THE PSYCHOLOGICAL SOCIETY OF IRELAND

CUMANN SÍCEOLAITHE ÉIREANN

ACCREDITATION STANDARDS FOR

PROFESSIONAL DOCTORAL TRAINING

IN

EDUCATIONAL PSYCHOLOGY IN IRELAND

2022

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INTRODUCTION

This document, which includes significant revisions of the accreditation standards for professional doctoral training in educational psychology in Ireland, was coordinated by the Division of Educational Psychology (DEP). The DEP engaged in a consultative process with a range of stakeholders, including the two universities that offer the doctoral programme, the National Educational Psychological Service (NEPS) and the Health Service Executive (HSE) to inform the development of the standards.

The purpose of this document is to define clearly the standards for doctoral training in Educational Psychology in Ireland and to support education providers offering programmes leading to eligibility for their graduates to become Chartered Members of the Psychological Society of Ireland and for full membership of the Division of Educational Psychology. On completion of an accredited programme for doctoral training, Educational Psychologists will have knowledge of a broad range of psychological theory, evidence-informed practice, method and research and will demonstrate the ability to apply psychological methods, insights and interventions to working autonomously or as part of multi-disciplinary teams, with a variety of individuals in diverse contexts. Professional practice will be characterised by high ethical standards, competence to practise in a variety of professional contexts, and a disposition to work collaboratively with high levels of professional skill and up- to- date knowledge.

DEFINITION OF EDUCATIONAL PSYCHOLOGY

Educational psychologists work to support the psychological and educational development of children and young people in the main, but also adult learners, in the education, health and social care systems. This support may include working with children and young people or adults; where applicable with their parents, guardians or families and/or with teachers or other support professionals who work with them. Educational psychologists explore how people experience life within the context of their school, home, and community. They explore how environmental, biological, psychological, affective, and behavioural factors interact. They support people with learning needs and social, emotional and behavioural needs. The work of the educational psychologist, can, therefore, involve prevention, assessment, intervention and collaborative support to improve educational, social and emotional outcomes for people. Educational psychologists are also involved in consultation, decision making and system-led service delivery. They are also likely to be involved in training, research, and policy formulation.

Note on terminology used:

1. For the purposes of these standards, the term '*additional educational needs'* is used throughout and understood to be the outcome of an interaction between the individual characteristics, learning strengths and needs of the person and their educational environments.
2. Throughout these standards, the word *trainee* refers to a *Trainee Educational Psychologist.*

1. PRINCIPLES

1.1 Doctoral programmes in Educational Psychology should prepare trainees for the range of autonomous and collaborative professional roles that are, or could be, performed by educational psychologists in relation to a range of contexts and client groups.

1.2 Programmes must support trainees to develop partnerships and effective collaborative practice with multiple interacting systems including families, schools, communities and other agencies. Trainees need to develop effective spoken and written communication skills and such personal and social qualities as may enable them to fulfil effectively their professional roles and promote constructive interpersonal relationships with all role partners.

1.3 Programmes should develop trainees' critical and scholarly orientation to the main knowledge bases of Educational Psychology. The assumptions and approaches of other disciplines within psychology should be examined with reference to their implications for psychological interventions and collaboration with other professionals within the wider education, health, care, welfare and justice systems.

1.4 Programmes must enable trainees to develop preventative and responsive services for assessment and evaluation, with particular attention to the promotion of individuals' well-being and resilience. There should be particular emphasis on problem appraisal, goal setting, the application of relevant knowledge and psychological theory, the selection and competent administration of suitable assessment methods, the implementation of intervention strategies, and the evaluation of outcomes.

1.5 Explicit connections should be made between theory and practice. Trainees should be enabled to conduct relevant research and evaluation in order to identify practice that optimizes impact and contributes to the development of the profession and its knowledge base.

1.6 Programmes should facilitate trainees to manage personal learning and self-care, to monitor professional effectiveness and to promote continuing professional development.

1.7 Programmes should enable trainees to be self-reflective practitioners in action, capable of transferring knowledge and skills to new settings and situations, critiquing and, where appropriate, adopting new practices, and being open to self-guided personal development.

2. **PROFESSIONAL PRINCIPLES AND VALUES**

2.1 STANDARDS OF PROFESSIONAL CONDUCT

2.1.1 The PSI Code of Professional Ethics must be central to the ethos of the programme. All accredited programmes are expected to include the formal teaching of ethics. Students must demonstrate how working ethically is integral to their research and placement activities.

2.1.2 All stakeholders in the programme should be made aware of psychologists' professional responsibilities under the Code.

2.1.3 The necessary formal procedures must be in place to ensure that individuals who display unacceptable ethical standards in their professional work are not allowed to continue on the programme.

2.1.4 The PSI's Code of Professional Ethics should be used as a reference in all cases where judgments regarding professional ethics are being made and due regard should be given to existing parallel university procedures.

2.1.5 Formal appeal procedures should be available to trainees who are judged unsuitable to continue on the programme.

2.1.6 Practitioner Psychologists will be statutorily regulated by the Health and Care Professional Council (CORU) and it will become a legal requirement for anyone who wishes to practice using the title 'psychologist' to be registered with CORU. It is likely that doctoral programmes will need to seek separate approval from the Health and Social Care Professions Council.

2.2 PROMOTING EQUALITY AND INCLUSIVE PRACTICE

2.2.1 Programmes should assist trainees to value human diversity and understand the possible impact of disability, culture, gender, ethnicity, poverty, social exclusion, discrimination and inequality on educational, health and psychological well-being.

2.2.2 Programmes should provide sufficient reflective learning experiences for students to develop their awareness, knowledge and skills in order to adopt inclusive practice in their role as an educational psychologist. Inclusive practice for psychologists involves treating each client as a unique individual, while:

- Expecting diversity among colleagues, research participants and client populations and respecting this diversity
- Understanding the issues facing diverse groups and being able to respond to their specific psychological needs

- Providing an accessible and appropriate service to all within a psychologist's area of competence
- Being able to communicate effectively with a range of clients from diverse backgrounds and across the spectrum of intellectual ability and linguistic competence

2.2.3 In particular, programmes should facilitate trainees to develop insight into their own personal attitudes and beliefs and how these can impact on the provision of an equal and inclusive service to a diverse range of people in terms of gender, age, sexual orientation, marital status, family status, socio-economic status, religion, disability, race, ethnicity and membership of the Traveller Community.

2.2.4 Programmes should assist trainees to develop a thorough understanding of all relevant legislation in Ireland as it relates to aspects of their professional work.

2.2.5 Programmes should provide appropriate assistance to trainees with particular needs.

3. PROGRAMME CONTENT

3.1 PROGRAMME CONTENT

3.1.1 The programme content should be developed through a consultative process involving the Programme Director, programme staff, service providers and other relevant stakeholders.

3.1.2 All teaching on professional doctoral training programmes should be specifically designed for doctoral level trainees. Some joint teaching with other postgraduate and/or doctoral trainees is acceptable and desirable where curricular alignment is evident.

3.1.3 Teaching in the core professional areas should be delivered by persons with substantial professional experience in Educational Psychology and by qualified members of other disciplines. Teaching by others with special expertise in academic and applied professional areas is encouraged.

3.1.4 The programme curriculum which should be available to all participants should reflect the principles described in Section 1 above. The programme content should make explicit connections between the academic components of the programme and diverse placement experiences.

3.1.5 The programme content should be formulated in terms of the following three factors which provide a planning matrix:

- Role Functions: consultant, advisor, assessor, counsellor, educator, researcher, policy advisor, team participant, and advocate.

- Client Groups: children, young people, parents, adult learners, teachers, educators, other professionals and agencies

- Context: education, health and social care settings (may include pre-school education settings, primary schools, second-level schools, special schools, child and adolescent mental health services, alternative educational settings, third-level institutions, residential settings and support groups)

3.2 ACADEMIC CONTENT

The Professional Doctorate in Educational Psychology should have a comprehensive academic syllabus covering psychological theory and its application to educational psychology practice in a range of contexts. On successful completion of the Professional Doctorate in Educational Psychology, trainee educational psychologists will have developed knowledge and understanding of a range of psychological and educational theory, research and practice, systems and the process of organisational analysis and change. They will demonstrate the ability to apply this in their work to become competent and accountable professional practitioners. Programmes should be sensitive to the emergence of new knowledge and needs in Educational Psychology and related fields and be sufficiently flexible to adapt to these developments. In meeting these requirements, formally taught programmes of professional training in Educational Psychology should develop the following seven core competencies and skills:
(Note: Examples provided will inform the academic content to be addressed in working towards each of these competencies and skills).

3.2.1 **To develop an understanding of the core knowledge bases for both psychology and education**
- Understanding of frameworks for practice in Educational Psychology
- Knowledge of the history of Educational Psychology and the distinctive contribution of the educational psychologist to education and psychology
- Understanding of human development, individual differences and psychological well-being across the life-span particularly in the areas of cognition, academic skills and social and emotional development.
- Knowledge of curriculum and pedagogy at all levels of education

3.2.2 **To develop the knowledge, skills and reflective capacity to engage in equitable practices for diverse populations**
- Understanding and respect for human diversity in development and learning, including the needs that arise from difference due to social or cultural factors, and additional educational needs; and the implications of same for education and working with children, young people and their families
- Skill in working with children and young people, families and teachers from culturally diverse backgrounds

- Commitment to providing effective services and promoting social justice and inclusion for all children and young people, families and schools

3.2.3 **To develop professional knowledge, skills and reflective capacity in the theory and practice of psychoeducational assessment and identification of need, formulation, intervention and evaluation**
- Application of psychological knowledge of human development and specialist knowledge in additional educational needs to:
  o enable problem appraisal based on a knowledge and understanding of the ecology of the learning environment,
  o use and interpret psychological and educational assessment tools and data within a systematic, ecological, problem-solving framework
  o facilitate the development of recommendations, goals and evaluation of outcomes for children, young people and sometimes adults
  o facilitate the implementation of evidence-informed intervention strategies and instructional support to develop academic, social and life skills and promote psychological well-being
  o develop competence in report writing to convey results of assessments, summary of interventions or recommendations pertaining to a particular case

3.2.4 **To develop knowledge, skills and reflective capacity in relation to theoretical and research perspectives on systems**
- Understanding of key legislation, policies, structures and accountability systems, central to supporting Educational Psychology services and other services used by children and young people and sometimes adult learners
- Knowledge of theoretical and research perspectives on organisations, systems and the processes of organisational change
- Understanding of influence of community and institutional culture and ethos, communication systems, management and leadership styles on psychological wellbeing and learning
- Understanding of systems level preventive and responsive services
- Ability to engage with key agents of change in schools or other institutions at a systems level with a view to developing policy and systems which are effective for all
- Ability to adapt practice as an Educational Psychologist to different educational settings and taking cultural context into account

3.2.5 **To develop knowledge, skills, values and reflective capacity in relation to professional, ethical and legal practices**
- Understanding of the role and function of the Educational Psychologist nationally and internationally
- Knowledge of legislation that impacts on educational policy and practice
- Understanding of professional, ethical and legal issues, with due consideration of the rights of the client

- Recognition of the importance of continuing professional development, monitoring of professional effectiveness, reflective practice and the need for ongoing supervision and professional self-care

3.2.6 To develop knowledge, skills and reflective capacity in relation to research and enquiry methods
- Adoption of the reflective practitioner approach, making explicit connections between theory and application to professional practice combining professional relevance with academic rigour
- Adopting the scientist-practitioner model as a framework for practice as an educational psychologist
- Engagement in evidence-informed practice and the ability to evaluate assessment methods, tests and programmes
- Knowledge of research paradigms, methods and design and underlying statistical procedures appropriate to research in the field of Educational Psychology
- Skill in planning and conducting relevant and rigorous research at doctoral level that will inform the practice of Educational Psychology and reporting the findings in an accessible format for publication

3.2.7 To develop interpersonal and communication skills, collaborative practice and teamworking
- Understanding of assumptions and approaches of other disciplines within the wider education, health, care, welfare and justice system to facilitate collaboration among professionals
- Understanding the unique contribution of the educational psychologist when working with multidisciplinary teams to achieve a holistic understanding of the strengths and needs of the learner
- Skill in working collaboratively within a problem-solving framework to identify and prioritise needs, plan interventions and review outcomes
- Skill in provision of training in relevant areas to build capacity of teachers, schools or families
- Effective oral and written communication and the ability to adapt communication methods and styles to suit the context, considering issues of language, age, culture, additional educational needs
- Consultation, interview and listening skills which enable effective communication and collaboration with families, teachers, and other professionals
- Understanding of the principles of counselling and the application of counselling skills to aid communication with others

3.3 PROFESSIONAL PRACTICE

3.3.1 There should be a high level of co-ordination between the taught programme content, trainees' research activities and the supervised practical placement experience.

3.3.2 Supervised placement experience should be provided in the following skill areas:

- Conducting assessments using a wide range of assessment instruments and methods, both standardised and non-standardised, including observation, in a variety of education and care settings

- Case formulation and individualised planning, integrating information from multi-method assessments to inform appropriate psychological interventions

- Formulation of evidence-informed interventions and recommendations for appropriate realistic and functional strategies for a client.

- Report-writing to communicate the results of assessments to a variety of stakeholders including clients, where appropriate, parents, carers and other professionals

- Provision of practical and relevant support appropriate to a client's needs

- Evaluation of interventions, including ongoing reflective self-evaluation of one's own practice

- Provision of services, both direct and indirect, to individuals, families, schools and other services and organisations

- Consultation, facilitation of collaborative problem-solving and engagement in systems work and formulation of systemic interventions

- Collaboration with children, adults, parents, carers, other professionals and other agencies

- Collaboration with other professionals and contributing perspectives on Educational Psychology within multi-disciplinary teams

- Provision of Continuing Professional Development training to other professionals and client groups

- Use of appropriate communication and presentation skills in both individual and group settings

- Engagement in counselling and therapeutic interventions and in preventative interventions aimed at promoting resilience and well-being

- Demonstration of professional knowledge of ethical practices and relevant codes of practice and legal requirements of practice, including awareness of limits of own competencies

- Adoption of appropriate self-care strategies

- Acknowledgment of the voice of children, adolescents, parents and carers as core stakeholders in decision-making

- Research initiatives

3.3.3 In addition, arrangements should be made to facilitate the ongoing personal development and interpersonal skills of the trainee.

3.3.4 Programmes should provide experience in working with individuals and groups in a range of age groups, including persons who present with developmental disabilities, additional educational needs, social, emotional or behavioural challenges or mental health difficulties. Programmes should provide experience in working in a range of settings and particular expertise should be gained within educational settings.

3.3.5 Trainees must undertake an initial placement of at least 10 days primarily within an educational setting, such as a mainstream preschool, primary, post-primary or third-level setting or a special education setting. The placement should include working with special education teams in these settings with the express purpose of deepening the trainee's awareness and understanding of educational systems, particularly those relating to additional educational needs. The placement should enable the trainee to analyse the implementation of these systems in the context of legislation and governmental guidance around provision for additional educational needs. This placement should be aligned with relevant core competencies and skills, for example, as outlined in 3.6.4

3.3.6 Professional Placements will be facilitated across each year of the programme and placements undertaken should reflect the range of contexts within which Educational Psychologists work. Experience must be gained in psychological services operating within both educational settings and health and social care settings. Experience gained in educational settings must include mainstream primary and post-primary and special education settings and could extend to preschool, third-level and alternative education settings (such as settings catering for early school leavers). Examples of health and social care settings include settings which specialise in supporting people with disabilities or mental health needs.

3.3.7 Programmes should aim to provide a minimum of 300 full days practical work experience in applied settings. It is recommended that all placements in psychological services should be of at least 60 days duration.

3.3.8 Supervision on placement:

- Programme Directors should ensure that, where possible, supervision is provided to trainees for all placement experiences by educational psychologists who are, or who are eligible to be, Chartered Members of the PSI.

- Supervision other than that provided by an educational psychologist, can be provided by a psychologist who holds a recognised qualification in a discipline of psychology, who is, or is eligible to be, a Chartered Member of the PSI, and who is working in an educational or healthcare setting.

- Programmes should have written guidelines for supervision.

3.3.9 Supervision in all placements should contain the following elements:
- Placement objectives should be established between the supervisor and the trainee, in consultation with the College Tutor, and a placement contract drawn up at the beginning of the placement

- Weekly supervision time between the supervisor and trainee should amount to 30 minutes per placement day with additional available 'contact' time (e.g. informal support, telephone contact, etc.), as appropriate to the needs and developmental stage of the trainee

- The psychologist offering supervision on the placement should be employed within the service at least on a half-time basis. In situations where the supervisor is not working on all days that coincide with a trainee's placement days, appropriate alternative supervision should be put in place during the supervisor's absence

- Trainees must have the opportunity to observe the supervisor engaged in client work. The supervisor in turn must have the opportunity to observe the work of the trainees with clients

- A trainee's progress and range of experience should be reviewed mid-way through the placement

- All placements must include two placement review meetings, preferably a mid-placement and a final review meeting, to involve a member of the Programme Team, the trainee and the supervisor, for monitoring and assessment purposes. While a face- to- face visit may not be possible during an overseas placement, Skype or its equivalent may be used. It is the responsibility of the Programme Director to ensure that the placement is adequately monitored

- At the end of the placement, written feedback should be provided about the trainee's performance on the placement and the trainee should have an opportunity to comment on this report

- Feedback must be obtained from trainees on the quality of placements and supervision and the Programme Director should take appropriate action when placements are reported to be unsatisfactory

- Training in supervisory skills and procedures and other relevant opportunities for Continuing Professional Development should be provided for placement supervisors

- There should be a clear written protocol on the steps to be undertaken if a trainee is causing concern and is at risk of failing a placement and this protocol must be made available to all trainees and all supervisors prior to the start of placements

3.4 RESEARCH

3.4.1 Programmes should have a written statement of the objectives and learning outcomes for a programme of research training throughout the programme.

3.4.2 There should be a formal teaching programme on qualitative research and quantitative methods and this should be assessed.

3.4.3 Clear learning objectives should be provided for postgraduate research activity.

3.4.4 During the programme, trainees should 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 of findings, including publication.

3.4.5 Develop a critical understanding of the philosophy of research, of the philosophical underpinnings of research design and methods of data collection, analysis and evaluation.

3.4.6 During the programme, trainees should undertake a substantial doctoral research project. All research should be governed by and subject to ethical considerations. Research should be relevant to the professional practice of psychology and contribute to the development of trainees as Scientist Practitioners

3.4.7 A designated research supervisor, appropriately qualified in terms of research skills and topic expertise, should be provided to supervise the trainee's research from Year 1 of the programme. This supervision should be complemented by guidance from a Doctoral Studies Panel. The research component must be examined by *viva voce,* by a panel which includes at least one External Examiner

3.4.8 Programmes should identify a person who will act as a Research Co-coordinator with responsibility for organising and monitoring the research project process.

ADMINISTRATION AND GOVERNANCE OF THE PROGRAMME

4. ADMINISTRATION AND GOVERNANCE

4.1 Doctoral programmes should be of at least three academic years' duration, full-time, or its part-time equivalent.

4.2 For full-time university-based programmes, the equivalent of two days per week should be allocated to university-based teaching, to amount to not less than ten hours per week average contact time over the programme, with pro-rata provision for part-time equivalents. On full-time programmes, one day per week should be devoted to private study.

4.3 Learning experiences provided on the programme may include a combination of face-to-face university-based teaching, collaborative learning and e-learning modules to facilitate online learning.

4.4 Strong links should be established with psychological services at local, regional and national levels.

4.5 Qualified educational psychologists (ie. those who have completed a professional qualification in Educational Psychology) and other relevant professional practitioners must contribute to the academic teaching of the Programme.

4.6 Core academic staff must engage in on-going professional practice.

4.7 A Programme Committee should be established which should comprise the Programme Director and other key members of staff to oversee the day-to-day running of the programme.

4.8 An Advisory Committee, comprising core programme staff and representatives of external stakeholders should advise on the continuing development of the programme, including policies for monitoring the assessment of trainees' work and for dealing with other management issues.

5. STAFFING RESOURCES

5.1 The education provider must have sufficient and appropriate staff expertise and resources in place to support the effective delivery of the programme. It is incumbent on all education providers to ensure that there are adequate resources to deliver the learning outcomes associated with Doctoral training in Educational Psychology. A core course team (excluding administrative staff): trainee ratio of 1 (WTE) to 9 trainees should be maintained on the programme. From time to time this ratio may be reduced during

periods when staff are on statutory leave. The ratio of 1:9 must be maintained if staff are absent on other forms of leave e.g. discretionary leave.

5.2 The leadership, vision and co-ordination of the programme are central to the development of psychologists in training. The Programme Director will exercise a significant influence on the formative development, orientation and identity of trainees. An educational psychologist with substantial professional experience should be appointed as Programme Director and have overall responsibility, within the university structure, for programme organisation and direction.

5.3 The programme should be the Director's major commitment and this person should be free to devote most of his/her time to it.

5.4 The Director should be eligible for full membership of the Psychological Society's Division of Educational Psychology with substantial professional experience. He/she should be of appropriately senior academic status within the college, ideally Senior Lecturer/Associate Professor status, such that the Psychological Society of Ireland can be confident that he/she can take overall responsibility for the programme's management and strategic development.

5.5 A member of the core academic staff should be responsible for monitoring placement experience. This coordinating Placement Tutor should be a qualified psychologist who ideally has acquired professional work experience in a broad range of work settings.

5.6 There should be regular monitoring of the professional progress of individual trainee educational psychologists who should be allocated a specific tutor for this purpose. The tutor should ensure that trainees participate in supervision with appropriately qualified psychologists during their training.

5.7 The programme must have in place a personal tutor for each trainee who should take the lead responsibility for monitoring and supporting his/her development. Regular and scheduled tutorials should be held, during which trainees receive supervision from college staff, engage in peer supervision and develop the skills of reflective and reflexive practice.

5.8 Supervisors of trainees should receive appropriate training in supervision.

5.9 Education providers should support the ongoing professional development of all staff and encourage self-evaluation as an essential and regular element of reflective professional practice.

 5.10 Programmes must have sufficient, ideally dedicated, administrative support.

5.11 In view of developments in the use of technology to support teaching and learning, programmes must have sufficient technical support.

6. PROGRAMME RESOURCES

The education provider must have sufficient facilities and appropriate resources to support the effective delivery of the programme.

Such facilities and resources should include:

6.1 Teaching space of appropriate size and quality for each cohort of trainees and physical space which allows sufficient room for workshop activities, table-top activities, presentations and group activities.

6.2 Access to appropriate computer facilities and adequate technological support.

6.3 Access to library facilities, to include access to a wide range of relevant and up-to-date books and journals in Psychology, as well as access to a comprehensive range of e-journals and electronic resources.

6.4 Access to a wide range of up-to-date psychometric tests and other relevant resource materials.

6.5 Appropriate storage for the efficient operation of the programme including secure restricted storage space for restricted materials.

6.6 Appropriate space and office equipment to enable the programme to be administered effectively, including office space for administrative staff.

6.7 Individual office space for academic staff.

6.8 Use of a common room or similar facility for trainees.

7. ADMISSION REQUIREMENTS AND PROCEDURES

7.1 Applicants should have an honours degree in Psychology or an equivalent qualification, recognised by the Psychological Society of Ireland as conferring eligibility for Graduate Membership.

7.2 The equivalent of two years' relevant professional experience in education, psychology, or healthcare settings.

7.3 Selection should be based on transparent, equitable criteria. Competence in Irish should be considered an additional positive criterion to address the needs of Gaelscoileanna/Gaeltacht schools and Irish speaking clients, as should competence in any second language, in order to reflect the multicultural nature of modern Irish society.

7.4 Short-listed applicants should be assessed by a panel, to include the Programme Director, the core Programme Team and, where feasible, a representative of external stakeholders.

7.5 The selection panel should pay particular attention to the personal suitability of applicants to work with clients of all ages and with clients from diverse social, cultural and linguistic backgrounds.

7.6 Application standards should include applicants receiving Garda clearance before acceptance on to the programme.

7.7 An outline syllabus, placement arrangements, code of conduct and details of fees and other expenses should be available to potential applicants.

7.8 Education providers should explore all possible funding opportunities that could be channelled to offer opportunities to prospective eligible candidates who are financially disadvantaged.

8. ASSESSMENT AND EVALUATION OF TRAINEES

8.1 Relevant information should be made available to the trainees, staff and external examiners regarding the standards necessary to complete the programme successfully.

8.2 Assessment practices should be fair, valid, reliable and appropriate to the doctoral award being offered. Assessment should only be undertaken by appropriately qualified staff that have been adequately trained and briefed and given opportunities to update their knowledge and skills in the area of assessment.

8.3 A variety of evaluation procedures should be applied which may include examinations, a substantial research project and a range of written reports, together with supervisors' assessments of each professional practice placement.

8.4 Trainees should be provided with ongoing feedback on their progress throughout the programme. A trainee who is considered to be experiencing significant difficulties or who may be at risk of failing to complete the programme satisfactorily should be advised of this possibility as soon as concerns become evident and receive appropriate feedback, support and guidance.

8.5 It is the responsibility of the programme Team to ensure that trainees who do not develop professional competence, or whose behaviour does not conform to the PSI Code of Ethics, do not obtain a professional qualification to practice. Reference should be made to the PSI Code of Professional Ethics in making this decision. The programme should be governed by a Fitness to Practice policy which should be communicated to all students, staff and supervisors.

8.6 In relation to those trainees who fail to satisfy programme standards, there should be an appeals procedure which is made known to trainees at the commencement of the programme.

8.7 Programme staff should be sensitive to personal issues which may impact, even temporarily, on trainees' participation on the programme, professional performance or academic achievement.

9. QUALITY ASSURANCE PROCEDURES

9.1 The programme should engage in a quality assurance procedure possibly as part of the host institution's existing structure.

9.2 The quality assurance procedure should ensure that the views of all stakeholders are sought and contribute to the ongoing evaluation and development of the programme.

9.3 An External Examiner appointed by the university, should be a person of high professional and academic standing and should monitor all aspects of assessment and performance on the programme.