

D.Ed.Ch.Psychol Programme Information

Introduction

The Doctorate in Educational and Child Psychology (D.Ed.Ch.Psychol.) is approved by the Health and Care Professions Council (HCPC) as a three-year full-time initial professional training programme for educational psychologists. The programme takes approximately 10 new students each September. Successful graduates, who complete the full programme and achieve the award of D.Ed.Ch.Psychol. are eligible to apply to the HCPC to be registered to practise as an Educational Psychologist. A practitioner is not legally allowed to practise using the title Educational Psychologist without being registered with the HCPC. An MPhil exit award may be made for candidates who do not complete the full programme successfully but this award does not confer eligibility to apply to the HCPC for registration as a practitioner psychologist. The programme is based in the School of Education, Environment and Development, within the Faculty of Humanities at the University of Manchester. The Faculty of Humanities at the University of Manchester has established a national and international reputation as a centre of excellence in research, teaching and consultancy in educational psychology, special needs, inclusive education, school development and counselling. Faculty staff are active in securing funded research contracts from a range of bodies, including ESRC, DCSF, The British Academy and Local Authorities/ National Health Service.

The John Rylands University Library has one of the largest collections in the UK. Teaching on the programme is supported by a wide-ranging and up-to-date library of dedicated resources for students' use during University work and fieldwork as a trainee psychologist.

The programme maintains good links with educational psychology services in the North West and most fieldwork placements are within the region. Regional educational psychologists contribute to programme developments through their representation on the programme's Stakeholders' Committee and Selection Panel and many are invited to the programme as outside speakers. The views of wider Stakeholders such as parents and schools are also actively sought and parent representatives are invited to the Stakeholders' Committee.

The content of the programme reflects the belief that children and families have a right to be involved fully in all aspects of work and decision-making that concern them. We are sensitive to the possibility that the education system may not always act in the best interests of the diversity of groups and individuals. We believe that the educational psychologist, alongside others, has an active responsibility to ensure that such groups and individuals are supported. The programme team aims at all times to provide friendly and approachable support.

Entry Requirements

See trainee psychologist person specification below.

We encourage most positively any applications from people who may identify themselves or be identified as belonging to groups conspicuously under represented in the profession, such as those from ethnic minorities, those with disabilities and males. You can check the accreditation status of your degree with the British Psychological Society on 0116 254 9568 or at www.bps.org.uk.

CRITERIA (E) = Essential; (D) = Desirable	Evidence from application form	Evidence from interview	Evidence checked after offer
Qualifications and Status			
1. British Psychological Society (BPS) accredited undergraduate programme or conversion degree programme in Psychology - First degree Class I or IIi, or conversion degree at 'merit' level. E	✓		✓
2. 'Enhanced' level disclosure from the Disclosure and Barring Service showing satisfactory conduct for direct work with children. E			✓
3. Documentary evidence of British Psychological Society (BPS) accredited undergraduate programme or conversion degree programme in Psychology - First degree Class I or IIi, or conversion degree at 'merit' level. E			✓
Knowledge, Skills and Understanding			
4. Understanding of theories in Psychology that apply to Education. E	✓	✓	
5. Reflect on the effects of educational philosophies and practices upon children's learning. E	✓		
6. Reflect on the effects of societal, cultural and familial factors on children's learning and development. E		✓	
7. Knowledge of child protection and safeguarding procedures and how these relate to the EP role. E		✓	
8. Ability to communicate effectively in person and in writing and provide evidence of good oral and written English Language skills (at or above IELTS-7) E	✓	✓	✓
9. Ability to work collaboratively with other adults. E	✓	✓	
10. Effective personal organisation and study skills. E		✓	
11. Ability to plan, implement and evaluate a research project. E		✓	
12. Understanding of the diversity and range of EP role. E		✓	
13. To be able to assimilate information in order to formulate, problem solve and plan. E		✓	
Experience			
14. At least 12 months sustained experience of planned and evaluated work within the 0-25 age range within educational, child care or community settings. E	✓		
15. Evidence of reflection on the planning and evaluation of direct work with children and/or young adults in the 0-25 age range. E		✓	
Other requirements			
16. Willingness to develop Information and Communication Technology skills. E		✓	
17. Willingness to work on some evenings/ weekends. E		✓	
18. Willingness to travel and undertake placement within the NW region as directed. E		✓	
19. Willingness to obtain trade union membership or other appropriate professional liability insurance. D			✓
20. Willingness to disclose barring from practice by a professional body. E			✓
21. Willingness to adapt personal presentation to meet the needs of a local authority psychological service. E		✓	
22. Willingness to disclose any health issues which may affect mental or physical capacity to carry out the training. E			✓
23. Willingness to seek employment as an Educational Psychologist for at least 2 years after qualifying. E		✓	

UNEQUIVOCALLY SATISFACTORY REFERENCES TO REFLECT THE ABOVE

Selection Procedure

Selection for interview will be based upon the quality of the written evidence provided within the application that demonstrates the candidate's goodness of fit to our trainee psychologist person specification. Criteria 4, 5, 8, 9 and 14 should be addressed directly within the application form. *Please note that you may address the person specification within any/ more than one of the text-based sections of the application form.*

Please note that, in the past, successful applicants to the programme have had differing experience of planned and evaluated work with individual and groups of children/ young people (criterion 12). For example, some successful applicants have worked as qualified schoolteachers, some have worked as teaching assistants and others have worked as behaviour mentors, education welfare officers or therapists. We consider that a wide range of direct work experience is relevant to the development of understanding about applied psychology and we do not give preference to one type of experience. It is important that the experience has entailed some detailed evaluation of outcomes for children/ young people and work process, and the contribution or potential contribution of psychological approaches.

For 2014, the programme is likely to be over-subscribed. Twenty-four applicants will be interviewed by a panel comprising programme tutors and local educational psychologists. The interview will last for half a day and will be based upon the trainee psychologist person specification. The interview will include a group task, a written task and an eight-minute presentation in which the applicant is requested to detail their direct experience of planned and evaluated work with either individual or groups of children/ young people. Further information about the required format of the presentation will be provided to those applicants whose written applications result in selection for interview.

A written policy, overseen by the programme Stakeholders' Committee, guides the selection process.

Funding

Funding of fees is provided by the National College for Teaching and Leadership (NCTL), throughout the 3 years of the programme. The NCTL also provides a bursary in Year 1. Further information regarding the application process for 2014 will be available at:

<http://www.education.gov.uk/schools/careers/careeropportunities/b00201184/educational-psychology/training>

Final details of the application process will also be posted on the University website as soon as these are available. At present, direct application to the University is not possible as our current policy is not to offer places outside of the public service funding scheme.

Currently, the University of Manchester meets the costs of criminal conviction checks. In the event of a Disclosure and Barring Service disclosure this will be considered by the School's DBS panel, this panel includes HCPC registrants and an EP registrant. In the

unlikely event that a placement provider subsequently rejects the University's decision to admit the student with a criminal conviction an alternative placement will be found.

During Years 2 and 3 trainees will be allocated a Trainee Educational Psychologist placement, with a placement provider. Trainee Educational Psychologists are also responsible for some additional costs such as establishing Graduate Basis for Chartered Membership of the British Psychological Society, travel and the costs of their accommodation throughout the programme.

Information Evening

We welcome the opportunity to meet potential applicants to the programme on our Information Evening which will be held on Tuesday 8th October. This is an opportunity to find out more about the programme, and to ask and hear questions to a panel comprising tutors and trainee psychologists. If you would like to attend this meeting, there is no need to book a place in advance but please note that the evening begins with a short presentation at 7pm sharp.

Programme Structure & Fieldwork Opportunities

Structure

The programme will run for thirty-six months from the 1st September 2014 to 31st August 2017. In view of the significant fieldwork requirements of the programme, it will not be confined to University semesters.

At the start of the programme, trainees will be provided with comprehensive programme handbooks which will include an outline timetable for the year, the dates of required fieldwork practice, dates for the submission of assessed work and dates when holidays may be organised. Details of health requirements for the programme and leave arrangements can be found in the downloadable file, 'Health and Leave arrangements'. Teaching is conducted in seminar form, with active participation and links to practice throughout. 'Problem-based learning' methods will be used extensively in Year 1 in order to develop knowledge relevant for each individual student and to share expertise among the group, hence learning from each other as well as from the programme tutors.

Research methods teaching will form a significant component in Year 1. Throughout the programme, teaching will be supported by a schedule of regular and flexible group and individual tutorials designed to develop professional practice and enable successful completion of the assessed requirements of the programme.

Most teaching will be led by programme staff; other staff from the ESI group will also contribute to teaching and will be available to supervise research projects. A number of outside speakers, most of whom are experienced or specialist educational psychologists from the region, will also contribute to the programme.

Programme Content

The five modules of the curriculum plan are designed to provide effective coverage of the required core curriculum for training in educational psychology provided by the British Psychological Society.

These concurrently taught modules are:

- ❖ Research in Educational and Child Psychology
- ❖ Consultation, assessment and intervention 1: Social, Organisational and Ecological Context
- ❖ Consultation, assessment and intervention 2: Child and Adolescent Development
- ❖ Mental Health and Well-being
- ❖ Communication and Interpersonal Effectiveness

The programme will draw upon a range of theoretical perspectives and psychological paradigms which inform the practice of applied educational psychology. We promote an 'interactionist' perspective that accepts that for complex human behaviours it is often not possible to quantify respective contributions from 'nature versus nurture' but look instead at influential factors within the interaction between the individual and the environment. We promote critical evidence-based practice that makes the best attempt to integrate knowledge from theory, research and practice. Opportunities are incorporated throughout the programme for reflection on practice, which involves evaluation of the effectiveness of the work of the educational psychologist.

Fieldwork Opportunities

Practical work is a central component of the programme and learning outcomes specific to fieldwork activity are identified. These cover evaluation of the context of schooling and its effects on children's learning and behaviour, as well as the essentials of psychological assessment, programme planning, team working and communication skills. Trainee psychologists will undertake supervised fieldwork activity, overseen by programme staff, for one day per week in Year 1 until December and then two days per week in Year 1 thereafter. These placements are normally within the North West and trainees are responsible for funding their own travel. There is a requirement for three days fieldwork per week in Year 2 and three days fieldwork per week in Year 3. Arrangements for fieldwork in years 2 and 3 are made by each trainee being allocated a placement as a trainee educational psychologist with a placement provider, usually in the North West. However, some trainees do elect to accept a placement outside of the region, which may necessitate additional travel or living outside the region. To date funds for trainee bursaries and travel expenses in Y2 and Y3 have been met by placement providers.

A placement contract is made between the trainee, the fieldwork provider and the University. Trainees maintain a record of their developing fieldwork experience to ensure that it will allow their successful completion of the programme's assessment requirements. Trainees are required to develop a Professional Practice Portfolio and also to utilise and direct some of their practical work towards the production of Research Assignments in Years 1 and 2, and the Thesis in Year 3.

All supervisors of trainee psychologists are required to be psychologists registered with the Health and Care Professions Council with an appropriate commitment to training of psychologists.

Supervisors will be required to attend training on supervisory skills at ESI and University tutors will visit and monitor trainee psychologists at fieldwork venues.

Assessment

For assessment purposes, the programme is divided into four parts.

Part 1

Three research-based Assignments of 10,000 words each

1. Research Assignment 1 – Evaluating the social, organisational and ecological context of children’s learning (10,000 words)
2. Research Assignment 2 – Thesis proposal and literature review (10,000 words)
3. Research Assignment 3 – ‘The psychologist as practitioner’ - two case work analyses linked by a critical synthesis (10,000 words)

Part 2

A Professional Practice Portfolio of about 20,000 words (submitted in two parts)

Part 3

1. Two Fieldwork Supervisor Reports
2. Four Tutor Observations of Fieldwork Practice

Part 4

Written thesis of 40,000-50,000 words with satisfactory oral defence (viva voce).

Research Assignments and the Thesis must be to a standard that would make a potentially publishable and original contribution to the knowledge base of the discipline of applied educational and child psychology.

Programme Staff

Programme Administrator Ms Jackie Chisnall

Director: Professor Kevin Woods, B.Sc., P.G.C.E., M.Sc., Ph.D., C.Psychol., AFBPS
HCPC registered Educational Psychologist
Senior Lecturer in Educational and Child Psychology
Psychologist with Rochdale MBC.

Assistant Directors: Cathy Atkinson, B.Sc., PGCE, M.Sc., D.Ed.Psy., C.Psychol.
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Caroline Bond, B.Sc. (Econ), PGCE, M.Sc., D.Ed.Psy., C.Psychol.
HCPC registered Educational Psychologist,
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**Academic & Professional
Tutors:**

Emma Harding, BA (Hons)., PGCE., MSc
HCPC registered Educational Psychologist,
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