

MANCHESTER
1824

University of Manchester

Doctorate in Educational and Child Psychology

(D.Ed.Ch.Psychol.)

2013-2016

Overview of the evening

- 7.00 Overview of the programme and application process
- 7.20 Discussion in pairs about questions for the panel
- 7.35 Being on the programme
- 7.50 Panel questions and answers
- 8.20 Departure/ time for individual questions

The D.Ed.Ch.Psychol. programme

BPS accreditation and HCPC ongoing approval of the programme...

Support by local authorities

Clear, well-balanced and progressive curriculum

Integration of theory, research and practice

Therapeutic specialism in Year 2

Clear leadership, an approachable team

Develop support for fieldwork

Articulate a mission statement

Standards of Proficiency

- The Health and Care Professions Council (HCPC) sets 109 generic and specific Standards of Proficiency (SoPs) for practitioner educational psychologists
- On the programme we teach and assess the SoPs
- On completion of the programme you are *eligible* to apply for registration with the HCPC as a practitioner educational psychologist, which enables you to practise and call yourself an educational psychologist
- www.hpc-uk.org

Overview 2013-2016

- 3 years full time – 10 places anticipated
- Applications to be administered through the Teaching Agency at www.education.gov.uk/schools/careers/careeropportunities/b00201184/educational-psychology/training
- TA application process will begin in Nov 2012 - see TA website for specific date
- National funding arrangements in place for the September 2013 intake

Overview 2013-2016

- Year 1 – five days a week University/ study, including some fieldwork placement
- Year 2 – two days a week fieldwork placement in a local authority; two days a week at the University/ study
- Year 3 – three or four* days a week fieldwork placement in a local authority; one day a week at the University/ study

*Variations depend on whether employed or on a bursary

Selection Process*

Approximate timescales are:

- Nov – Jan complete application forms via TA system
 - Jan- Feb short listing
 - Feb- April interviews
 - Beg May offers made on agreed date
- (*national scheme arrangements/contracts to be finalised in near future)

Additional considerations

- Applications from under represented groups are actively encouraged
- CRB
- Fitness to practise - Applicants are advised about the procedure on the website at <http://www.manchester.ac.uk/postgraduate/howtoapply/policies/>
- working week

Fieldwork

- During Y1 initial fieldwork is directly supervised by a university tutor. This is followed by placement in a service supervised by a Fieldwork Supervisor who is a practitioner EP. The university tutor will also visit you at the service and observe you working.
- In Y2 and Y3 fieldwork support is provided by the Fieldwork Supervisor with university tutor observation and visits.

Fieldwork

- Practitioner EP supervisors attend a Fieldwork Supervisors training day at the university.
- There is regular contact between the university supervisor and Fieldwork supervisor.
- The Fieldwork supervisor is responsible for completing the fieldwork report which assesses your progress in relation to the SOPs on an annual basis.

Programme structure

- Research in Applied Educational/ Child Psychology
- Social, Organisational and Ecological Context
- Child and Adolescent Development
- Mental Health and Well-being
- Communication and Interpersonal Effectiveness

Programme orientation

- Research within evidence-based practice
- Use of frameworks for professional practice
- Pupil and parent participation
- Adult learning with problem-based learning
- Therapeutic intervention and personal development
- Flexible and friendly support

Assessment

Assessment of each piece is against specified HCPC SoPs

- 3 assignments (10,000 words each)
- A professional practice portfolio (20,000 words approximately)
- Four tutor observations
- Three fieldwork supervisor reports
- A seminar presentation
- A thesis (40,000-50,000 words)

Thesis research

Some recent thesis topics:

- Effective intervention for emotionally-based school refusal
- Role of EP in wave 3 numeracy support
- Utility of Pyramid Club to secondary transition
- Effectiveness of whole school training in executive function intervention
- Sustainability of CIRTs
- Effectiveness of KS4 alternative curricula
- Educational support for young carers
- Effectiveness of school based art therapy
- Links between educational resilience, executive function and self-talk.
- Exploring the role of the special school learning support assistant
- Effective support for anxiety difficulties for young people with ASD

Development of individual thesis topics within the programme

The application process

- Oversubscribed in the past
- Person specification is central to selection
- Application form
 - Address the person specification points relating to the application form fully(1,4,5,7,8,12), provide illustrative examples
 - We will consider information in other sections of the form e.g. your descriptions of employment/work experience
 - Differences from last year point 12, 20

Application process

- 24 interviews – planned for 2013
- Eight minute presentation on your experience of planned and evaluated work with individual/ groups of children
- Written task
- Group task
- Five questions to answer in individual interview

Application process

If we run to schedule:

- offers of places sent out by May 2013
- Applicant responds to offer by May 2013
- Offers of places may be made after May if several applicants decline our offers

Panel questions

- Working in pairs or threes, discuss and identify questions that might be useful to ask panel members
- Write down some key questions (to be collected up)

Being on the programme

'Problem-based'
learning (PBL)

Problem based learning

- PBL is a student-centred method of extending knowledge and understanding
- Originated in medical settings in the 1960s
- Utilises prior knowledge
- Presents problems in the context in which they are likely to be encountered
- Allows students to set learning objectives based on perceived knowledge gaps

Example of a PBL scenario

Memo

From: SENCO, Crescent High School

**To: Educational
Psychologist**

I wonder if you would be able to give me some advice. We have a new boy who joined Year 8 in September. He is finding it very difficult to settle in lessons and has been found wandering the corridors. We do not have much information from his old school in Bristol, but he was at SA+ and has had some individual support with his reading (THRASS programme). He has a good relationship with his form tutor, but has been very rude to some of his other teachers and last week was involved in a nasty fight with some Year 10 boys. Any ideas?

A PBL Cycle

1. Group meets to discuss the problem. Learning objectives agreed



Research/
private study

2. Group meets to discuss findings. Further information about the problem provided



Research/
private study

3. Group meets to discuss how to approach the problem. Dissemination planned



Research/
private study

4. Group disseminates their case formulation/strategy to colleagues

The PBL group

- Scribe
- Chair
- Group members
- External facilitator (tutor)

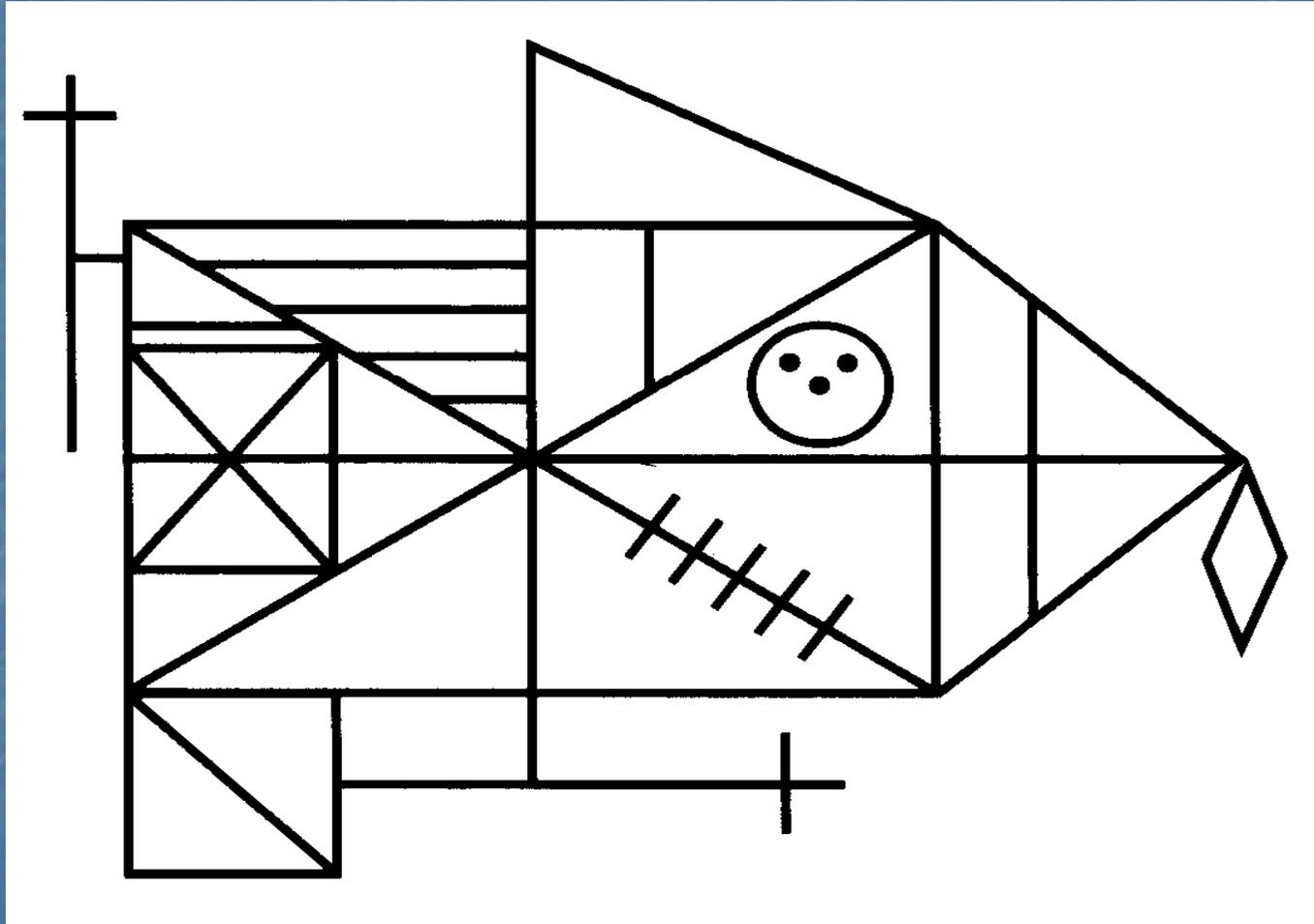
Being on the programme

**Psychological
Assessment**

TYPES OF ASSESSMENT

- DYNAMIC
- CRITERION REFERENCED
- NORM REFERENCED

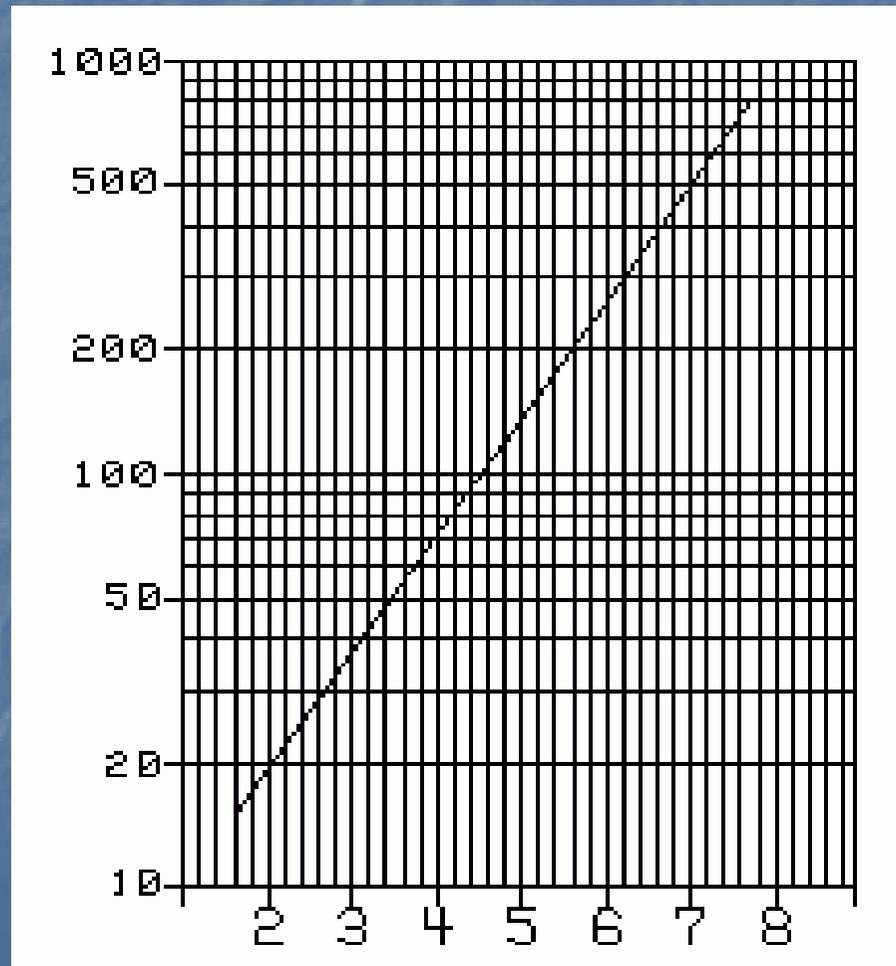
DYNAMIC



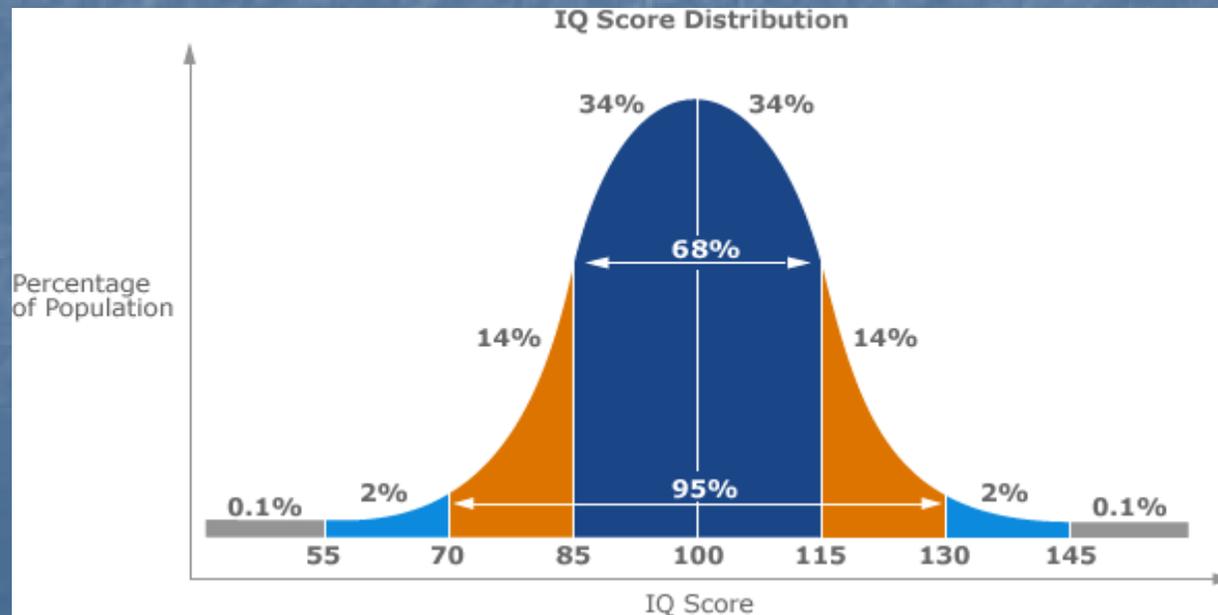
CRITERION REFERENCED

- Phonics
- Spelling
- Handwriting
- Number work

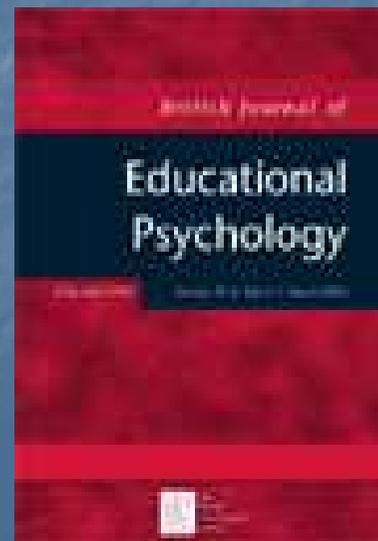
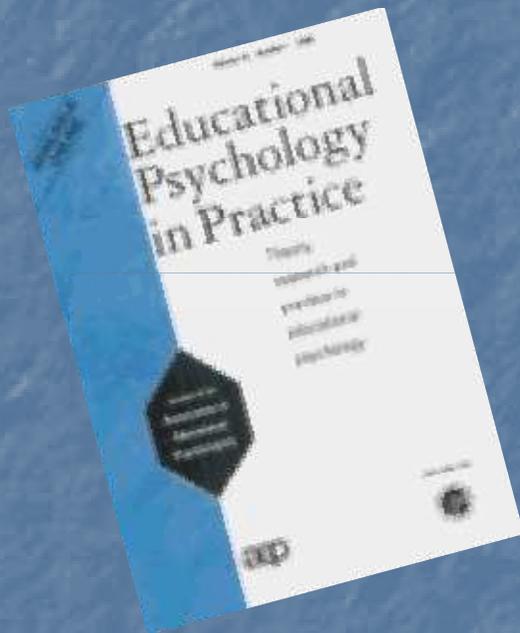
■ Precision Teaching



NORM REFERENCED ASSESSMENT



READING SOME JOURNALS



Panel questions and answers