

ACCREDITATION THROUGH PARTNERSHIP



The British
Psychological Society
Partnership & Accreditation

Questions that teams might ask at a partnership visit: PWP programmes

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 supervision process;
- their experience of teaching days, skills development and directed learning;
- 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;
- future commissioning plans;
- selection, recruitment, and admissions (e.g. joint working with employing organisations);
- programme design and content (e.g. curriculum coverage, skills teaching, directed learning);

- assessment and progression (e.g. trainee failure, unethical behaviour, communication with services);
- programme management and resources (e.g. staff development, preparation of actors for use in competency assessments, service user involvement); and
- supervision (e.g. supervisor training, quantity and quality of supervision).

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:

- amount and type of supervision being provided;
- support for trainees' directed learning activities;
- training and support for them in their role as supervisors;
- dealing with trainee failure, unethical behaviour or other difficulties;
- responsibilities (e.g. signing off practice outcomes); and
- links between the programme and the placement provider, including opportunities to provide feedback to the programme.

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.

Commissioners and IAPT Regional Lead (or equivalent)

This meeting will explore the nature of the programme's relationships with its commissioners. The team will wish to learn more about how decisions regarding commissioning of training places are made, and to gain a view on the quality of the programme's graduates.

They may wish to ask about:

- graduate employability;
- contractual arrangements, including contract review; and
- responsiveness of the programme to local needs and priorities.