

ACCREDITATION THROUGH PARTNERSHIP



The British
Psychological Society
Partnership & Accreditation

Questions that teams might ask at a partnership visit

Accreditation through Partnership aims for collaborative working with education providers to promote quality enhancement. This document has been designed to give providers who are preparing for a visit a general idea of the types of questions that might be asked in the different meetings that are scheduled to take place. In general terms, the visiting team will be interested in gaining as full a picture as possible about how the course operates in practice – including things that are done well, as well as those that could be improved.

Trainees

Discussion with trainees offers a rich source of information for the visiting team, and trainees' reflections on their experience are key in helping the visiting team to shape a view on the nature of the programme overall.

The team may wish to ask about:

- trainees' expectations of the programme and the extent to which these have been met or exceeded;
- their experiences on placement, and of the assessment process;
- the research component of the programme, and gaining ethical approval for research;
- access to resources to support their learning;
- their understanding of the purpose of accreditation;
- the support that is in place for their academic, research, practice and professional development;
- access to staff and personal support; and
- the opportunities they have to feed back on the programme and on their experience.

Programme team

This meeting will normally be used to expand upon different aspects of the provision as it is run currently, to explore the ideas that the programme team has for its development, and to identify ways in which the partnership visit can support these.

The team may wish to ask about:

- recent or planned developments to the programme;
- any areas of good practice the programme team wishes to highlight;

- the ways in which the programme supports the development of ethical thinking;
- recruitment, selection and widening access to the profession;
- opportunities for learning alongside other student groups;
- support for trainees' personal and professional development;
- processes for co-ordinating, monitoring, evaluating and supporting placements;
- other assessment processes/regulations;
- graduate employability;
- what trainees understand about the roles of the Society and the Health and Care Professions Council;
- staffing and support for professional development;
- curriculum development; and
- ways in which the partnership process might help to facilitate change.

Placement supervisors

This meeting will explore the nature and quality of the programme's relationships with placement supervisors, and the ways in which trainees are supported in developing competence on placement.

The team may wish to ask about:

- negotiation of the content of individual placements;
- what information supervisors get about how the placement they are offering fits with the individual trainee's overall training plan and previous experience;
- training and support for them in their role as supervisors;
- understanding of the competencies that trainees need to demonstrate;
- feedback that is given on the quality of supervision they have provided, including discussion of how any difficulties on placement might be addressed;
- links between the programme and the placement provider, including opportunities to provide feedback to the programme; and
- how the programme's graduates are regarded locally.

Service users

Programmes will take different approaches to the involvement of service users and carers, and their involvement strategies will be at different stages of development. Where possible, and appropriate, programmes will arrange for visiting teams to meet with a group of service user and/or carer representatives to explore the nature and quality of the programme's relationships with service users and carers, and the ways in which they are supported in contributing to the programme and its development.

The team may wish to ask about:

- current involvement of service users in the programme;
- co-ordination of service user involvement;
- support for service users in their role; and
- potential future developments.

Senior management

The aim of this meeting is to understand the discipline-specific, operational context of the programme and how it adds value and contributes to current strategic priorities for the education provider. The meeting also enables the team to seek further detail on current and future resourcing and/or infrastructure issues.

The team may wish to ask about:

- how this programme contributes to strategic priorities;
- opportunities and challenges for the programme;
- recruitment and widening access;
- graduate employability;
- resourcing;
- staffing and support for professional development;
- future relationship between the Society and the provider; and
- areas of good practice.