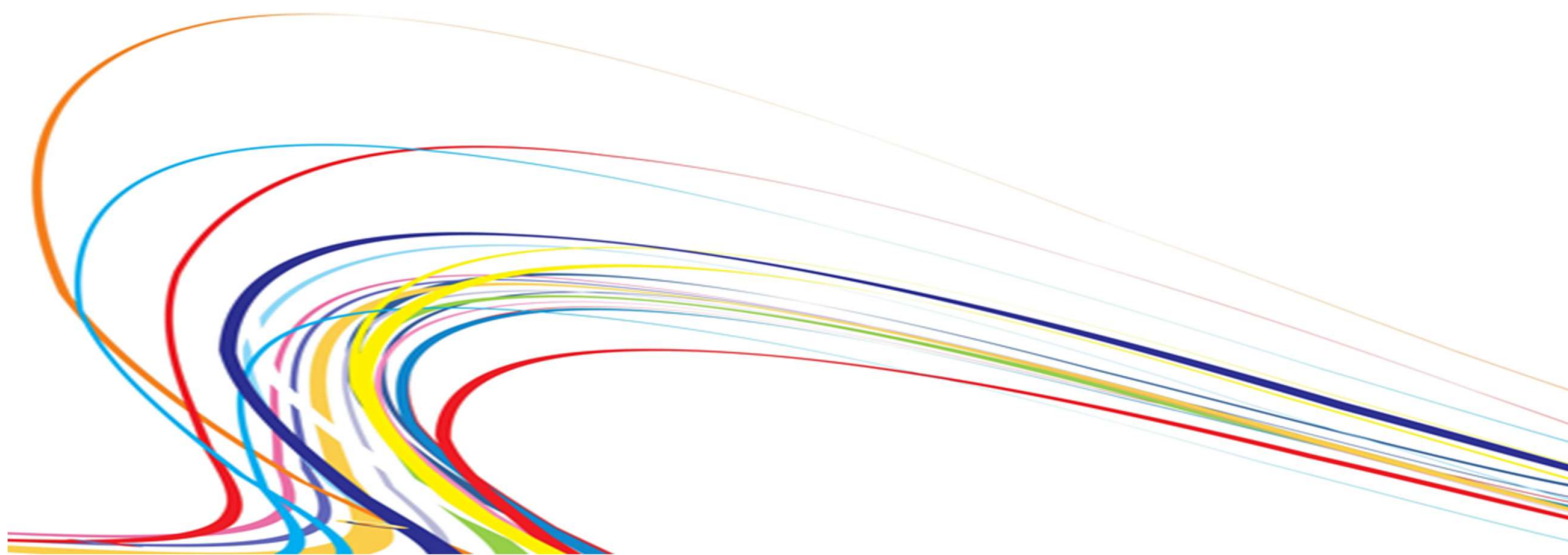




**The British
Psychological Society**
Partnership & Accreditation

University of Hull
Faculty of Health Sciences
School of Health and Social Work
Doctorate in Clinical Psychology (ClinPsyD)
Date of Visit: 18-19 April 2018



The British Psychological Society (“the Society”) is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The Society has a total membership and subscribership of approximately 60,000, and is a registered charity’. Under its Royal Charter, 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 Society has been involved in the accreditation of programmes of education and training in psychology since the early 1970s. The Society currently accredits programmes at both undergraduate (and equivalent) and postgraduate levels. Undergraduate and conversion programmes are accredited against the requirements for the Society’s Graduate Basis for Chartered Membership, the curriculum requirements for which are derived from the Quality Assurance Agency’s subject benchmark statement for psychology. Postgraduate programmes are accredited against the knowledge, practice and research requirements for Chartered Psychologist status (CPsychol) in a range of domains of practice, which are defined in accordance with the Occupational Standards for psychologists. A number of the postgraduate programmes that are accredited by the Society are also approved by the Health and Care Professions Council, the statutory regulator of practitioner psychologists in the UK.

The standards that the Society uses to reach decisions on the accreditation of individual programmes can be downloaded from www.bps.org.uk/accreditationdownloads.

The Society is licensed by the Science Council to award the title Chartered Scientist (CSci) to Members who are eligible. Completion of a Society-accredited postgraduate programme that confers Chartered Psychologist status will count towards the Science Council’s requirements for the award of Chartered Scientist.

For further information about Membership of the Society, please visit, <http://www.bps.org.uk/membership>. Information about becoming a Chartered Scientist is available at <http://www.bps.org.uk/csci>.

Any queries relating to this report should be directed to pact@bps.org.uk.

Key Outcomes

Following a successful visit to the University of Hull, the Society is pleased to confirm the continuing accreditation of the Doctorate in Clinical Psychology from the 2017/18 cohort. Therefore, graduates from the programme are deemed to have met the requirements for Chartered Membership of the Society (CPsychol) and full membership of the Division of Clinical Psychology. The recommendations for further enhancement should be noted.

Commendations

1. The programme team have a commendable strong shared ethos, camaraderie and sense of values. Each individual's contribution to the programme is clearly valued.
2. The doctoral programme leads trainees to develop an understanding of the importance of both the clinical and research aspects of the role. It is evident that the academic and clinical elements are integrated which is reflected in the staff responsibilities. (Programme standard; 2.1.2 [5] and 2.1.4 [2]).
3. The senior management team engages fully and directly with the partnership model of accreditation, and their ongoing constructive commitment to the future of the Doctorate in Clinical Psychology programme (ClinPsyD) is clear. (Programme standard; 6.2.1).
4. The visiting team commends the development of the service user and carer committee (HOLD) advisory panel, and the programme team's efforts to empower service users who work collaboratively to influence future developments of the doctoral programme. (Programme standard; 8.2.6).
5. The programme team's employment of innovative methods, such as the community placement, to support the initial transition from level 6 to 8 is commended. This initiative has been well-received by trainees. (Programme standard; 2.1.4 [2]).
6. The programme team is commended for using research processes as a way to support trainees during the transition from consumers to producers of research. (Programme standard; 2.1.3 [6a]).
7. The doctoral programme has clear written documentation for research, providing clarity and supporting a well-organised model of developing research competence in trainees. (Programme standard; 2.1.4 [1]).
8. The programme team have thorough and robust processes, which allows a trainee not progressing on the programme to leave in a humane and secure way. (Programme standard; 1.4.5 and 1.4.6).
9. The visiting team commend the integration of the CORE NET assessment procedures embedded throughout the training, encouraging trainees to engage in routine monitoring of their own study in a critical and reflective manner. (Programme standard; 5.3 and 5.4).

Conditions of Ongoing Accreditation

There are no conditions of ongoing accreditation.

Recommendations for Further Enhancement

The visiting team wishes to highlight the following areas to which the programme is encouraged to attend to as part of its ongoing development and enhancement.

1. The programme team are encouraged to proactively engage with the Faculty and School to reach a conclusion on a shared strategic vision for the continued delivery of the doctoral training programme and any future related opportunities. (Programme standard; 8.1.1)
2. The programme team should review the involvement of staff and external stakeholders at all the various stages of the selection process. (Programme standard; 6.1.4).

3. Establishment of a formal mechanism for mandatory advanced supervisor training should be considered, to allow supervisors to attend in pursuit of continuing professional development. (Programme standard; 6.6.1 and 6.6.2).
4. The programme team could consider renaming the 'community placement' to 'professional practice orientation' or similar as this could encourage student trainees to take a more substantive Community Psychology placement in a subsequent year. (Programme standard; 7.2).
5. The programme team should investigate wider opportunities for engaging in a dialogue on inter-professional learning within the immediate school and broader faculty should be undertaken, to reinforce the strengths and longevity of the doctoral programme. (Programme standard; 8.1.1 and 8.3.3).

Important Dates

The education provider is asked to submit the following by **31 October 2018**:

- An action plan outlining its strategies for responding to the recommendations for further enhancement.

The next partnership visit will take place in **2023/24**.

1. Introduction

- 1.1 This report outlines the key outcomes of the Society's visit to the University of Hull. Broadly, these relate to: aspects of good practice for which the programme is commended; aspects of the provision that will need to be reviewed and revised in order to ensure ongoing fulfilment of the Society's standards, and therefore the ongoing accreditation of the programme; and aspects of the provision that will benefit from further consideration as part of the programme's ongoing development and enhancement.
- 1.2 The Society's approach to accreditation is collaborative: we work in partnership with the universities whose programmes we accredit. To that end, this report also includes an overview of any discussions during the course of the visit that may contribute to the improvement of the accreditation process itself, or the services and support that the Society is able to offer its members. We would like to thank all participants in the visit for their important contribution to our work.

2. Commendations for good practice

- 2.1. During discussions with the programme team a theme emerged of unity within the team and a collective commitment to the profession. There is also a great sense of optimism and positivity. There are excellent working relationships between the board, supervisors and service users, making sure that graduates make a constructive contribution to the NHS workforce. This is commendable and illustrates that the programme is moving in a positive direction.
- 2.2. The academic and clinical teams are well integrated and exhibit synergy and collaboration in their contributions to the training. The programme links theory, practice and reflection which is well received by the trainees. The community placement block helps to support trainees in their transitional phase before progressing to the NHS. This is commendable as the transition for undergraduates in to clinical practice can often be difficult.
- 2.3. The senior management team clearly values the programme and are clear that regardless of the challenges with funding, the programme has a viable future within the university and would continue. This is viewed as commendable due to the recent centralisation and structural changes at the university, together with the relatively high cost of the programme.

- 2.4. The HOLD advisory panel (made up of the service user and carer committee) provide valuable input towards developing the doctoral programme. The response from students suggests that this has been useful. This is commendable as the advisory panel is voluntary and limited financially, yet provide genuine constructive feedback to the programme.
- 2.5. The community placement is well-received by students due to the range of experiences that they receive and the support it gives them in the transition from level 6 through to level 8. This is commendable as it allows trainees to gain invaluable experience and build on their acquired competencies throughout their studies on the programme.
- 2.6. The programme has research support processes in place which allow students to make the transition from undergraduate to postgraduate study. For example, the clear explanation of the grading structure, mark schemes and corrections to work given at the start of the programme. This is commendable as it encourages students to take ownership of their own work and to dictate their own training agenda during the course of study.
- 2.7. The programme documentation is clear and this supports emphasis of the development of the research competence in trainees. The programme is well planned, organised and executed. This is commendable and illustrates an overall strength of the programme.
- 2.8. The strong relationship between the academic and clinical supervisory teams ensures that if a trainee leaves the programme it is handled in a professional and sensitive manner. This is commendable as students are treated with respect and dignity and the process it undertaken confidentially.
- 2.9. Trainees are taught early about the importance of evaluating their own work using the CORE NET assessment procedures. This gives a detailed record of any outcomes measured. This is a commendable aspect of the course with trainees encouraged to offer a coherent rationale for why certain measures were used in assessments and what they illustrate. This supports evaluation of a critical and reflective manner.

3. Developmental work

- 3.1. The recent university changes and restructuring has led to challenges for the running of the programme. This should be viewed optimistically as a period of opportunity to collaborate with the Faculty and School to develop a shared strategic vision for the programme, within this organisation. Receiving external engagement from outside the core team will embed the importance of the programme for future opportunities.
- 3.2. Currently, external stakeholders are only involved in the later stages of the selection process. In order to promote a greater student diversity, external stakeholders should be involved from the onset, at all various stages of selection, from shortlisting through to final selection interviews and feedback.
- 3.3. Supervisors should be offered and have time to undertake advanced supervisor training as part of their continuing professional development. It can be difficult for supervisors to be released from services to attend training events. Making advanced supervisor training mandatory could help supervisors argue successfully to attend the training. This would also enhance the quality of supervision for students and improved trainee feedback.
- 3.4. The community placement is one of the strengths of the programme. To encourage and influence trainees to take a more meaningful and significant placement in the later years of their programme, consideration should be given to renaming this aspect of the programme. A suggestion is 'professional practice orientation', but any title would be encouraged.
- 3.5. Exploring opportunities for inter-professional learning, is encouraged for students and trainees across the faculty. Offering opportunities for inter-professional learning outside the main term time would successfully manage timetabling and logistical difficulties. Introducing such initiatives would support programme development, increase staff collaboration and raise the programme profile amongst a wider audience at the university.

4. Feedback to the Society

- 4.1. The Hull Clinical Psychology Doctorate programme would like to thank the British Psychological Society for its work in the lead up to, during and after the accreditation visit. In particular, on behalf of all the programme stakeholders and participants involved in the visit, it is important to express gratitude to the visiting team for their time and commitment invested in the accreditation process that ensured the visit was conducted in an open, constructive and helpful way. All stakeholders had a positive experience during their conversations with the visiting team and this has helped the programme to focus its view moving forward on the future strategic vision of the programme and the opportunities for development.

5. Participants

Jen Adams	Year 6 Trainee
Tim Alexander	Research Coordinator
Liz Anderson	York Teaching NHS Trust
Alicja Bellamy	Year 5 Trainee
David Barrett	Faculty Academic Manager
Samantha Berridge	Year 5 trainee
Katrina Berwick	Year 5 Trainee
Kate Bowers	Director of Learning and Teaching
Cara Childs	Year 6 Trainee
Chris Clarke	Research Tutor
Karin Cooper	Subject Group Head for Psychological Health, Wellbeing and Social Work
Kath Darlington	Professional Services Head of Administration
Scarlett Davis	Year 4 Trainee
Gemma Dent	Year 4 Trainee
Beth Edlington	Year 6 Trainee
Ruby Fada	Year 5 Trainee
Pete Fleming	Clinical Tutor
Eric Gardiner	Statistics Advisor
Jan Gibson	Head of Quality
Jo Gledhill	Year 6 Trainee
Lesley Glover	Research Tutor
Mark Gretton	Director of Student Experience
Anjula Gupta	Clinical Tutor
Laura Hadgett	Year 5 Trainee
Julie Hall	Director of HR Humber NHS Foundation Trust
Gavin Hamilton	Service User on HOLD committee
Alex Hamlin	Humber NHS Foundation Trust
Shirley Harrison	Commissioner Health Education England
Charlotte Hinsby	Year 5 Trainee
Nick Hutchinson	Programme Director
Colin Johnson	Associate Dean, Student Experience
Julie Jomeen	Dean
Andrea Jones	Northern Lincolnshire and Goole NHS Foundation Trust
Matt Laws	Tees Esk and Wear Valley TEWV NHS Trust
Beverley Leak	Programme Manager
Emma Lewis	Academic Tutor, Co-Chair of HOLD
Sean Malkin	Year 6 Trainee

Claire Marsden	Service User on HOLD committee
Alex Matthews	Service User
Connor McGuire	Year 6 Trainee
Philip Molyneux	Clinical Practice Coordinator
Jayne Moran	Care Plus Group
Louise Mowthorpe	Humber NHS Foundation Trust
Claudia Myer	Former Student Representative on HOLD during training
Graham North	Service User and Co-Chair of HOLD
Selen Osman	Hull and East Yorkshire HEY NHS Trust
Georgia Parratt	Year 5 Trainee
Jorg Richter/Igor Schindler	Subject Group Lead for Psychology
Deborah Robinson	Head of School
Kerry Rowson	Year 4 Trainee
Chris Sanderson	Academic Tutor
Annette Schlösser	Academic Coordinator
Emily Thornhill	Year 4 Trainee
Jacquie White	Associate Dean Education
Yvonne Wilkinson	Academic Manager
Emma Wolverson	Research Tutor
Kate Yorke	Director of Clinical Psychology Humber NHS Foundation Trust
Tasmeah Zain	Year 5 Trainee

6. Membership of the Visiting Team

Dr Anna Daiches CPsychol	Convenor; Member, Committee for Training in Clinical Psychology, Lancaster University
Prof Ken Laidlaw CPsychol	Member, Deputy Co-Chair Committee for Training in Clinical Psychology, University of East Anglia
Dr Nikki Kiyimba CPsychol AFBPsS	Member, Committee for Training in Clinical Psychology, University of Chester
Holly Scott	Note Taker, The British Psychology Society