

MANCHESTER
1824

University of Manchester

**Doctorate in Educational
and Child Psychology**

(D.Ed.Ch.Psychol.)

2015-2018

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.hcpc-uk.org

Overview 2015-2018

- 3 years full time – 12 places anticipated
- Applications to be administered through the Association of Educational Psychologists
- Application process will begin around mid-October 2014
- National funding arrangements in place for the September 2015 intake

Overview 2015-2018

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

Selection process

Approximate timescales are:

- Mid Dec deadline for application forms via AEP system
- Dec- Jan short listing
- Feb- March interviews
- April offers made

Additional considerations

- Applications from under represented groups are actively encouraged
- DBS – checks will be made post interview
- GBC eligibility - if an overseas degree need to provide BPS number with application
- Fitness to practise - Applicants are advised about the procedure on the website at <http://www.manchester.ac.uk/postgraduate/howtoapply/policies/>
- working week

Practice placement

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

Practice placement

- Practitioner EP supervisors attend a Practice Placement Supervisors training day at the university.
- There is regular contact between the university supervisor and the Practice Placement Supervisor.
- The Practice Placement Supervisor is responsible for completing the placement 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 practice placement supervisor reports
- A seminar presentation
- A thesis (comprising 2 academic papers and a dissemination evaluation)

Thesis research

Some recent thesis topics:

- Effective intervention for emotionally-based school refusal
- Educational psychologists' assessment of children with ASD
- Analysis of primary teachers' motivational language in relation to SATs
- 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(1,4,5,8,9, 14) by providing illustrative examples
 - We will consider information in other sections of the form e.g. your descriptions of employment/work experience
 - Point 14 - experience
 - 1 work and 1 academic ref

Application process

- 40 interviews planned for 2015
- Bring evidence of BPS GBCM
- Eight minute presentation on your experience of planned and evaluated work with individual/ groups of children
- Written task
- Five questions to answer in individual interview

Application process

If we run to schedule:

- offers of places sent out in April 2015
- Applicant responds to offer within a week
- Offers of places may be made after April 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

Problem based learning (PBL)

- 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 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 serious fight with some Year 10 boys.

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

4. Group disseminates their case formulation/strategy to colleagues



Research/
private study

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

The PBL group

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

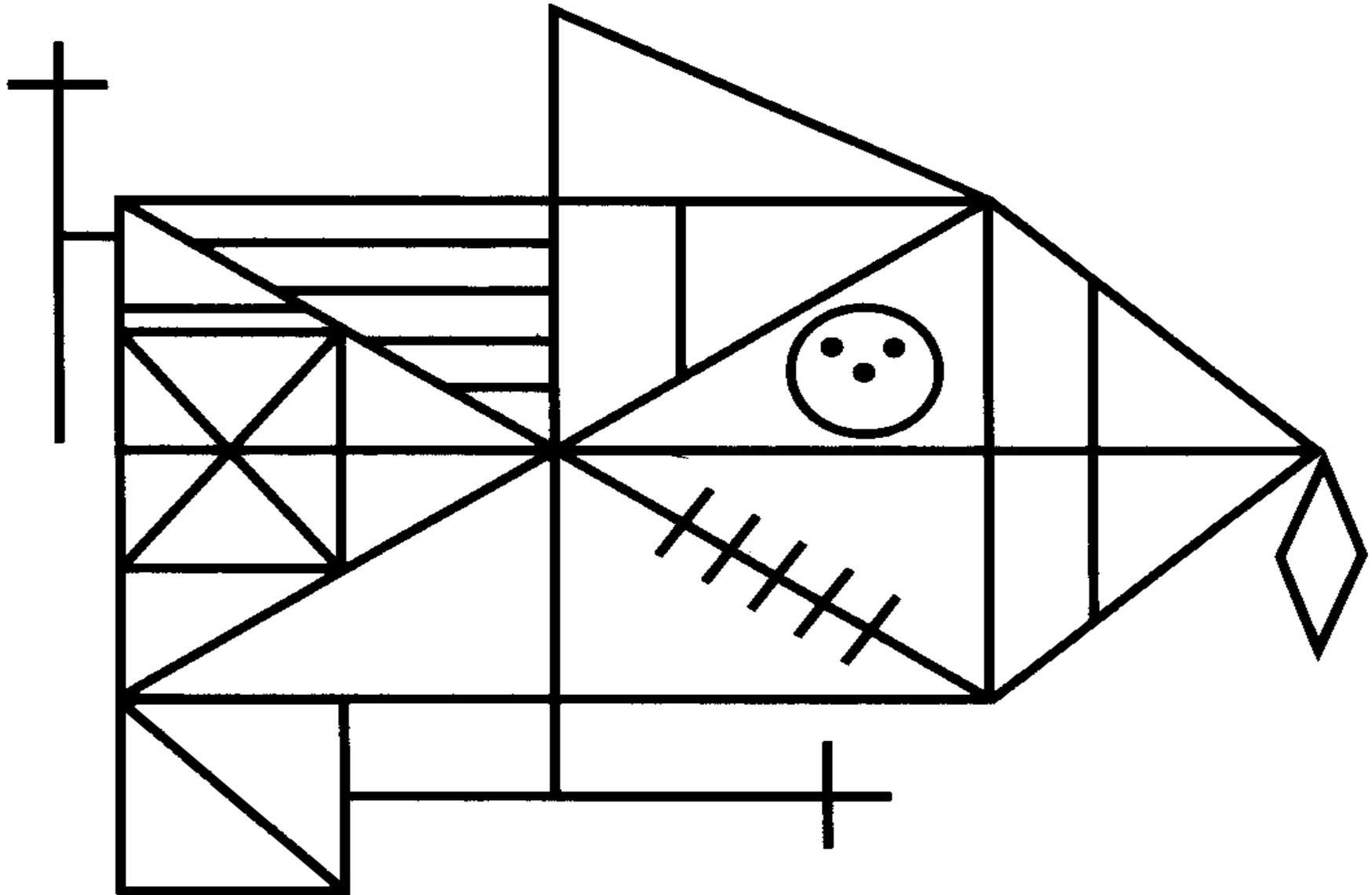
Being on the programme

Psychological assessment

TYPES OF ASSESSMENT

- DYNAMIC
- CRITERION REFERENCED
- NORM REFERENCED

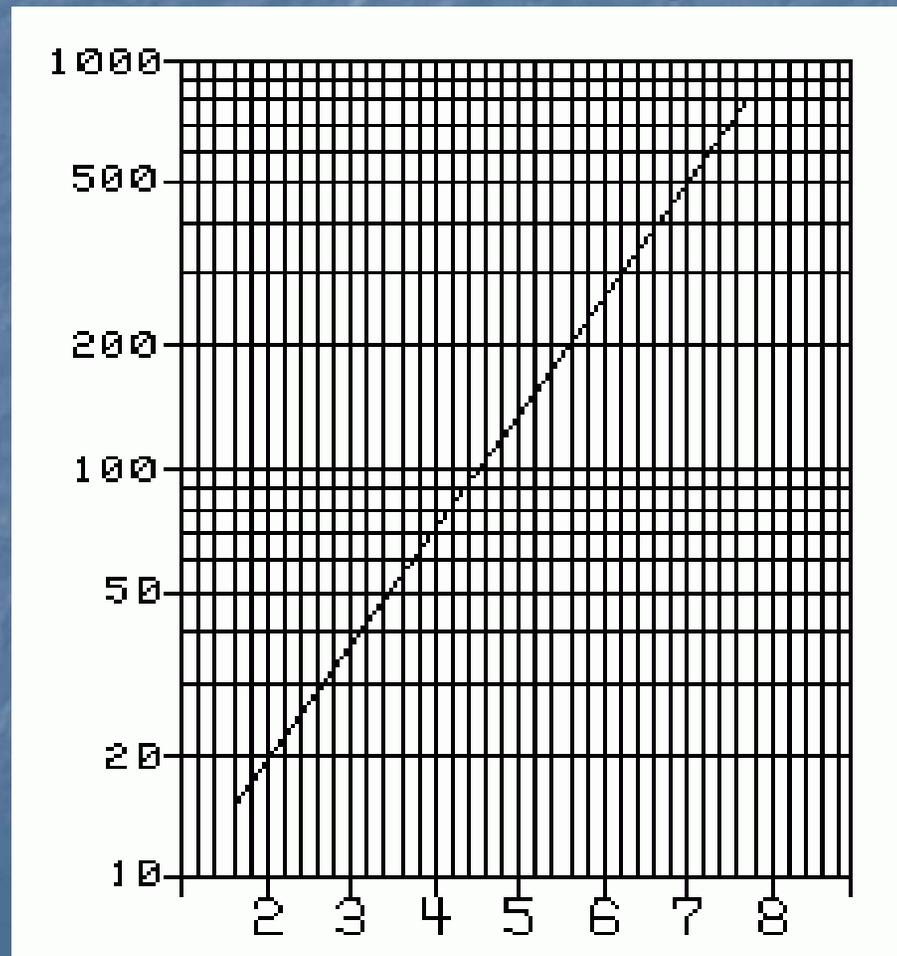
DYNAMIC



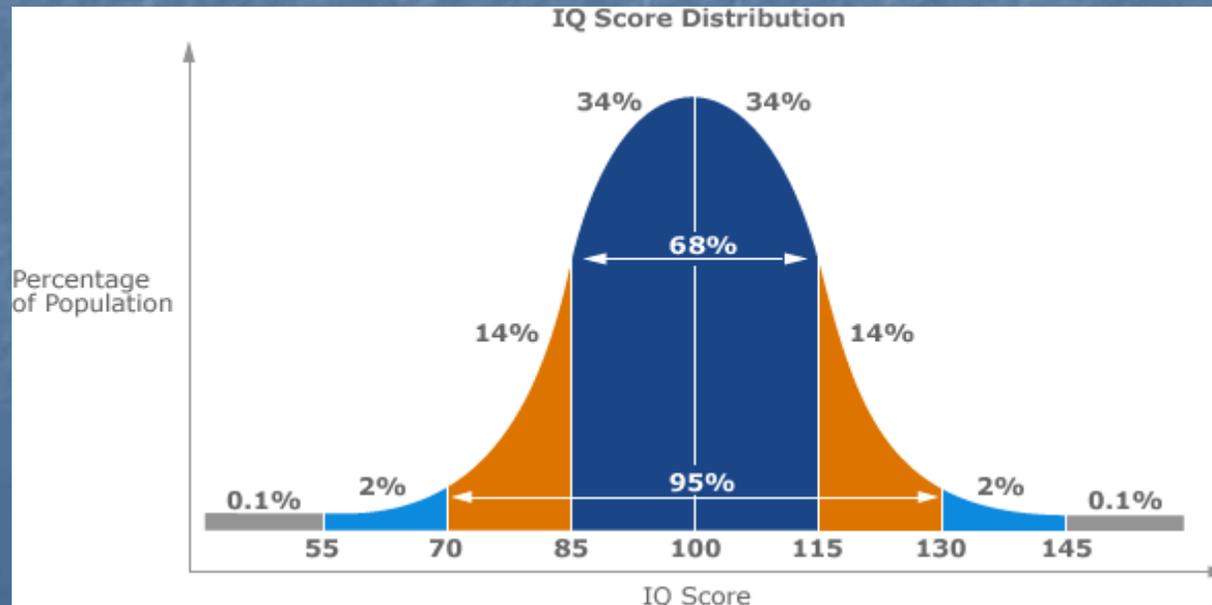
CRITERION REFERENCED

Precision Teaching Chart

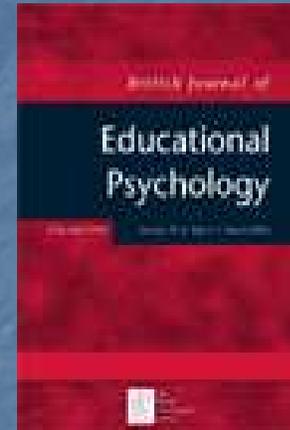
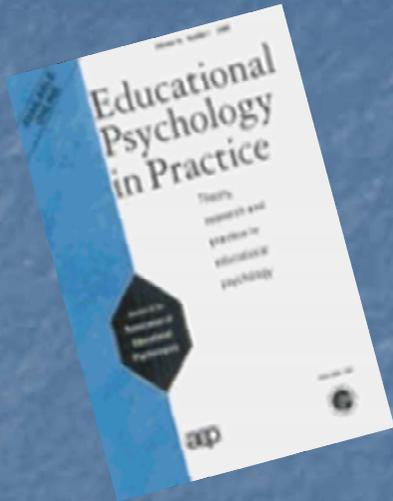
- Phonics
- Spelling
- Handwriting
- Number work



NORM REFERENCED ASSESSMENT



FURTHER READING



Frederickson, N., & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity: A textbook*. Milton Keynes: OUP.

Frederickson, N., Miller, A., & Cline, T. (2008). *Educational Psychology*. London: Hodder Education.

Panel questions and answers