Higher Education*, which providers may find helpful (www.ecu.ac.uk).
- The Society's accreditation standards make provision for trainees to undertake some study or placement time abroad as part of their programme (up to one third of the total credits of the accredited programme). Study abroad opportunities may not be available for all trainees, and arrangements will vary across different providers. Where study abroad opportunities are available, the UK provider must ensure that the study abroad being undertaken allows trainees to cover all of the required curriculum and competencies appropriately by the time they have completed their programme (though not necessarily in the same way as others on their cohort), and that this learning will effectively support their progression. More detailed information is available in our guide to studying abroad on an accredited programme, which can be downloaded from www.bps.org.uk/internationalaccreditation.
- Where more than one third of the total credits for the programme are undertaken outside of the UK, the Society considers this to be a separate programme requiring separate accreditation. Information regarding the Society's international accreditation process can be found at www.bps.org.uk/internationalaccreditation.
- The Society does not specify a maximum study period for an accredited programme. It is expected that individual education providers will have in place regulations governing the maximum permissible period of time that may elapse from initial enrolment to completion, regardless of individual circumstances, to ensure the currency of their knowledge, their competence, and the award conferred upon them.

Programme standard 2: Programme content (learning, research and practice)

The programme must reflect contemporary learning, research and practice in psychology.

2.1 Programme content requirements

2.1.1 Programmes must enable trainee educational psychologists to apply their psychological understanding and knowledge in partnership with a diverse population of children, young people, their families/carers and services specified below in a range of contexts and settings, to promote their psychological wellbeing and enhance their educational opportunity. Their work will be based upon a fundamental acknowledgement of the importance of promoting equal opportunities practice. Thus, on successful completion of an accredited programme of study in educational psychology, trainee educational psychologists will have knowledge and understanding of a range of psychological theory, evidence, method, research and practice and the ability to apply psychological methods, insights and interventions in work with a diversity of clients, problems and contexts. The broad learning outcomes of doctoral training are specified below.

2.1.2 Overarching goals, outcomes, ethos and values for all programmes include the following:

By the end of their programme, trainees will:

1. apply appropriate psychological assessment, intervention and evaluation: identifying needs and promoting change with individuals and groups through the application of psychological knowledge of child and adolescent development and specialist knowledge including those related to special educational needs and disability;
2. develop partnerships and effective collaboration with the interacting systems of families, schools, communities and other agencies, to bring about positive change;
3. understand the influence of community and institutional ethos and culture, educational curricula, communication systems, management and leadership styles, on psychological wellbeing and learning;
4. develop and apply effective interventions to promote psychological wellbeing, to raise educational standards and social, emotional and behavioural development generally, and specifically for gender, minority and low socioeconomic status groups, tackling the underachievement of vulnerable groups, promoting inclusion and reducing social exclusion, supporting policy development and managing organisational change;
5. develop and apply appropriate psychological assessments and interventions based on an appraisal of the influence of the ecology of the learning environment on the experiences of thinking, learning and behaving in a range of educational and other settings for both individuals and groups;
6. conduct research and evaluation to identify practice that maximises impact and enables the profession to develop its knowledge base;

7. manage a personal learning agenda and self-care, and engage in monitoring of professional effectiveness and impact; and
8. be critically reflective, self-aware, and able to transfer knowledge and skills to new settings and situations.

2.1.3 In meeting the requirements of a professional training in educational psychology, programmes should be sufficiently flexible in content and structure to adapt readily to current and future needs and to the emergence of new knowledge in educational psychology and related fields. They should also play a major part in the identification of such needs and the development of innovative practices. The core competencies listed below achieve these aims, and will enable programmes to work to a common overarching curriculum which meets the broad learning outcomes listed above.

2.1.4 The core competencies for Doctoral programmes in Educational Psychology in England, Northern Ireland and Wales are as follows:

1. Promoting development and education

By the end of their programme, trainee educational psychologists will:

- a. understand individual differences in developmental progression by demonstrating knowledge of theories of psychology relevant to:
 - cognitive development and learning;
 - language and communication;
 - social emotional development and behaviour;
 - mental health;
 - physical and sensory development; and
 - literacy and numeracy learning
- b. demonstrate knowledge and understanding of the structures and systems to support learning and development, for children, young people and young adults aged from 0–25 years.
- c. demonstrate knowledge and application of pedagogic practices and their conceptual and evidential bases, taking account of normal progression and development, and the modifications necessary to support effective learning and development for children, young people and young adults with special educational needs and disabilities (SEND).
- d. demonstrate knowledge of biological, cultural, and social influences on learning, cognitive, and developmental processes, and application of evidence-informed curriculum and instructional strategies.
- e. demonstrate understanding of biological, cultural and social influences on development, and knowledge of evidence-informed strategies to promote social-emotional functioning and mental health.
- f. demonstrate knowledge of school and systems structure, organisation and theory; general and special education; technology resources; and evidence-informed educational practices that promote academic outcomes, learning, social development, and mental health.

- g.** demonstrate skills to work collaboratively with children, young people and the adults who care, work and plan for them to develop and implement practices and strategies to create and maintain effective and supportive learning environments.
- h.** evidence an understanding of issues relating to mental capacity and consent in relation to work with 16–25 year olds.
- i.** demonstrate knowledge of parenting and family functioning and evidence working in partnership with parents and carers.

2. Personal and professional values, ethics and skills

By the end of their programme, trainee educational psychologists will:

- a.** demonstrate professional and ethical practice which adheres to the British Psychological Society's *Code of Ethics and Conduct* and the HCPC *Standards of Conduct, Ethics and Performance*.
- b.** apply knowledge of, and demonstrate the ability to operate effectively within, the legal, national and local frameworks for educational psychology practice.
- c.** work ethically and effectively at an appropriate level of autonomy, with awareness of the limits of competence, and accepting accountability to relevant professional, academic and service leaders/managers.
- d.** demonstrate awareness of role boundaries and limits to legitimate professional expertise.
- e.** challenge views and actions judged potentially harmful to the child/young person.
- f.** demonstrate knowledge and understanding of safeguarding policy and procedures for children, young people and vulnerable adults in order to intervene and support appropriate others.
- g.** take appropriate action to address and resolve tensions where there is a conflict between personal and professional values and policy/cultural expectations for professional practice.
- h.** demonstrate the ability to identify and communicate personal values and reflect honestly on the implications for their professional practice.
- i.** ensure that they seek, secure and make effective use of supervision, consultation and other resources to improve and extend knowledge, understanding and skills.
- j.** demonstrate awareness of personal health and wellbeing and seek support as appropriate, sharing relevant information regarding health status or personal circumstances which may hinder effectiveness with the appropriate person (e.g. service manager and/or supervisor), with due consideration for personal-professional boundaries.
- k.** be able to recognise unethical or malpractice and follow the appropriate organisational policies and procedures to respond.

3. Diversity and cultural differences

By the end of their programme, trainee educational psychologists will:

- a.** demonstrate appreciation of diversity in society and the experiences and contributions of different ethnic, socio-cultural and faith groups.
- b.** demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice.
- c.** take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions.
- d.** be aware of attitudes to impairment and disability and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families.
- e.** demonstrate knowledge and understanding of different cultural, faith and ethnic groups, and how to work with individuals from these backgrounds in professional practice.
- f.** demonstrate knowledge and understanding of gender and sexuality and the impact of stigmatising beliefs.
- g.** demonstrate understanding of the impact of inequality, socioeconomic and cultural status and disadvantage and the implications for access to resources and services.

4. Consultation

By the end of their programme, trainee educational psychologists will:

- a.** demonstrate knowledge and understanding of models of psychological consultation that are evidence-informed.
- b.** demonstrate effective interpersonal and communication skills that enable them to consult with children, families and other professionals (e.g. effective listening, a non-judgemental stance, empathy, acting as advocate).
- c.** demonstrate competence in using consultation to respond to needs and concerns at individual, group, class and whole organisation levels.
- d.** demonstrate skill in offering a clear explanation of the model and process of consultation being used.
- e.** demonstrate use of a transparent, systematic problem-solving approach within the consultation process.
- f.** demonstrate the ability to monitor and evaluate the effectiveness of their own consultations and interventions.
- g.** demonstrate skill in empowering consultees and in working collaboratively, identifying the strengths and skills of others that can be utilised.
- h.** use evidence-informed person centred approaches to ensure that children, young people and other consultees are appropriately included

within the process and are able to contribute to plans and decisions that are made for them.

5. Psychological assessment and formulation

By the end of their programme, trainee educational psychologists will:

- a. select from a range of methods of assessment and data collection (e.g. norm-referenced, curriculum based, ecological, interview, observational data), relevant to presenting concerns and other information about the child/young person/group.
- b. have a thorough knowledge of psychometric theory which has relevance to psychological assessment (e.g. classical test theory, item response theory, sources of error and bias, reliability, validity and effect sizes).
- c. use and interpret psychological and educational assessments cautiously and ethically, in light of additional information and within a systematic, ecological problem solving framework.
- d. draw on assessment information to develop an integrated formulation which draws on psychological theory and research.
- e. work to develop psychological formulations in collaboration with children and young people, parents, school staff and other service users.
- f. integrate assessment information from a range of sources into a concise formulation that informs decision making and any subsequent action/interventions.
- g. demonstrate the ability to communicate assessment results and their interpretation to diverse audiences, clearly, concisely and effectively avoiding jargon wherever possible, both orally and in writing.
- h. present the rationale for the assessment methods selected and be able to justify any decisions about how assessment outcomes are reported (both orally and in writing).

6. Psychological intervention and evaluation

By the end of their programme, trainee educational psychologists will:

- a. demonstrate critical knowledge of theory and research on effectiveness of psychological and educational interventions at the individual, family, group and systems levels.
- b. synthesise, use and share assessment information to negotiate and develop action plans to address learning, social, physical and mental health outcomes for children and young adults with diverse abilities and needs.
- c. demonstrate the ability to identify and plan suitable evidence-informed interventions, drawing on relevant assessment information and formulation.
- d. reflect on and revise interventions in response to monitoring data and service user feedback.
- e. Incorporate appropriate therapeutic techniques and processes when working directly with children, young people and families, and identify

and implement evidence-informed psychological interventions to promote mental and emotional wellbeing.

- f. establish agreed criteria to evaluate response to intervention (using qualitative and /or quantitative measures) and set up appropriate monitoring arrangements.
- g. evaluate outcomes of intervention and offer formative and summative feedback to key stakeholders (including the child/young person).
- h. draw on evidence-informed strategies to improve outcomes for children and young adults by promoting collaboration and partnership between parents, school and community agencies.
- i. design interventions which balance applications of research evidence with concern for ecological validity, feasibility, and acceptability to service users, with a focus on positive outcomes.

7. Service delivery and organisational change

By the end of their programme, trainee educational psychologists will:

- a. demonstrate knowledge of the legislative context for service delivery.
- b. demonstrate knowledge and understanding of key legislation, central to supporting commissioning authorities and services used by children and young people to meet their statutory responsibilities and to fulfil the educational psychologists' statutory role including the production of high quality psychological advice.
- c. identify and understand policies, structures and accountability systems in a range of educational settings (e.g. early years, school, further education, youth justice) to ensure effective service delivery for all children.
- d. contribute to the analysis, development and maintenance of effective and supportive learning environments for all children and young people in a diverse range of settings.
- e. demonstrate the capacity to adapt practice to different settings e.g. early years, primary and secondary schools, colleges of further education, youth justice and other public service and third sector settings.
- f. work effectively with a range of professionals from health and social care backgrounds (e.g. speech and language therapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) staff, social workers) and have an understanding of their knowledge base so that collaborative working is enhanced by identification of distinctive and complementary areas of practice.
- g. demonstrate knowledge of theoretical and research perspectives on organisations, systems and the process of organisational analysis and change, and work in collaboration with fellow professionals to bring about change, through policy and systems development.
- h. contribute a distinct psychological perspective within multi-professional teams and organisations.

- i. demonstrate knowledge and understanding of the history of educational psychology and how political, social and economic factors and influences have shaped the development of the profession of educational psychology.

8. Training and development

By the end of their programme, trainee educational psychologists will:

- a. undertake needs analyses to check commissioner expectations and critically appraise contextual influences on training content, delivery, monitoring and evaluation.
- b. develop 'bespoke' training with clear, defensible, psychological foundations to address the training needs of service users and commissioners.
- c. prepare, develop and/or deliver training carefully attuned to participant needs, drawing on explicit instructional and adult learning theories.
- d. negotiate, design and implement evaluation of training against derived outcomes both for the participants and for the group intended to benefit from the implementation and application of the knowledge and skills addressed.

9. Research and enquiry

By the end of their programme, trainee educational psychologists will:

- a. demonstrate knowledge of paradigms and methods appropriate for research in the field of educational psychology.
- b. critically evaluate research and produce systematically conducted research syntheses to inform practice and policy decisions.
- c. develop a critical understanding of research design, including the rationale for choice of alternative techniques, the formulation of 'researchable' questions and appropriate alternative approaches to research.
- d. plan and conduct rigorous research i.e. identify research questions, demonstrate an understanding of ethical issues, choose and implement appropriate methods and analysis, report outcomes and identify appropriate pathways for dissemination, including publication.
- e. develop critical understanding of the philosophy of research, including alternative epistemological positions to provide a context for theory construction and refinement.
- f. develop a critical appreciation and understanding of advanced methods relevant to applied psychological research.
- g. apply research skills in professional practice, demonstrating knowledge of a range of approaches to service/organisational review, evaluation and audit.
- h. promote the place of enquiry and empirical research as a method that can support and inform decision-making processes for key partners such as educational settings, local authorities and other relevant organisations.

- i. disseminate research to a range of audiences, through presentation and writing research reports and contribute to the professional knowledge base.

10. Transferrable skills

By the end of their programme, trainee educational psychologists will:

- a. generalise and synthesise knowledge and experience to enable application and adaptation in different settings and novel situations.
- b. demonstrate self-awareness and work as a reflective practitioner.
- c. engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and continuing professional development (CPD).
- d. demonstrate strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary.
- e. engage in and learn from interactive supervision processes.
- f. demonstrate effective interpersonal communication skills across a range of settings and activities (including use of interpreters, taking account of their strengths and limitations).
- g. demonstrate effective reporting and recording skills across a range of settings and activities.
- h. demonstrate effective personal and professional management and organisational skills.
- i. demonstrate effective management of professional relationships, contributing to and fostering collaborative working practices.

2.1.5 The structure of training

1. It is essential that programmes provide a broad, balanced, and integrated experience in training that enables trainee educational psychologists to achieve the required learning outcomes.
2. Programmes must provide a broad, balanced, and developmental set of academic, research and practice experiences throughout the three years of training. The academic component needs to provide an integrated curriculum supporting the practice and research training. The research training needs to be carefully planned and have sufficient time devoted to it to enable trainee educational psychologists to conduct doctoral research at a postgraduate level and to be in a position to make original contributions to the knowledge base of the profession and education practitioners.
3. Throughout the programme, at least the equivalent of one a day per week should be available for private study.
4. The following sections provide a framework for training; however, it should be noted that the role of the educational psychologist encompasses work with a broad and diverse group of clients and partners and takes place in a variety of contexts. Initial training provides foundation skills and knowledge across a broad range of learning experiences appropriate for entry to the profession.

5. Supervision is a critical component of safe, effective, reflective, ethical psychological practice and needs to be gained across a range of clients, contexts, formulations and interventions. The settings can be defined for the purposes of training by one or a combination of factors (e.g. child, young person, vulnerable adult, teacher, school staff, family, classroom, community, learning difficulties, emotional wellbeing, consultancy, organisational change).
6. An important feature of educational psychology training is that generalisable and transferable competencies are developed. The evidence for this development is provided by reference to the core competencies listed in this document across a range of settings in which educational psychology services are provided. However it would be impossible to demonstrate these competencies across all possible settings and combinations of settings. Thus the demonstration of these competencies is indicative rather than prescriptive. Moreover, programmes generally and trainees specifically will vary in emphases and strengths. A sufficient range of experience must be attained; however to evidence this transferability of practice and the trainee must have the opportunity to gain the range of experiences required to demonstrate competence. Competencies therefore may be demonstrated in a range of situations/settings and their attainment must be closely monitored and available within a practice placement portfolio.
7. It is important to recognise that the scope of educational psychology is broad and that initial training can only provide a foundation for the range of skills and knowledge that is demonstrated by a skilled practitioner. Further skills and knowledge will need to be acquired through continuing professional development.
8. Teaching and learning experiences and professional experience activities should provide broad and balanced coverage of the working contexts of educational psychologists (e.g. different phases of education, a wide range of pre-school education providers, health and social services provisions, voluntary and independent provisions), the full age range of clients, and experience of working with culturally diverse populations. Training should provide experiences of different styles of working including direct, indirect and multidisciplinary approaches.

2.2 Teaching and learning:

2.2.1 A clear programme specification must be in place that provides a concise description of the intended learning outcomes of the programme, and which helps trainees to understand the teaching and learning methods that enable the learning outcomes to be achieved, and the assessment methods that enable achievement to be demonstrated with adequate breadth and depth. The programme specification (and any module specifications) must include learning outcomes that reflect the specific programme content requirements outlined above, and must be discussed and accepted by the major stakeholders of the programme.

- 2.2.2** Education providers must be able to document the intended programme and module learning outcomes, and the ways in which these are mapped on to the programme content requirements outlined above.
- 2.2.3** Programmes must have a statement of orientation and values that underlie their programme specification. In addition to articulating learning outcomes and an assessment strategy that reflect the competencies outlined in this handbook, programmes must be able to show how their orientation and values inform their teaching and learning strategy.
- 2.2.4** Trainees are entitled to expect a learning experience which meets their needs, and which is underpinned by competent, research-informed teaching, and a supportive and enabling learning environment.
- 2.2.5** Programmes must meet the following specific curriculum requirements:
- 1.** Programmes should have an academic syllabus and a coherent plan for organising and presenting the material to be covered. The academic syllabus and plan will reflect the programme specification and will be designed to help trainees achieve the learning outcomes set out in the programme specification and the core competencies. The content of curricula should reflect relevant and up to date psychological knowledge and skills, ensuring that contemporary psychological practice and research is promoted. Programmes should be able to demonstrate how the syllabus has been informed by general and specific guidance such as: DECP policy (including good practice guidelines); National Association of Principal Educational Psychologists (NAPEP) publications; recognised practice guidance (e.g. NICE guidelines), the available evidence-base, and other sources relevant to the practice of educational psychology and its advancing knowledge base.
 - 2.** Programmes should demonstrate how a high degree of integration between academic, practice and research components of the curriculum is achieved and synergies between the three are experienced by trainee educational psychologists.
 - 3.** Programmes should specify how the educational psychology competencies specified in this document relate to the definition and organisation of their curriculum content and syllabi.
 - 4.** The plan for delivering the academic syllabus must ensure that trainees receive preparation for their placements and that there are clear links between the taught material and contemporaneous placements.
 - 5.** Programmes should provide substantial learning opportunities that use a range of educational methods, adapting the style of these to the stage a trainee has reached. In general, methods should be used which require substantial trainee participation.
 - 6.** The majority of the learning opportunities should be overseen by qualified educational psychologists. Teaching by other psychologists and professionals will provide other perspectives that are important in terms of inter-professional learning.

2.3 Research:

2.3.1 Programmes must have an explicit and written statement of aims and objectives for a programme of research training throughout the programme.

2.3.2 Programmes should provide teaching and training in research methodology that includes:

- formal teaching of research design and methods including small N designs, pilot and feasibility studies and those methods, both quantitative and qualitative, that are most useful in the conduct of applicable clinical research including service evaluation;
- ethical issues in research;
- statistical analysis including both exploratory and hypothesis testing methods;
- critical appraisal of published research including systematic reviews;
- supervised research work involving not only a major project but also some smaller scale service related research or research related to professional issues; and
- experience of carrying out research as a member of a research team.

The Society has published *Supplementary guidance for research and research methods on Society accredited postgraduate programmes*, and providers must be able to demonstrate how they have taken account of these guidelines in designing, developing and delivering their research methods and project provision.

2.3.3 Trainees must complete at least one formally assessed smaller scale research project involving the use of audit, service development, service evaluation or applied research methods related to service delivery or professional issues.

2.3.4 During the programme trainees must undertake an independent research project that requires them to conceptualise, design, carry out and communicate the results of research that is relevant to educational psychology theory and practice. Research methodologies and traditions are not prescribed and programmes and examiners should take an inclusive approach to acceptable products. However, this research should be at doctoral level, merit publication through a peer-reviewed process and contribute to the knowledge base related to educational psychology.

2.3.5 All research projects must demonstrate that they conform to the appropriate relevant ethics and governance procedures and to the Society's guidelines on the conduct of research.

2.3.6 Trainees must have access to computer facilities for data analysis and have adequate training in their use, including guidance on data protection and confidentiality.

2.3.7 Each trainee must have a research supervisor who is competent in research supervision. The Programme Director or research coordinator must be responsible for approving the allocation of research supervisors. Supervisory loads must be monitored and be such that adequate supervision is provided to trainees. There should be a research agreement between supervisor and trainee that covers matters such as a schedule of regular supervision meetings and progress reviews, written feedback on drafts and a timetable for the project.

2.3.8 Great care must be taken to allow trainees to plan and organise their research project in good time, such that there is the opportunity to complete it successfully. Time must be set aside early on in the programme for discussion of the proposed project. Regular monitoring of trainees' progress and the quality of the research must be carried out throughout the programme.

2.3.9 Programmes must be sensitive to the problems that may arise in carrying out applied research. Care must be taken to anticipate common difficulties and take preventative action.

2.3.10 The research curriculum must be designed to promote post-qualification practice that includes research activity through conducting and facilitating research, and applying research to inform practice.

2.4 Supervised practice:

2.4.1 Programmes of three years duration should provide all trainee educational psychologists with practical work in a range of appropriate settings. It is expected that professional experience within local authorities will take place in all three years of the programme, and 300 days of the three years must be spent on placement. Work undertaken should reflect the generic role of the educational psychologist. Associated training activities should be additional to this professional placement work.

2.4.2 Placement providers whose psychologists act as supervisors of professional experience should, where possible, hold honorary appointments within the university department in recognition of their contribution to the teaching and learning process. Programmes will demonstrate that they offer supervisors resource facilities within the university.

2.4.3 There should be an effective system for ensuring the quality of supervision and learning experiences, achieved through a contract between the education provider and training local authorities. The Programme Director should be assured that the learning outcomes can be achieved through the provisions made by the training local authority.

2.4.4 Programmes must have access to an adequate number of appropriately qualified and experienced placement supervisors. A process should be in place that:

- identifies psychologists within the Service who meet the criteria for supervising trainee educational psychologists;
- ensures that the learning opportunities provided to trainee educational psychologists are adequate to support them in achieving the learning outcomes of the programme;
- ensures that the work which is allocated to trainee educational psychologists is appropriate; and allows for all who have worked with an individual trainee educational psychologist to contribute to the ongoing evaluation of progress.

2.4.5 Procedures for the assessment of professional competence should be consistent across the education provider and the training Local Authority. Ultimate responsibility for the summative assessment of trainee educational psychologists' competence must lie with the education provider.

- 2.4.6** Trainees will have a co-ordinating university tutor who is a qualified educational psychologist. The identification of a co-ordinating tutor is intended to ensure that the trainee has the appropriate range of placement experiences required to demonstrate competence and participates in supervision with an appropriately qualified psychologist for the majority of their training.
- 2.4.7** In addition, trainees will have a placement supervisor who is responsible for the coordination of all aspects of the trainee's practice in conjunction with the university tutor to ensure that an appropriate range of learning opportunities are provided.
- 2.4.8** The lead placement supervisor must be an appropriately qualified educational psychologist. Trainees may benefit from supervision by more than one person, provided that supervisory arrangements, roles and responsibilities are clearly defined. Subsidiary supervisors may be registered in a different domain of psychology, or be a member of another profession:
- Psychologists providing supervision to trainees on accredited programmes must be registered with the Health and Care Professions Council as educational psychologists.
 - Members of other professions who are providing supervision to trainees on accredited programmes should normally be registered with an appropriate professional or statutory body.
- The nature of supervision provided will depend on the organisational context in which the placement takes place and may range from supervision of specific case work to supervision of the whole placement experience. It is for programmes to ensure that all supervisors, based on their training, experience and CPD, have the appropriate competencies to be offering the particular services in which they are supervising the trainee and are receiving their own supervision.
- 2.4.9** All supervisors are expected to have completed training in supervision as recognised by the Society or provided by the education provider.
- 2.4.10** Supervision can take many different forms. The lead placement supervisor should provide regular, formally protected supervision time. The equivalent of 30 minutes per day on placement should be provided as a minimum. Where the supervisor meets the trainee educational psychologist on a one-to-one basis, formal notes of the meeting should be kept.
- 2.4.11** Additionally there should be regular monitoring of the trainees' progress on placement by the education provider, in addition to the regular and scheduled academic and research supervision provided by the education provider. Such a supervisor is in the best position to report and help resolve any concerns that may arise from placement, following the protocols specified in the Practice Placement Partnership Framework (PPPF) published by the National College of Teaching and Leadership (NCTL) at the Department for Education in England (or equivalent documents in Wales and Northern Ireland).
- 2.4.12** It is important that supervisors and programme staff keep abreast of theoretical, research and evidence-based guidance in their fields of work, and participate in continuing professional development.

2.4.13 There should be regular monitoring of the professional progress of individual trainee educational psychologists, who should be allocated to a specific programme tutor for this purpose. Arrangements for the monitoring of the practical experience and supervision provided to trainee educational psychologists should be clear. Contact between the programme and training Local Authority staff should be sufficiently frequent and flexible to allow for planning objectives, evaluating progress and dealing with problems as they arise.

Rationale for inclusion

The Society's standards for accredited programmes reflect contemporary theory, research and practice, enabling accredited programmes to develop psychologists who will be fit for purpose for the future. As such, these reflect the optimal academic and professional standards, promoted by the Society through the award of Graduate membership (MBPsS) and the Graduate Basis for Chartered membership (GBC), and Chartered membership (CPsychol) respectively. The Society is keen that these standards create flexibility for programmes to develop distinctive identities, by making the most of particular strengths around research and practice shared by their staff team, or those that are reflected in the strategic priorities of their department or university.

Guidance and signposting

- Education providers are free to map topics in any academically coherent combination, which could range from delivering core content areas within dedicated modules, or embedding coverage across a number of modules. The Society encourages programmes to deliver core content across modules within an integrated curriculum that offers a pedagogical development of trainees' knowledge, understanding, and skills.
- Providers may find it helpful to refer to Chapter B3 of the UK Quality Code, which addresses Learning and Teaching (www.qaa.ac.uk).
- The Health and Care Professions Council sets out its requirements around programme design and delivery (including curriculum guidance) and practice-based learning in its Standards of Education and Training (SETs 4 and 5; www.hcpc-uk.org/education).
- The Society has produced *Supplementary guidelines for research and research methods on Society accredited postgraduate programmes* (revised April 2017). A further document, *Supplementary guidelines for research and research methods on Society accredited undergraduate and conversion programmes*, was also published in April 2017.

Programme standard 3: Working ethically and legally

The programme must evaluate trainees' understanding of working ethically and legally.

- 3.1 All accredited programmes must include teaching on the Society's *Code of Ethics and Conduct* and relevant supplementary ethical guidelines.
- 3.2 Accredited programmes must have mechanisms in place to ensure that all research undertaken by trainees that involves human participants is conducted in line with the Society's *Code of Human Research Ethics*.
- 3.3 Programmes must ensure that trainees are taught and assessed on ethics beyond the submission of ethics applications for research projects.
- 3.4 Programmes should familiarise trainees with the distinct role of the Society as the professional body for psychology, and the Health and Care Professions Council as the statutory regulator for practitioner psychologists in the UK. Programmes should ensure that trainees are aware of the legal and statutory obligations and restrictions on the practice of psychology in the UK context.
- 3.5 Master's and Doctoral programmes are also expected to make trainees aware of the Health and Care Professions Council's *Guidance on Conduct and Ethics for Students*.

Rationale for inclusion

The inclusion of this standard reflects the particular importance of ethics and ethical practice to psychologists, and to the Society as the professional body for psychology and psychological practitioners. Students and trainees on accredited programmes need to be able to: identify the presence of an ethical issue (ethical sensitivity); formulate the morally ideal course of action by identifying the relevant ethical issues and using these principles to consider appropriate actions (ethical reasoning); decide what they wish and intend to do (ethical motivation); and execute and implement what they intend to do (ethical implementation). They also need to develop commitment to the ethical principles of respect, competence, responsibility, and integrity – as appropriate to their level of study. In addition, all prospective psychologists and psychological practitioners need to understand the legislative and regulatory requirements that apply to psychological practice in the UK. This standard therefore differentiates between working ethically and working legally to reflect the above considerations.

Guidance and signposting

- The Society's *Code of Ethics and Conduct*, *Code of Human Research Ethics*, and supplementary ethical guidelines provide clear ethical principles, values and standards to guide and support psychologists' decisions in the difficult and challenging situations they may face. Further information can be found at www.bps.org.uk/ethics.
- The Society's Ethics Committee has produced *Guidance on teaching and assessment of ethical competence in psychology education* (2015), available at www.bps.org.uk/ethics, which outlines ethical competencies, and how these may be taught and assessed at different levels of study. Programmes are encouraged to make use of the guidance as appropriate to their provision.

- The Health and Care Professions Council has produced a learning resource that is designed to support the understanding of ethical issues that individuals may encounter. Whilst it is primarily intended to contextualise the HCPC's *Guidance on Conduct and Ethics for Students*, it presents a useful resource for students and trainees at all levels of study (www.hcpc-uk.org/education/learningresource).
- All accredited programmes are expected to include formal teaching on ethics, and should be able to demonstrate how working ethically is integral to all aspects of their provision, including research (as outlined below), and placement activities (where applicable). The assessment strategy for the programme should consider understanding of ethical principles as appropriate to the level of study.
- Students need to understand the ethical frameworks that apply to their research, and how to engage with these, as well as understanding the ethical implications of the research that they encounter. They also need to understand ethics as applied to working with people more generally.
- Providers should have in place mechanisms for identifying and dealing with academic and (where applicable) professional misconduct. The programme should consider the ways in which these mechanisms are publicised.

Programme standard 4: Selection and admissions

The programme must apply appropriate selection and entry criteria that are consistent with promoting equality of opportunity and access to psychology to as diverse a range of applicants as possible.

- 4.1** The programme must implement and monitor equality, diversity and inclusion policies in relation to applicants.
- 4.2 Selection and entry requirements:**
- 4.2.1** For Doctoral programmes, entry requirements should be established by the education provider in collaboration with stakeholders, as appropriate.
- 4.2.2** Programmes must provide clear information to trainees indicating that, in order to be eligible for Chartered membership of the Society and full Division membership, they will need to have completed both a programme granting eligibility for the GBC and an accredited Doctoral programme. The reverse is not permissible.
- 4.3 Recognition of prior learning:**
- 4.3.1** Where the education provider offers applicants the opportunity to seek exemption from undertaking a proportion of the programme, effective processes should be in place for assessing and recognising their prior learning and experience.
- 4.3.2** Doctoral programmes may operate procedures for the recognition of prior learning (RPL) or existing competence (REC) against the learning outcomes of the accredited award. The RPL procedure should ensure that any exemptions against the taught content of the programme are granted on the basis of learning undertaken at level 7 (level 11 in Scotland).
- 4.3.3** The REC procedure should ensure that any exemptions against practice requirements are granted on the basis of competence gained following the trainee's achievement of eligibility for the GBC. In addition, any work put forward for REC purposes must have been supervised by an individual who meets the requirements for supervision of professional practice outlined in Programme standard 2.
- 4.4** For providers that accept trainees on to their postgraduate programmes who do not hold eligibility for the Graduate Basis for Chartered membership of the Society (GBC), a support mechanism should be in place to identify any gaps in such applicants' underpinning knowledge, and ways of addressing these.
- 4.5** Education providers must demonstrate that the process of selecting candidates for entry on to their programme is based on academic and professional decision-making. Whilst administrative and central services staff play a crucial role in supporting selection and recruitment processes, appropriate academic oversight must be in place. In particular, programme staff should have responsibility for confirming any selection criteria or other checking and validation processes to be applied, and for adjudicating over any non-standard or otherwise complex applications.

Rationale for inclusion

The Society is interested in the ways in which education providers implement their equality, diversity and inclusion policies. It is particularly important that those progressing to undertake professional training in psychology, and therefore those moving into employment as psychologists, reflect the demographics of the populations with whom they will be working. Similarly, the Society is keen to promote diversity in psychology trainees progressing towards careers as academics or researchers. Overall, it is important that psychological knowledge and expertise is reflected across a diverse range of people, and that this diversity is ultimately reflected throughout the Society's membership. Widening access to professional training, including by providing greater flexibility in relation to the order of studies that trainees undertake, is key to enhancing the diversity of the workforce in the longer term. The Society is also committed to ensuring that applicants whose first qualification is in a subject other than psychology, and who have gained eligibility for the GBC through completion of a conversion award, are not unfairly disadvantaged by any selection or recruitment policies operated by the education provider (in particular, in relation to their prior academic attainment).

Guidance and signposting

- Chapter B2 of the UK Quality Code addresses Recruitment, Selection and Admission to Higher Education. Chapter B6 also considers Assessment of Students and the Recognition of Prior Learning. Finally, Part C of the Quality Code outlines expectations around the provision of fit for purpose, accessible and trustworthy information regarding the learning opportunities offered for the benefit of a range of audiences, including applicants and the general public. Providers may find it helpful to review their provision against these resources (www.qaa.ac.uk).
- The Health and Care Professions Council sets out its requirements around programme admissions, including the recognition of prior learning and equality and diversity, in its Standards of Education and Training (SET 2; www.hcpc-uk.org/education).
- The Office for Fair Access (OfFA) is the independent regulator of fair access to higher education in England. Like OfFA, the Society believes that everyone with the potential and ambition to succeed in higher education should have equal opportunity to do so, whatever their income or background (www.offa.org.uk). Whilst its remit covers England only, OfFA provides a series of resources on widening access that all providers will find useful.
- The Society declares its commitment to promote equality, diversity and inclusion and to challenge prejudice and discrimination, and actively promotes a culture of equality, diversity and inclusion within our discipline. In demonstrating achievement of this standard, education providers are encouraged to hold or be in the process of seeking an Athena SWAN award, along with other relevant equality charter marks. Providers of accredited programmes should take steps to identify underrepresented groups (e.g. men, black and minority ethnic students) and encourage their participation in psychology education and training and in the wider psychological workforce. Individuals' identities are shaped by a range of factors that intersect in different ways, and providers should consider the steps they are able to take to promote and improve the participation of other underrepresented groups and to encourage greater representation (www.ecu.ac.uk).

- Doctoral programmes comprise a minimum of three years' full-time study (or the part-time equivalent). For some providers, the first year of study comprises study at level 7 (level 11 in Scotland), with the remainder at level 8 (level 12 in Scotland); for others, the entire programme of study is at level 8 (12). Where procedures for the recognition of prior learning (RPL) or existing competence (REC) are in place, these must operate against the learning outcomes of the accredited award, at whatever level these are validated.
- Whilst it is permissible for providers to accept applicants on to their programmes who do not hold the GBC, our experience suggests that such trainees often require additional support to be able to engage fully in teaching and learning building on the different areas of the GBC curriculum, in particular research methods. Some providers have found it useful to ensure that such applicants have undertaken an empirical research project as part of their undergraduate degree, and have completed a research design and analysis module; it may be more appropriate for students who do not meet this criterion to be counselled to complete a conversion programme and to re-apply at a later date.
- Providers wishing to check whether applicants have gained eligibility for the GBC may establish the accreditation status of any qualifications held by applicants by checking their inclusion on the Society's online database of accredited courses (www.bps.org.uk/accredited-courses). Applicants whose qualifications are not accredited by the Society may seek confirmation of their eligibility for the GBC by making an individual application to the Society for Graduate membership (www.bps.org.uk/graduate).

Programme standard 5: Trainee development and professional membership

The programme must be able to articulate a strategy for supporting trainees' personal and professional development.

- 5.1** The programme must have in place mechanisms for the support of trainees' personal development, including the provision of a personal tutor system.
- 5.2** Providers must ensure that their graduates explicitly understand how their learning equips them with transferable skills that are of value to employers. Specific consideration should be given to supporting trainees in being able to articulate the skills they are developing as they progress in their studies.
- 5.3** Systems for trainee support should empower learners to take personal control of their own development, by providing opportunities for the exercise of choice, decision-making, and responsibility within a supportive environment, in order to promote the development of autonomous learning.
- 5.4** Programmes should ensure that trainees develop strategies to handle the emotional and physical impact of their own practice and to seek appropriate support when necessary, with good awareness of boundary issues. However, trainees should also have the capacity to monitor their own fitness to practice, recognise when this is compromised, and take steps to manage this risk as appropriate.
- 5.5** Programme Directors, Tutors and Supervisors will be responsive to personal issues that bear on a trainee's professional performance and academic achievement. Programmes must make provision for such matters to be discussed with trainees routinely, and have in place written procedures on the systems that provide opportunities for such discussions.
- 5.6** Trainees who experience severe stress, psychological disturbance, or emotional upset should be given assistance in obtaining appropriate help.
- 5.7** Towards the end of their training, trainees should be helped to identify their continuing professional development needs. In particular, programmes must ensure that issues relating to the transition from trainee to qualified educational psychologist are explicitly addressed.
- 5.8** The programme must provide trainees with information on the benefits of completing an accredited programme, and gaining membership of the Society and its Member Networks at the appropriate level. Providers should emphasise the benefits of Society membership for trainees' and graduates' professional development.
- 5.9** Trainees should have access to discipline-specific professional development. Psychologists should be involved in supporting student development, and specific resources should be allocated to this aspect of the provision. For postgraduate professional training programmes, this should include the involvement of practitioner psychologist(s) in providing careers advice.

Rationale for inclusion

This standard is included because close attention to trainees' personal and professional development is key to their employability. Education providers may link with local and/or national employers in a variety of ways, and the Society is keen to develop its understanding of these approaches through partnership visits. Additionally, the Society believes it is important that education providers communicate the benefits of completing an accredited programme to their trainees. Belonging to the Society is an integral part of being a psychologist. It recognises graduates' qualifications and reflects their aspiration to represent the highest possible professional standards.

Guidance and signposting

- Chapter B4 of the UK Quality Code addresses Enabling Student Development and Achievement. Chapter B3 also considers Learning and Teaching, and specifically emphasises the need to enable every student to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff. Finally, Part C of the UK Quality Code addresses the information that should be provided to students about their programme of study and their achievements. Providers may find it helpful to review their provision against these resources (www.qaa.ac.uk).
- The Society's role is to develop and support the discipline of psychology, and to disseminate psychological knowledge to the public and policy makers. Joining the Society enables trainees to contribute to the Society's work and benefit from the resources the Society provides as they develop professionally.
- Completion of an accredited programme offers graduates a clear route to Society membership at the appropriate level, and therefore access to the full range of membership benefits, including a variety of services, publications, conferences, training and networking opportunities. Society membership also presents graduates with opportunities for developing and influencing the profession as leaders in their field in the future. For more information on the benefits of Society membership, see www.bps.org.uk/membership.
- In demonstrating their achievement of this standard, education providers should consider the interface between any careers advice and support that might be provided by their central or School/Faculty-based employability unit, and the guidance that can be provided by practitioner psychologists and other qualified practitioners over the course of the programme.
- Postgraduate programmes should also pay particular attention to professional development where trainees on accredited programmes are taught alongside other trainee groups (for example, those that do not hold eligibility for the GBC, or other professional groups).

Programme standard 6: Academic leadership and programme delivery

The education provider must have appropriate human resources in place to support the effective delivery of the programme, including appointing an appropriately qualified and experienced director or co-ordinator.

6.1. Staffing strategy:

- 6.1.1** Education providers must be able to outline a clear strategy in relation to the leadership and co-ordination of the programme. The Programme Director must operate with a level of autonomy that enables them to effectively oversee the programme's governance and delivery.
- 6.1.2** Providers need to demonstrate that their overall staffing strategy supports the long-term sustainability of the provision, and the capacity to continue to meet the Society's accreditation standards on an ongoing basis. In the interests of promoting a holistic learning experience for trainees, the Society would normally expect the core programme delivery team to be located predominantly in one department or on one site.
- 6.1.3** Programmes must have in place sufficient appropriately qualified staff in order to be able to provide a learning experience that meets trainees' needs, and which is underpinned by competent, research-informed teaching. The staff team as a whole needs to be able to deliver (i.e. teach and assess) across the required programme content (see Programme Standard 2) at the appropriate level, and supervise trainees' research.
- 6.1.4** Education providers must be able to outline the steps they are taking structurally and culturally to advance equality, and to improve the career prospects of underrepresented groups within the discipline and profession.

6.2. Qualifications of Programme Director and staff:

- 6.2.1 Programme Directorship:** For postgraduate professional training programmes:
- The Programme Director holds overall professional and academic responsibility for ensuring that the programme meets the Society's standards, and for maintaining the accreditation of the programme.
 - The Programme Director must be of an appropriately senior academic status within the education provider, such that the Society may be confident that they can take overall responsibility for, or make a significant contribution to, the programme's day-to-day management and strategic direction.
 - The Programme Director must have the programme as his/her major commitment, and be free to devote sufficient time to ensure effective and efficient running.
- 6.2.2** The Programme Director should be a Chartered psychologist (or eligible for Chartered psychologist status) holding full membership of the Division within whose domain the programme falls and must also be a practitioner psychologist registered with the Health and Care Professions Council (in the domain in which the programme falls). It is expected that the Director will have appropriate professional practice skills and experience.

6.2.3 The Programme Director must normally have appropriate academic, professional practice (for awards leading to eligibility for practitioner status), research and management skills, in addition to prior knowledge and experience of training in the relevant area of applied psychology.

6.2.4 Programme staff: For postgraduate professional training programmes:

- All staff contributing to the delivery of accredited programmes will normally hold, as a minimum, a postgraduate qualification in psychology and/or a demonstrable track record in research or other scholarly activity of relevance to applied psychology.
- Dissertation or thesis supervision should only be undertaken by psychologists or other suitably qualified individuals who hold a qualification at Doctoral level, or who hold a demonstrable track record of research in applied psychology.
- A Placement Co-ordinator should be identified who holds responsibility and professional accountability for the oversight (quality assurance) and safeguarding (governance) of any supervised practice undertaken as part of the programme. The Placement Co-ordinator role, and the assessment of students' attainment of professional competencies in practice, may only be undertaken by an HCPC registered practitioner psychologist. Placement organisation also includes a range of operational and logistical tasks that support placement delivery. These may be undertaken by administrative and professional services staff.
- Delivery teams for postgraduate professional training programmes must be able to demonstrate appropriate current links to practice, such that the team as a whole has the necessary knowledge, experience and skills to support trainees' learning, and (where appropriate) development of practice competence. It is expected that the majority of staff on the core delivery team for the programme will be qualified in educational psychology.

6.3 Staff student ratio:

6.3.1 Education providers should provide a calculation of their current staff student ratio (SSR) in the evidence they submit in support of an application for accreditation, or in advance of a partnership visit. Doctoral programmes in educational psychology in England, Northern Ireland, and Wales are funded according to a specific funding model that provides for a staff student ratio of 1:10 in year one of the programme, and 1:15 in years two and three, in addition to a full-time Programme Director. Education providers and visiting teams will take account of this when evaluating the adequacy of staffing resources that are in place.

6.3.2 Given minimum staffing requirements, and the range of tasks that programme staff must undertake in order to deliver a quality trainee experience (see 6.4 below), programmes with small cohort sizes will require an enhanced SSR.

6.4. Staffing levels:

6.4.1 There are key roles and functions that the Society considers are essential to the effective and efficient delivery of an accredited programme. Programmes must therefore have sufficient staff with enough time allocated to carry out the range of tasks that are associated with: teaching; organising, co-ordinating and monitoring placements (if appropriate); training and supporting supervisors or other assessors; research supervision; marking; providing personal support to trainees;

supporting their professional development; and liaising with employers, visiting speakers and other external stakeholders.

6.4.2 In the interests of providing a positive and coherent student experience, education providers must ensure that programme staff are readily accessible to students, and that students have clear guidance on arrangements for liaising with staff outside of any core contact hours.

6.4.3 All programmes must pay particular attention to ensuring that staffing levels are such that trainees receive research supervision at a level consistent with the programme's aims and that research supervision loads for staff are appropriate to enable them to provide adequate supervision at the required level.

6.4.4 Where staff have other duties (e.g. other teaching or practice commitments) these must be taken into account in setting staffing levels and must be such that they do not interfere with the execution of the major responsibility of programme delivery. They must also be reflected appropriately in any SSR return.

6.5 Professional services support staff:

6.5.1 Programmes must have access to sufficient dedicated administrative, technical or other learning support staff to support their effective delivery. Postgraduate programmes require specialist administrative support to meet the specific needs of their staff and trainees. This should include awareness of and expertise in overseeing placement/supervised practice activities (where applicable), including an understanding of the fitness to practise procedures that apply.

6.5.2 The education provider must be able to demonstrate that the support that is provided is sufficient to meet the needs of the provision in question. Where shared or distributed arrangements for support staff are in place, the education provider must demonstrate their equivalence to the minimum standards outlined above.

6.6 Staff professional development:

6.6.1 Staff are entitled to expect an institutional culture which values and rewards professionalism and scholarship, and which provides access to development opportunities which assist them in their support for trainee learning. Institutions should support initial and continuing professional development for all staff.

6.6.2 All core members of programme teams are expected to undertake continuing professional development that is necessary to their role within the programme, and, where appropriate, relevant to their professional practice. It is expected that this would include undertaking relevant research, knowledge transfer and other scholarly activity, and/or attendance at relevant conferences. Opportunities for development should be available to all staff who are engaged in, or are supporting, teaching, research and scholarship.

6.6.3 Education providers must have a training and mentoring strategy in place to support early-career staff to undertake core roles, including teaching, supervision and assessment of students' work.

6.6.4 Accredited postgraduate programmes should be conducted within a demonstrable research culture, evidenced by the active current publication record of members of the programme team and other staff allied to the delivery of the programme.

6.6.5 The Programme Director of an accredited postgraduate programme must have sufficient time to conduct research, knowledge transfer, consultancy/organisational and/or clinical work; normally this will be at least one day per week.

Rationale for inclusion

This standard is included as contact with and support from sufficient numbers of appropriately qualified and experienced staff whose professional development is well supported will contribute significantly to the quality of the overall trainee experience. Additionally, the leadership and co-ordination of the programme is central to shaping trainees' experience and their development as psychologists or members of the wider psychological workforce.

Guidance and signposting

- The Society's minimum requirement is that directors of accredited postgraduate programmes are registered with the HCPC as a practitioner psychologist. Whilst it will typically be the case that the Programme Director's qualifications and experience will be specific to the modality in question, colleagues with a broader portfolio of qualifications and experience may also hold directorship roles, provided that delivery of the overall student experience is underpinned by an adequate overall modality-specific resource.
- The Society would encourage Programme Directors to hold Chartered membership and full membership of the relevant Division as a way of demonstrating appropriate qualifications and experience for the role. Information on the requirements for becoming a Chartered Member of the Society can be found at www.bps.org.uk/chartered-membership and information about becoming a full member of the division can be found at www.bps.org.uk/divisional-membership.
- The Society had produced *Supplementary guidance on staffing for Society-accredited psychology programmes*, available at www.bps.org.uk/accreditationdownloads. This provides information to help you meet the Society's staffing standards and calculate your staff student ratio.
- Where appropriate, Programme Directors may be supported in aspects of their role by colleagues with complementary skills and experience to their own. Education providers may wish to consider the roles that other programme team members may take in relation to the leadership and co-ordination of the programme as part of their staff development strategy, particularly in connection with longer-term succession planning or to support the development of leadership potential.
- In the interests of the longer-term sustainable delivery of the programme, providers should have contingency plans in place to ensure that an appropriately qualified and experienced individual has been identified who could deputise for the Programme Director should the need arise (e.g. sickness absence, parental leave, sabbatical).
- The Society expects accredited programmes to be delivered by staff who engage in a range of research activities. A track record of academic and/or practitioner research may be demonstrated in a variety of ways, including successful completion of projects supervised.
- Both the co-ordination and operational components of placement delivery need to be undertaken effectively in order to provide trainees with a supervised practice experience that meets their needs, appropriate to their level of training. The professional oversight and safeguarding aspect of placement co-ordination should be undertaken by an individual who has a good understanding of the professional boundaries within which a trainee should be operating, and how their supervised practice should contribute to their development within the given modality, at the appropriate level. Systems need to be in place to support consultation across the programme team to ensure that any placements or supervised

practice opportunities being identified, selected and undertaken have an appropriate modality-specific focus, and are appropriate to the skills the trainee needs to develop. Any liaison undertaken with placement providers will need to be informed by an understanding of those skills, and of the requirements of the specific programme of training concerned.

- The standards for postgraduate programmes specify certain roles that may only be undertaken by practitioner psychologists. With this in mind, and given the requirement that providers demonstrate that their overall staffing strategy supports the long-term sustainability of the provision, and the capacity to continue to meet the Society's accreditation standards on an ongoing basis, providers should ensure appropriate security across the staff team as a whole. This will ensure that there is some flexibility for the redeployment of resources in the event of staff turnover, and also ensures that responsibility for programme and module development does not sit with a single individual.
- The Society supports the inclusive principles set out in the Equality Challenge Unit's Athena SWAN charter, and would encourage providers of accredited programmes to pursue gaining Athena SWAN recognition and to take steps to improve the career prospects of women psychologists. At undergraduate and postgraduate levels, psychology is a subject that attracts a high proportion of women trainees, and yet the gender balance among senior academics and practitioners reflects a very different picture. Individuals' identities are shaped by a range of factors that intersect in different ways, and providers should consider the steps they are able to take to promote and improve the career prospects of other underrepresented groups and to encourage greater representation. (www.ecu.ac.uk).
- Programme providers are encouraged to consult the Society's *Supplementary guidance on the roles and contributions of psychology technical staff* (2014), and its *Supplementary guidance on the roles and contributions of administrative and professional services staff* (2017). (www.bps.org.uk/accreditationdownloads).
- Chapter B3 of the UK Quality Code addresses Learning and Teaching, and specifically emphasises the need for higher education providers to assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed. This includes: appropriate and current practitioner knowledge and an understanding of the subject they teach and of the disciplinary scholarship appropriate to the academic level of the students they are teaching; and the necessary skills and experience to facilitate learning in the students they are interacting with, and to use approaches grounded in sound learning and teaching scholarship and practice. Providers may find it helpful to review their provision against these resources (Chapter B3 Indicator 4, www.qaa.ac.uk).
- The Health and Care Professions Council sets out its requirements around programme governance, management and leadership, including staffing, in its Standards of Education and Training (SET 3; www.hcpc-uk.org/education).

Programme standard 7: Discipline-specific resources

The education provider must have appropriate discipline-specific resources in place to support the effective delivery of the programme.

- 7.1** The education provider must be able to outline the discipline-specific and general resources and facilities that are in place to support trainee learning. Education providers must offer trainees access to learning resources that are appropriate to the range of theoretical and practical work in which trainees are engaged.
- 7.2** Education providers should ensure that trainees are advised of the discipline-specific and general learning resources to which they have access, and are provided with the necessary support and/or training to enable them to make appropriate use of these.
- 7.3** The programme should have adequate funding to support outside speakers and to enable tutors to visit placements and to attend meetings.
- 7.4** The programme should have strong links with and seek the active support of psychological services. This will facilitate access for trainee educational psychologists to a wide range of settings, including: Educational settings and services, early years' provision, social care, health and other public service settings.

Rationale for inclusion

This standard is included because the learning experience must be underpinned by access to resources that are appropriate to the psychology programme(s) offered by the education provider. The availability of appropriate resources is key to the delivery of psychology as a science, with associated levels of practical work culminating in trainees' completion of individual research at the appropriate level.

Guidance and signposting

- Resources will normally include teaching, tutorial and laboratory space, learning resources (such as texts and journals, available in hard copy and/or electronically, computing facilities), psychological testing materials, specialist equipment supporting psychological research, software supporting data collection and analysis in psychology research, and other IT and/or audiovisual facilities (e.g. to enable the recording of practice role plays and competency assessment tasks), as appropriate to the provision in question.
- Chapter B3 of the UK Quality Code addresses Learning and Teaching, and specifically sets out the expectation that education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent student, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking. In particular, there is an expectation that providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use (Chapter B3 Indicator 6, www.qaa.ac.uk).

- The Health and Care Professions Council sets out its requirements around programme governance, management and leadership, including the resources available to support learning in all settings, in its Standards of Education and Training (SET 3; www.hcpc-uk.org/education).

Programme standard 8: Quality management and governance

The education provider's quality management systems must make regular provision for the periodic review of the validity and relevance of the programme, such that it continues to reflect our standards, and meets the needs of the programme's stakeholders.

8.1 Assurance and enhancement of quality:

- 8.1.1** The quality management mechanisms that are in place should provide for periodic review of the programme's aims and intended learning outcomes and content, the strategies associated with programme delivery, and the assessment methods that are used to evaluate trainees' achievement of the learning outcomes. Overall, they should ensure that the programme continues to reflect contemporary learning, research and practice in psychology.
- 8.1.2** In order for the Society to be able to accredit a Doctoral programme, the programme must gain and successfully maintain ongoing approval from the Health and Care Professions Council.
- 8.1.3** Programmes will appoint appropriate External Examiners whose expertise will be of relevance to the breadth and depth of provision being offered. They will ensure that External Examiners are provided with adequate information to support their role, and that systems are in place to monitor action that is taken in response to any issues raised.
- 8.1.4** The External Examiner for the programme should be a Chartered psychologist (or eligible for Chartered psychologist status) holding full membership of the Division within whose domain the programme falls and must also be a practitioner psychologist registered with the Health and Care Professions Council (in the domain in which the programme falls). Other examiners with a broader range of qualifications and experience may be recruited in addition to undertake specific tasks (e.g. individual thesis examination).
- 8.1.5** Policies and procedures for the nomination and appointment of External Examiners must be explicit, and, where the programme makes use of additional individuals who are not qualified in the relevant modality (for example, for the individual external examination of trainees' research theses) clear and transparent criteria for their appointment must be in place.

8.2 Stakeholder engagement:

- 8.2.1** Trainees should have the opportunity to provide feedback on the design and delivery of the programme via the quality management mechanisms that are in place. Programmes should identify ways in which any difficulties identified (whether as informal or formal complaints) may be satisfactorily resolved, and changes to current systems and practices made where appropriate.
- 8.2.2** Both formal and informal mechanisms of quality assurance should be in place, including regular staff trainee liaison meetings. Issues raised by stakeholders, including trainees, should be documented and contribute to the quality management processes of the provider.

8.2.3 Providers of accredited Doctoral programmes must be able to demonstrate the involvement of appropriate stakeholders in the programme, particularly for the purposes of internal review and governance. This would normally include trainees, practice placement providers, supervisors, and employers; if appropriate, service users and carers must also be involved.

Rationale for inclusion

This standard is included because Accreditation through Partnership relies upon education providers having in place robust quality management mechanisms that facilitate self-evaluation of module and programme learning outcomes against the Society's accreditation standards and other indicators of academic standards. The Society recognises education providers' quality management mechanisms as a reliable source of evidence of continued achievement of the standards.

Guidance and signposting

- Part A of the UK Quality Code addresses Setting and Maintaining Academic Standards. Part C addresses the information that providers set out in relation to their arrangements for managing academic standards and quality assurance and enhancement, and the records they maintain of all arrangements for delivering higher education with others. Providers may also find it helpful to refer to a further five chapters from Part B of the Quality Code (www.qaa.ac.uk):
 - Chapter B5: Student Engagement, and in particular the role of students as partners in the assurance and enhancement of their educational experience.
 - Chapter B7: External Examining
 - Chapter B8: Programme Monitoring and Review
 - Chapter B9: Academic Appeals and Student Complaints, and in particular ensuring that students have opportunities to raise matters of concern without risk of disadvantage
 - Chapter B10: Managing Higher Education Provision with Others, which specifically highlights that degree-awarding bodies have ultimate responsibility for academic standards and the quality of learning opportunities irrespective of where these are delivered or who provides them.
- External peer review offers a valuable perspective upon the ways in which the programme compares to others of a similar nature nationally. With this in mind, enabling the Society to have sight of internal quality review reports and External Examiners' reports, and the programme's response to these, allows our reviewers to gain insight into the extent to which the education provider's quality management mechanisms function effectively for the benefit of trainees, and the discipline as a whole.
- The Health and Care Professions Council sets out its requirements around programme governance, management and leadership in its Standards of Education and Training (SET 3) together with information about its programme approval and monitoring processes (www.hcpc-uk.org/education).
- All providers are encouraged to consider the ways in which employer feedback might be harnessed as part of the quality management and programme development process.

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