DOCTORATE IN EDUCATIONAL AND CHILD PSYCHOLOGY

PROGRAMME HANDBOOK

2023 – 2026 (Year 3)

2024 – 2027 (Year 2)

2025 – 2028 (Year 1)

ADDRESS:

Manchester Institute of Education

Ellen Wilkinson Building

University of Manchester

Oxford Road

Manchester

M13 9PL

Email: HUMS.DECP@manchester.ac.uk

CONTENTS

APPENDICES

The following appendices are available in electronic form on the DECP SharePoint under Programme documentation>Programme Handbook Appendices

SECTION 2

Appendix 2.1 – HCPC health and leave arrangements

Appendix 2.2 - Absence from study decision flowchart (also available at the end of this handbook on p. 50)

Appendix 2.2a – Self certification form

Appendix 2.3 – Fitness to practise protocol

Appendix 2.4 – TEP feedback protocol and proforma

Appendix 2.4b - DECP Service User Group

SECTION 4

Appendix 4.1 - Standards of proficiency (SoPs) and the curriculum plan

SECTION 5

Appendix 5.1 - Student assessment and student progression policy

Appendix 5.2 - Standards of proficiency (SoPs) assessment mapping

Appendix 5.3 - Programme assessment documents

UNIVERSITY FORMS, POLICIES AND GUIDELINES

The following policy/guidelines documents (and many more) are available via the online Postgraduate Research Handbook HERE, for example:

- Academic appeals
- Academic malpractice (collusion, fabrication and plagiarism)
- Complaints procedure
- Conduct and discipline of students
- Dignity at work and study (discrimination, bullying and harassment)
- Equality, Diversity, and Inclusion
- Changes in circumstances (where academic performance may have been affected by difficulties during the course of study)
- Student representation for postgraduate students
- Progress and reviews, including satisfactory progress

SECTION 1: INTRODUCTION

The Doctorate in Educational and Child Psychology (D.Ed.Ch.Psychol.) is approved by the Health and Care Professions Council (HCPC) according to its Standards for Education and Training (SETs) as a three-year full-time initial professional training programme for educational psychologists. 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 D.Ed.Ch.Psychol. programme is also accredited by The British Psychological Society (BPS); graduates from the programme may apply to the BPS to register as a chartered educational psychologist (C.Psychol). The Quality Assurance Agency has responsibility for setting and monitoring standards for all higher education programmes.

The D.Ed.Ch.Psychol. programme at Manchester is one of eight programmes for Initial Training of Educational Psychologists (ITEP) which form the training provider consortium 'NOREMIDSW', which is contracted, through The University of Manchester, by the Department for Education (DfE) to provide a supply of training places. The University of Manchester has a responsibility to report regularly to the DfE on programme management and student progress.

The D.Ed.Ch.Psychol. programme is situated in the Manchester Institute of Education (MIE) within the School of Environment, Education and Development (SEED). The Institute is one of the largest in the UK and runs a wide range of programmes including PGCE, a large MEd programme for UK and overseas students, and programmes for the continuing professional development of teachers and other professionals. It is supported by the John Rylands University Library of Manchester (JRULM). In the UK University Funding Councils' (UKRI's) most recent research assessment exercise (REF2021), the Institute achieved a very high ranking and grade point average, in recognition of the high quality of its research publications, the impact of its research, and its research environment. The vibrant research activity relating to the Education and Psychology (EP) research group emphasises relevance to educational practice. Within this context, our programme mission statement is that:

> *We aim to provide learning opportunities to support all our graduates to develop an 'interactionist' psychological perspective and well-developed understandings of their role as an ethically responsible scientist-practitioner, recognising their duty to promote and protect human rights, inclusion, and participation across a diverse society. Within this, we aim to generate and disseminate a relevant, co-ordinated, and internationally focused programme of social scientific research to directly support the work of practitioner educational psychologists.*

The head of MIE is Prof Lisa Murtagh, and deputy heads are Dr Sylvie Lomer, Dr Tee McCaldin and Dr Edda Sant. The director of postgraduate research (PGR) is Dr Tanya Muller and the associate director of PGR with responsibility for professional doctorates is Dr Ishba Rehman. The head of SEED is Professor Khalid Nadvi.

The nearest direct contact point for PGR is on the first floor (Block A) of the Ellen Wilkinson Building, Room A1.23. The main contacts for the programme can be found below in this section of the handbook.

This handbook is intended to act as reference point to support your work on the programme during Years 1, 2 and 3. It complements, and should be read in conjunction with, the generic information provided in the SEED PGR webpages and the University's website and student intranet.

THE DOCTORATE IN EDUCATIONAL AND CHILD PSYCHOLOGY TEAM

PROGRAMME ADMINISTRATORS

D.Ed.Ch.Psychol. PROFESSIONAL SERVICES (PS) TEAM
The D.Ed.Ch.Psychol. Programme has a dedicated PS team, with core office hours of Monday-Friday, 10am-4pm. The PS team should be contacted in the first instance via email: HUMS.DECP@manchester.ac.uk

Christopher Kitchen
Christopher is employed 1.0 on the programme as a doctoral services administrator and is based in Room A1.23, Ellen Wilkinson Building, Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.
- Email: christopher.kitchen@manchester.ac.uk

Lou Miller
Lou is employed 1.0 on the programme as doctoral services administrator and based in Room A1.23, Ellen Wilkinson Building, Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.
- Email: lou.miller@manchester.ac.uk

Farzana Timol
Farzana is employed 0.8 on the programme as doctoral services administrator and based in Room A1.23, Ellen Wilkinson Building, Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.
- Email: farzana.timol@manchester.ac.uk

PROGRAMME DIRECTORS

Programme Director
Kevin Woods, B.Sc., PGCE, M.Sc., Ph.D., C.Psychol., FBPS.
HCPC registered practitioner educational psychologist.
Kevin is employed as Professor of Educational and Child Psychology and has overall responsibility for the programme, including its funding, staffing, research, and student assessment. He has worked as an educational psychologist, psychologist expert witness, and education officer in a variety of local authority and consultancy roles. Research interests: student assessment needs; test anxiety; supporting children's rights; role of the educational psychologist; literacy learning; therapeutic interventions (solution focused brief therapy; rational emotive brief therapy).

Assistant Programme Director (Curriculum)
Cathy Atkinson, B.Sc., PGCE, M.Sc., D.Ed.Psy., C.Psychol., AFBPS

HCPC registered practitioner educational psychologist.
Cathy is employed as a 0.6fte Reader in Educational and Child Psychology and works as an educational psychologist at an alternative provision in Liverpool. Research interests: motivational interviewing; the role of the educational psychologist in supporting mental health; children's right to play; and working with young people aged 16-25.

Assistant Programme Director (Practice Placements and Selection)
Caroline Bond, B.Sc. (Econ), PGCE, M.Sc., D.Ed.Psy., C.Psychol., FBPS.
HCPC registered practitioner educational psychologist.
Caroline is employed as Professor of Educational Psychology. She has worked as an educational psychologist in a variety of roles, including as part of a CAMHS social communication assessment team. Research interests: autism; developmental co-ordination disorder (DCD); professional supervision; and solution focused approaches.

Assistant Programme Director (Service User Engagement and Social Diversity)
Catherine Kelly, B.Sc., PGCE, M.Sc. D.Ed.Psy., C.Psychol.
HCPC registered practitioner educational psychologist.
Catherine is employed as a Lecturer in Educational Psychology and works on the programme 0.7fte and as Assistant Principal Educational Psychologist with Bury Psychological Service. Research interests: resilience and attributions; positive psychology; emotional health and wellbeing; looked after children; group problem solving; children and young people's participation; and person-centred planning.

ACADEMIC and PROFESSIONAL TUTORS

Emma Atkiss B.A. (Hons.), PGCE, M.Sc. (Ed. Psychol.), D.Ed.Psychol.

HCPC registered practitioner educational psychologist.
Emma works as an Academic and Professional Tutor 0.2fte on the programme and as Deputy Principal Educational Psychologist with Wigan Educational Psychology Service. Research and practice interests: whole school approaches to emotional health and wellbeing; critical incident response; voice of the child; implementation and Dialectical Behaviour Therapy (DBT) skills in schools.

Melissa Carey, M.Sci (Hons), App.Ed. & Child.Psy.D.
HCPC registered practitioner educational psychologist.
Melissa works as an Academic and Professional Tutor 0.2FTE on the programme and as an Educational Psychologist with Wirral's Local Authority EP Team. As part of her role in Wirral, Melissa works within the Wirral Youth Justice Service and Compass (CE) Team. Research and practice interests: the role of the EP within a Youth Justice Service; supporting young people involved with the Youth Justice Service and/or at risk of criminal exploitation; supervision (including inter-disciplinary supervision); ELSA; and mindfulness.

Hannah Cartmell, BSc (Hons), D.Ed.Ch.Psychol., PGDipCBT.

HCPC registered practitioner educational psychologist.
Hannah works on the programme 0.6fte as our Cognitive Behaviour Therapy specialist tutor and as a Senior Educational Psychologist with Salford Educational Psychology Service. Research interests: Mental health; cognitive behavior therapy (CBT); whole school approaches to promoting emotional wellbeing; belonging; International New Arrivals.

Rebecca Dunne B.Sc. (Hons.), PGCE, D.Ed.Ch.Psychol.
HCPC registered Practitioner Educational psychologist.
Rebecca works as an Academic and Professional Tutor 0.2fte on the programme and as a Child and Educational Psychologist with Cheshire West and Chester Child and Educational Psychology Service. Research and practice interests: critical incident response and the EP role in supporting schools; staff wellbeing; Emotionally Based School Nonattendance, voice of the child; and Executive Functioning.

Ness Evans, B.Sc. (Hons.), PGCE, M.Sc., D.Ed.Ch.Psychol.
HCPC registered Practitioner Educational Psychologist
Ness works as an Academic and Professional Tutor 0.2fte on the programme and as a Specialist Educational Psychologist with Salford Educational Psychology Service. Research and practice interests: implementation of group level interventions, emotional barriers to school attendance and engagement, flexi-schooling, Emotion Coaching, relational approaches to supporting social and emotional needs, supervision.

Rainart Fayette, BSc. (Hons.), M.Ed., D.Ed.Ch.Psychol., C.Psychol.
HCPC registered practitioner educational psychologist.
Rai works as an Academic and Professional Tutor 0.8fte on the programme and as a Senior Practitioner Educational Psychologist with One Education, Manchester. Research and practice interests: Autism; transition to adulthood; voice of the child; selective mutism; Acquired Brain Injury; and social media.

Alison Gurney, B.Sc. (Hons)., D.Ed.Ch.Psychol., C.Psychol.
HCPC registered practitioner educational psychologist.
Alison works as an Academic and Professional Tutor on the programme 0.2fte and Senior Practitioner Educational Psychologist with Trafford Educational Psychology Service. She has a specialism in Early Years (EY) and works within Trafford's EY Service for 0.5fte as strategic lead for the social and emotional wellbeing of 0-5s across Trafford. Research and professional interests: early years; parent-infant mental health; Video Interaction Guidance (VIG); Emotional Literacy Support Assistant (ELSA) programmes; relationship policies; Emotion Coaching.

Emma Harding, B.A. (Hons)., PGCE., M.Sc., D.Ed.Psy.
HCPC registered practitioner educational psychologist.
Emma works as an Academic and Professional Tutor on the programme 0.6fte and as Educational Psychologist with Rochdale Psychological Service. Research interests: behavioural, emotional, and social difficulties; mental health/social and emotional well-being; therapeutic approaches; voice of the child/pupil participation.

Leanne Jackson Taft, B.Sc., PGCE, PGDip, M.A., D.Ed.Ch.Psychol.
HCPC registered practitioner educational psychologist.
Leanne works as an Academic and Professional Tutor 0.2fte on the programme and as a Senior Specialist Educational Psychologist with Tameside Educational Psychology Service. Research and practice interests: neurodiversity and neuroinclusivity; community cohesion; culturally responsive practice; and trauma-informed practice.

Rachel Morris, BA (Hons), MEd, D.Ed.Ch.Psychol., PGCert
HCPC Registered Practitioner Educational Psychologist
Rachel works as an Academic and Professional Tutor 0.6 on the programme. She has worked in Local Authority EP services for the past 8 years and is currently undertaking further training in Play Therapy. Research and practice interests: post-16 and preparing for adulthood; youth justice and youth violence; therapeutic work; and whole school approaches to supporting mental health and wellbeing.

Clare Nuttall, B.Sc., D.Ed.Ch.Psychol., C.Psychol.
HCPC registered practitioner educational psychologist.
Clare works as an Academic and Professional Tutor on the programme 0.1fte and as an Educational Psychologist with Wigan Psychological Service. Research interests: Student exclusion from school; school refusal.

Pam Qualter, B.Sc., M.Sc., Ph.D.
Pam is employed at the university as Professor of Education and works on the programme at 0.1fte with a specific focus upon advising on quantitative research methods. Her research interests: child and adolescent loneliness; mental health; and theory of mind.

Adam Rumble, B.Sc., D.Ed.Ch.Psychol.
HCPC registered practitioner educational psychologist.
Adam works 0.3fte as an Academic and Professional Tutor on the programme and shares responsibility for overseeing the psychological assessment and Educational Test User (ETU) input with George Thomas. Adam is also employed as a practitioner educational psychologist at Bright Futures Educational Trust and has developed a specialism around autism. Research interests: autism; attachment; working memory; EP work within specialist settings; and systemic working.

George Thomas, B.Sc., PGCE, D.Ed.Ch.Psychol.
HCPC registered practitioner educational psychologist
George works 0.3fte as an Academic and Professional Tutor on the programme and shares responsibility for overseeing the assessment and ETU input with Adam Rumble. George is also employed as a practitioner educational psychologist within Bright Futures Educational Trust and has developed a specialism around research and evidence-based practice. Research interests: neuropsychology; attention; language and literacy development; supervision; and systemic working.

Bev Tyrrell, B.A. (Oxon), D.E.C.Psy.
HCPC registered Practitioner Educational Psychologist
Bev works as an Academic and Professional Tutor 0.2fte on the programme and as an Educational Psychologist with Catalyst Psychology CIC, a social enterprise in Manchester. Her research and practice interests include involving children in decision making, autism spectrum, evidence-based practice, motivational interviewing, student assessment needs, and reading interventions.

Joe Wilson, B.Sc. (Hons.), D.E.C.Psy.
HCPC registered Practitioner Psychologist
Joe works as an Academic and Professional Tutor 0.3fte on the programme and as a Senior Educational Psychologist with Bradford Metropolitan District Council. Research and practice interests: supervision; critical incident response; evaluation; attention difficulties; restorative practice; coaching; Socratic questioning; and work with children on the edge of care.

Outside speakers, most of whom are experienced or specialist educational psychologists, also make a significant contribution to the programme.

The programme has the benefit of long-standing good relations with Local Authority Children's Services and other psychological services within the region, as well as the North-West regional association of principal educational psychologists (NWAPEP) and local schools.

The D.Ed.Ch.Psychol. team is pleased that you have chosen to undertake your professional training in educational psychology at The University of Manchester. We are very much looking forward to working together and will do all that we can to ensure a stimulating, productive and successful experience for you and your colleagues on the programme.

Kevin A. Woods

Professor Kevin Woods, D.Ed.Ch.Psychol. Programme Director

SECTION 2: GENERAL INFORMATION

General information is included under the following headings
1. General information
2. Seminar sessions
3. Placement information
4. Representation and feedback
5. Regulation and professional practice as an EP
6. Policies, support and special circumstances

2.1: GENERAL INFORMATION

2.1.1: Health and safety
Green and white first aid signs are in many places throughout the building. These contain up-to-date information about first aiders available within the department. A fire alarm test is carried out each Wednesday at about 11.30am. There are occasional fire drills when the building must be evacuated calmly and immediately.

2.1.2: Security
It is in your interest to look after your belongings carefully. In the past there have been several thefts. Never leave anything unattended in the seminar rooms.

2.1.3: Email accounts/correspondence
All trainee educational psychologists (TEPs) will be allocated a university email account on registering for the programme. General university correspondence will be sent to this account.

2.1.4: Mail and messages
Many academic staff have 'pigeonholes' in room A5.15 of the Ellen Wilkinson Building. You can also find their email addresses within the outlook address book on the university email system.

2.1.5: Refreshments
Facilities for making refreshments during university days are best organised by each trainee year group as break and lunch times are relatively short and the nearest retail refreshment outlets may be some distance away. There is a kitchen/ common room in rooms A5.2 of The Ellen Wilkinson Building. All classrooms are common use rooms, so TEPs should make sure they don't leave any personal belongings in the teaching rooms, and that all rooms are left clean and tidy at the end of each session.

2.1.6: Photocopying/scanning
Postgraduate research students have access to free photocopying/ scanning via any of the university photocopy machines. There is a convenient photocopier in room A5.15 of The Ellen Wilkinson Building.

2.1.7: Annual Leave

Year 1: To make a total of 25 days annual leave across the year, 21 days annual leave should be taken across the year from days which are timetabled as Independent Study.

Years 2 and 3: To make a total of 25 days of annual leave across the year, each TEP should arrange 15 days leave from within practice placement (excluding any bank holidays), together with 10 days from within the university days timetabled as Independent Study. TEPs must request and get approval from their practice placement supervisor for the timing of 15 days leave from within practice placement. There is no need to notify academic supervisors or the programme director of annual leave days from Independent Study time, but each TEP must keep a record of which of these days are taken as annual leave as this information may be requested for specific audit purposes.

2.2: SEMINAR SESSIONS

2.2.1: Start and finish times

Core hours at university and on practice are 9am – 5pm. Seminar times for each day are usually from 10:00am to 12:35pm. and from 1:15pm to 3:50pm. Trainees should check the timetable carefully for days when seminar times extend across core hours. Non-seminar core time may be used flexibly, e.g., independent study, peer consultation/ support, supervision meetings, travel to/ from university (with work time made up elsewhere in the week).

2.2.2: Punctuality and attendance

Punctuality and attendance are monitored closely. As government and/ or local authority sponsored TEPs and TEP professional practitioners, full attendance is both a requirement and a professional expectation. Attendance at University and practice placement is equally important.

It is the trainee's responsibility to report attendance information consistently and accurately; reported inaccuracies may affect progression. Any trainee arriving more than 10 minutes late or leaving more than 10 minutes early is deemed to have missed half a session. For any missed sessions, late arrivals, or early leaving of sessions, TEPs must complete the [Prof Docs Attendance Monitoring Form](#) to alert the administrative team.

Absences should be notified as soon as possible and certainly **no later than 60 minutes before the start time** of the University or Placement session.

As a courtesy to colleagues, and in so far as possible, there is a professional expectation that personal breaks will be taken at session break times.

Attendance must average no less than 95%, between formal progression review points, both at university sessions and during practice placement. 'Virtual' attendance at, or participation in, seminar sessions is not possible unless in special circumstances where prior agreement from the programme director has been obtained.

The absence from study decision flowchart (Appendix 2.2) shows the process for managing authorised absences.

2.2.2.i: Authorised absences

If you are unable to attend university or placement days for any reason, you must complete the Prof Docs Attendance Monitoring Form to let the programme administrators know. If you are absent from a practice day, you must also contact your practice placement supervisor. Upon returning to study the programme administration will require you to complete a certification of period of ill health. Where the absence is for a period of more than 5 days, a medical practitioner's confirmation note will be required (see also section 6.2 and below).

2.2.2.ii: Unauthorised absences

Any unauthorised absence will automatically lead to a negative indication on a TEP's monthly eProg attendance and engagement milestone. Any TEP receiving a negative indication on more than one such monthly milestone within the period of the programme will be required to attend an early progression review meeting (mid-year or annual) with the programme director and their supervisor. Unauthorised absence will be noted at mid-year and/ or annual review points, may affect progression, and will be reflected in references given for job applications.

2.2.2.iii: Catching up non-attendance

Your attendance level will be notified to you by your university supervisor at each mid-year and annual review meeting. If, for any reason, attendance is less than 95%, the TEP and university supervisor will jointly devise a 'catch-up' plan which will involve supervised study at the university. The catch-up period is normally within/ by the end of the academic year in which the absence occurs. Catch-up learning hours should normally be equivalent to the period of absence.

2.2.2.iv: Termly attendance declaration

Following the end of each term, TEPs will receive a request from the admin team asking them to confirm their attendance for both University and Placement days, including the date of any absences and the reason for these. This attendance declaration forms part of your official record. By submitting this record, you are confirming your adherence to the codes of professional practice required by the University and its funding partners.

2.2.3: Seminar rooms

The main teaching rooms for the programme are in the Ellen Wilkinson building. There is occasional use of rooms in other buildings on campus. Teaching rooms will be confirmed before the start of the academic year in the electronic timetables circulated to trainees. All rooms are 'common use' rooms and other students may be using them on days/ times when we are not in. Therefore, it is very important that we leave the rooms tidy – coffee cups, spare handouts and other effects should be cleared away at the end of each session (bins are provided on the corridor in which some items can be recycled). However, we would positively encourage you to put up posters and notices to enhance the rooms' potential to act as a welcoming central communication point.

2.2.4: Ground rules

Ground rules for the group working together will be negotiated on the first day of the programme. These are intended to complement relevant professional codes of practice. One element of this will be confidentiality. The HCPC publishes guidance relating to confidentiality on their website.

The university also operates a [Dignity at Work and Study policy,](#) and we advise that careful consideration needs to be given to the appropriate and respectful treatment of all colleagues across age, gender, sexuality and social/ ethnic heritage identities.

2.2.5: Use of mobile phones and laptops in university sessions
Notwithstanding unusually pressing circumstances, you should switch off mobile phones during seminar/ group-work times at the university and refrain from making calls or messaging at times that interrupt the running and timing of any university sessions. Use of laptops/ electronic notepads within university sessions is permissible for purposes relating to the session content. Please do not use laptops during university sessions for activities unrelated to the session content as this may degrade your participation in the session and be a distraction for other group members.

2.2.6: Pre-reading
Many sessions at the university require TEPs to undertake some preparatory directed pre-reading. This will usually be provided by the tutor leading the session either via SharePoint, by email attachment, or by hard copy. Pre-reading should be received and notified 14 calendar days before the session. In the event that pre-reading is not received to this timescale, its completion will be considered optional rather than requisite.

2.2.7: EPNET
Many practising educational psychologists (EPs) and TEPs find the educational psychology email network (EPNET) a useful source of current information and issues.

To find out about joining, email [Epnet-request@jiscmail.ac.uk.](mailto:Epnet-request@jiscmail.ac.uk)
Alternatively go via the 'archives' at www.jiscmail.ac.uk/lists/epnet.html

2.2.8: Audio recording within university sessions
At paragraph [4.7, the university's Policy on the Recording of Lectures and Other Teaching and Learning Activities](#) does not allow for students to make audio or video recordings in seminars.

2.2.9: Time management
An inevitable part of the programme, and the EP job, is the unforeseen gap in a planned schedule, e.g., pupil absence, arriving early at your destination, or unforeseen seminar cancellation. During a busy year, it can be frustrating to be caught out with half an hour (or half a day) to spare so we recommend that you always keep some 'work-to-do' at hand.

2.2.10: Independent study days
Designated independent study days are indicated throughout the timetable for each year of the programme. These often fall on a Friday. Very occasionally during the programme, an independent study day will be re-designated as a directed study day requiring attendance at the university. This will constitute a compulsory attendance if the notification of re-designation is issued no less than 12 calendar weeks prior to the date of designated attendance.

2.2.11: Personal identification

For ease of reliable identification, some programme team members and visiting speakers find it useful for trainees to display nameplates/ badges during seminars. Nameplates and badges will be made available by the programme administration at the start of the year, and we ask that trainees make use of these as desired or requested.

2.3: PLACEMENT INFORMATION

2.3.1: TEP Role
Previous TEPs and their supervisors have raised the issue of how each TEP is titled and introduced. It is imperative, from both ethical and public service standpoints, that all clients and colleagues understand unambiguously the status as that of a *trainee* educational psychologist who is working under the supervision of a registered and fully qualified practitioner educational psychologist. At the same time, we understand that it is important to avoid undermining confidence in the services that TEPs will be providing. In this respect, previous TEPs/supervisors have sometimes found it useful to explain the TEP's professional/ training background to clients and colleagues, which serves to illustrate that they are in their fifth, sixth or final year of a minimum seven-year training route. **Only** the following titles can be used to describe TEPs:

- Trainee Educational Psychologist
- Educational Psychologist in Training
- Educational Psychologist in Professional Training

2.3.2: Psychological tests, checklists, and inventories
We have a full and comprehensive Test Kit Library, which can be found in the archive room on Level 6 of Ellen Wilkinson A Block. These items are primarily for use by Y1 TEPs; Y2 and Y3 colleagues should use materials provided by your practice placement.

Please be sure to familiarise yourself with the loans and booking process, as TEPs are personally liable for lost materials.

The form **must be completed prior to collecting and returning kits**. This allows us to keep an accurate log of each item and ensure kits are available to all TEPs on the programme as needed. You can access the request form HERE, and there's a QR code in the TEP SharePoint space. The code has been printed and placed in the DECP admin office, and also in the main teaching rooms.

Swapping Test kits: TEPs must not swap kits between one another, as this sometimes leads to kits being lost or the incorrect trainee being held responsible for a kit that has been passed on.

2.3.3: DBS notification and visitor's badge
Please carry the original copy of your most recent DBS statement on all school/ practice placement days. Many practice placement settings provide TEPs with an identity card. It can also be useful to have your library card/ student card with you on placement visits.

2.3.4: Audio recordings

TEPs should use their university-supplied laptop to make recordings for fieldwork and research. If TEPs wish to purchase their own Dictaphone instead, there are strict rules around encryption and security that must be followed. Please see THIS LIST for acceptable options, should you wish to purchase one. TEPs can apply to the PGR Fieldwork Allowance Fund to cover the costs of a Dictaphone. Any TEPs wishing to apply for this should do so **before** making the purchase, as funding is not guaranteed. Full details of how to apply are included in the DECP Research Expense Claims Guidance document on the TEP SharePoint space.

2.3.5: Use of your own car
If, whilst on placement, you are using your own car to travel between schools/ settings and the service base then you should notify your insurance company. The company may advise that you add 'limited business insurance' to your policy so that your cover is not compromised if you make a claim, or a claim is made against you, whilst in the course of your duties.

TEPs can claim back placement mileage between schools/ settings and their service base via the PS team if they are in Y1 or on a bursary placement in Y2/ Y3. TEPs in Y2/ Y3 on a contract should claim mileage back from their placement provider and should familiarise themselves with the individual process of that provider.

For Y1 TEPs and Y2/ Y3 bursary holders, placement mileage should be claimed back by the individual driver of the vehicle at a rate of 45p per mile up to 150 miles then 25p per mile thereafter up to a limit of £120 per car passenger. Petrol costs cannot be claimed. For the purposes of claiming travel expenses whilst undertaking placement activities, the administration team have compiled a short step-by-step guide to DECP Finance Claims, which will be circulated in September and added to SharePoint for future reference alongside the various forms that need to be completed.

Y1 TEPS and Y2/ Y3 bursary holders should send their placement mileage claims to the DECP admin team: HUMS.DECP-claims@manchester.ac.uk. Claims for placement mileage should be made quarterly and DECP admin will circulate a reminder towards the end of each quarter, along with the paperwork that needs to be submitted and the deadline.

Our quarter deadlines follow the financial year, as follows:

- Q1: 1st August – 31st October 2025
- Submission deadline: 3rd November 2025

- Q2: 1st November 2025 – 31st January 2026
- Submission deadline: 2nd February 2026

- Q3: 1st February – 30th April 2026
- Submission deadline: 4th May 2026

- Q4: 1st May – 31st July 2026
- Submission deadline: 3rd August 2026

Please note: claims for research mileage are treated slightly differently as they are charged to a different budget. Research mileage costs must be authorised prior to travel by the PGR Director via the SEED PGR Fieldwork Support Fund – full details on this process are included in the DECP Research Expense Claims Guidance document on SharePoint. Research mileage claims without an authorised approval Support Fund reference will be rejected.

We require that all claims for fees or expenses are made within three months of expenditure to adhere with the university finance and auditing regulations. Claims made after this time may be rejected by the university. Incorrectly completed forms will be returned to the claimant and payment delays will occur.

2.3.6: Travel expenses
TEPs can also claim for travel expenses other than mileage for placement activities (such as public transport and taxi fares). Claims will be made following the process outlined above in 2.3.5. TEPs will be required to include scanned or digital evidence of tickets to make a claim. The university will not be able to pay any costs that are not supported by digital proof of purchase. All travel should be standard class unless reasonable adjustments are required. Any reasonable adjustments should be discussed with your supervisor in advance of the booking being made, agreed in writing, and submitted alongside your claim.

For expenses relating to research rather than placement activities, TEPs should follow the guidance in section 2.7 'Student Support Funds'.

2.4: REPRESENTATION AND FEEDBACK

2.4.1: TEP representation and group feedback
At least two TEP representatives for each year group will be elected from self-nominations at the beginning of the year. The representatives will provide twice annual feedback to the programme directors (protocol and proforma can be found in appendix 2.4a) and may be asked to represent their year group on other occasions. Systems for representing TEP views more widely within SEED will be discussed at school/ faculty induction events during the first week.

TEP representatives are also asked to ensure attendance registration forms are completed and to host visiting speakers during their time in the seminar room.

2.4.2: TEP representation on the programme service user group
One TEP from each year group is invited to become part of the programme service group (see appendix 2.4b for details). This may be as part of the TEP representative role or may be a separate role.

2.4.3: Individual feedback
Individual written TEP feedback on their training experience is incorporated to the electronic recording of each student's Annual Review meeting through eProg. The programme's curriculum

director and administration are also currently exploring a system to regularly gather TEP feedback regarding teaching seminars.

2.4.4: Standards of Proficiency Feedback
All university sessions on the programme will have a list of Standards of Proficiency (SoPs) taught within that session. These standards have been set by the Health & Care Professions Council (HCPC) for professionals' education and training and practice. At the end of each session, TEPs will be required to complete a short anonymous feedback form on the teaching of 5 key SoPs. Tutors will allow time within the session to complete the form. A form link and QR code will be pinned in each module session folder in the Seminars library on SharePoint. We ask that, wherever possible, TEPs provide qualitative feedback within the survey.

2.5: PROFESSIONAL PRACTICE

2.5.1: Professional conduct and 'fitness to practise'
Guidance on professional conduct whilst on placement is detailed in the Practice Placement Handbook which will be available to all TEPs from the beginning of the programme. General guidance on professional conduct at the university is to be found on the student intranet. Detail on the programme's fitness to practise protocol can be found on SharePoint at Appendix 2.3.

2.5.2: Membership of professional associations
A representative of the Association of Educational Psychologists (AEP) will meet you in the first term with a view towards recruiting new members. The AEP can advise upon professional indemnity insurance. You need to consider professional indemnity from the beginning of the programme as we have child contact as early as October of year 1.

2.5.3: BPS Division of Educational and Child Psychology (DECP) Annual TEP Conference
Timings and access details will be announced in the autumn term, but the conference usually takes place online in the second week of January.

The cost for Y1 TEPs to attend this conference is covered by the programme. Programme admin will contact Y1 colleagues in November to canvas for attendance and will make the relevant bookings, before passing on registration details to TEPs.

2.5.4: Getting registered with HCPC
Once you have submitted your final thesis and completed all other assignments, you will need to think about applying for registration with the HCPC. This is the process:

1. Providing you have completed all your other assessed work, a few days after submitting your final thesis you will receive a letter/email of congratulation from the university informing you that you have passed the degree of D.Ed.Ch.Psychol.
2. The programme director receives a copy of that letter/email and asks a programme administrator to add your name to the HCPC pass list and then forward this revised list electronically to the HCPC. If neither the administrator nor the director is on leave you

may assume that this task will be completed within <u>five working days</u> of your receipt of the letter of congratulation.

3. The HCPC will then add your name to the register. Please note: this process can take up to 2 weeks to complete. Programme administrators do not process this part of the registration and are unable to expedite the process. As soon as programme administrators receive confirmation from the HCPC that you have been added to the register, you will be notified.

4. You should then visit the 'prospective registrants' section of the HCPC website and follow the instructions from there.

During the stages outlined above employers and the university must continue to treat you as a TEP. So even if you start work within a substantive educational psychologist post you must retain your title as TEP, and statutory work will need signing off by a registered educational psychologist. Employers' decisions about remuneration during this stage are at the discretion of each employer. A common solution is to pay a TEP rate until the service manager has proof of your registration with the HCPC at which point back pay may be made to the date of coming into post.

2.5.5: Job references

When applying for posts as educational psychologists, please put down the name of the programme director, Professor Kevin Woods, as your referee. The director will then direct any reference request to the most appropriate staff member for completion, usually your university supervisor.

2.6: POLICIES, SUPPORT, AND SPECIAL CIRCUMSTANCES

2.6.1: Withdrawal from the programme

If a TEP wishes to withdraw from the programme please see your university supervisor and then the programme director in the first instance, followed by the programme administrator. Please consider that, as standard, there will be financial implications for sponsored/grant-holding students withdrawing from the programme. There are more details on this in the TEP contract supplied to trainees at the start of the programme.

2.6.2: Special and compassionate leave and interruption of study

Sometimes there are circumstances where there is a need to request special leave, i.e., leave not on the grounds of ill health or holiday. The University's Special Leave Policy forms the frame of reference for such requests. The policy indicates circumstances such as:

- A serious illness, or critical incident affecting, a domestic partner, child or other person who plays a significant part in the life of the TEP;
- An unforeseen breakdown of care arrangements for a person for whom a TEP has primary responsibility;
- Attendance at funeral of a close family member or other person who has played a significant part in the life of the TEP.

In respect of democratic social and cultural relevance, our special leave arrangements are extended for students on the programme to include:

- Compassionate leave for a significant other
- Attendance at interview for EP post
- Religious observance (up to one day per observation)

Requests for special leave should be made in writing to programme director Professor Kevin Woods and, if possible, one week prior to the proposed leave. Between one and five days forms the basic special/ compassionate leave provision. See Appendix 2.2 – absence from study decision flowchart. If one week's advance notice of a special leave request to the programme director is not possible, then the trainee's academic supervisor will provide an indicative opinion on the necessity to take special leave.

In other circumstances (e.g., maternity leave), it will be appropriate to request an interruption of study, which again should be discussed with the programme director. Interruption of study can be arranged for one or more periods totalling up to one year and should always be done contemporaneously as retrospective requests are not possible. For interruption, TEPs must complete a special permissions application, which is available on the student intranet. A common policy on health and leave arrangements operates across UK EP training programmes relating to maternity, paternity, adoption, compassionate and extended sickness circumstances (see Appendix 2.1).

2.6.3: Employment during the programme

If a TEP wishes to take on additional employment during the period of the programme, it is a requirement to seek permission of the programme director, Professor Kevin Woods, via email prior to confirmation of employment. Permission will usually be given providing that the TEP is up to date with all programme requirements and that there is no indication that taking on additional employment would adversely affect the TEP's well-being or future academic progression. If the planned additional work is as a TEP, then adequacy of supervision and practice placement provisions are additional considerations to be made by the programme director. Once the programme director has agreed to the conditions of the additional employment, TEPs should notify programme administrators via email at HUMS.DECP@manchester.ac.uk

2.6.4: Students with disabilities and/or additional needs

Please let your university supervisor and the programme director know of any additional or special needs that you have which may affect your ability to access learning, assessment, or social opportunities during the year. We will meet with you in the first month of the programme to discuss your needs and will make every effort to address all such needs. For further information, please refer to the following documents:

- The Equality, Diversity, and Inclusion Policy
- The HCPC's 'Health, Disability and Becoming a Health Care Professional': A disabled person's guide to becoming a health professional'

Sources of support and facilities for students. Information about support services and facilities available to students can be found at http://www.studentsupport.manchester.ac.uk

2.6.5: Equality, Diversity, and Inclusion Policy

The University of Manchester is committed 'to an environment that values and celebrates the diverse nature of its population'. The Doctorate in Educational and Child Psychology programme values, welcomes and seeks to represent social diversity.

Further information can be found in The Equality and Diversity Policy

2.6.6: The buddy system

At the beginning of the year, cross-year group buddy groups (usually one member from each year group) will be set up by the programme directors. We would encourage you to use this proactively and reciprocally. For example, a Y1 colleague might ask their Y2 buddy to see a copy of their thesis proposal structure or to ask about the annual review process. A Y2 colleague might ask their Y1 buddy to assist with an inter-coder validation exercise for data analysis. A Y3 colleague might ask their Y2 buddy to read and comment on a draft of a thesis research paper. And any colleague might ask any buddy about a professional practice question or issue. We ask for your positive participation in the buddy system (e.g., buddies responding as promptly and helpfully as possible) alongside an appreciation of individual time and resource limitations. TEP names marked in red are the designated Buddy Group co-ordinators

Buddy Group	Y1	Y2	Y3
1	Abida, Katy, Lauren, Samantha	Andrew, Ciara, Craig, Ellen	Hannah W, Hannah F, Alexandra, Rebecca M
2	Gemma, Louise, Lucy B, Razina	Emily, Fiona, Georgia A, Georgia L	Sandra, Rafia, Emily, Amy
3	Angela, Leah, Sophina, Zoe P	Jennifer, Jessica, Jordan. Joseph	Andrea, Lisa, Kezia, Anna
4	Bethany, Jessica, Selina, Zoe N	Karley, Kate, Larissa, Laura	Catherine, Daniel, Hayley, Pete
5	Anna, Caleb, Lucy W, Rebecca	Lauren, Neomi, Rebecca, Sam	Alys, Jodie, Lauren, Lydia
6	Ella, Kelly, Melissa, Sally	Sarah, Shelley, Sophie, Tara	Helen, Amelia, Philippa, Laura, Rebecca B

2.7: STUDENT SUPPORT FUNDS

All PGR students at the University can apply for support funds over the course of their 3-year programme. The PGR Director will authorise these funds providing the request fits within current guidelines, is supported by required documentation, and is within the budget cap for the relevant funding stream. Full details can be found on the PGR Funding webpage. TEPs can apply for Fieldwork Support, Conference Support, and Research Training Support. The DECP admin team

deal with Fieldwork Support Funding directly, applications for Conference Support and Research Training Support are dealt with directly by the Doctoral Academy Funding Team.

Contact: HUMS.doctoralacademy.funding@manchester.ac.uk

Full details of these processes as they apply to Professional Doctorate students can be found in the PGR Research, Training and Conference Support folder on SharePoint. DECP admin will advise on the process and how to claim expenses once granted by the PGR Director.

2.7.1: Fieldwork Support Fund
Full time PGR students can apply for up to £1,000 over the course of their 3-year programme. The Fieldwork Support Fund is open to all PGR students at the university, and is capped, so we cannot guarantee that all applications will be awarded. TEPs should apply for funding and wait for approval from the PGR Director **before** spending the money in case the funds are not awarded for any reason.

Fieldwork funding can cover the following:
- mileage/travel costs that are made for research (i.e., 'fieldwork') rather than placement purposes. These can be claimed back via PR7 form and a mileage spreadsheet and/or appropriate receipts
- other fieldwork/research-related expenses such as transcription costs, and specialised equipment

All details and a step-by-step guide on applying to the Fieldwork Support Fund are included in the Fieldwork Support Fund guide on SharePoint. Applications to this fund are dealt with by the Doctoral Academy Funding Team.

Research-related expenses can be claimed back at any time and should be submitted on separate PR7 form to any placement-related mileage. Expense claims for Fieldwork should be sent to the DECP programme team: HUMS.DECP-claims@manchester.ac.uk

All expenses **must** be claimed within 3 months of expenditure. TEPs must keep their own log of claims made to this fund to ensure they plan accordingly for any research or fieldwork requirements and do not exceed their maximum allowance.

2.7.2: Conference Support Fund
This is a competitive fund open to University of Manchester students who have had a paper accepted at a conference. TEPs can apply for funding to cover fees, travel expenses, accommodation, and other costs. TEPs can apply for funding for 1 conference per year up to a maximum of £1,500. TEPs should apply for funding as early as possible, as it can take several weeks for funding to be granted and for bookings to be made. TEPs should not make any payments relating to the conference prior to approval of the funding from the PGR Director, as approval is not guaranteed. Proof of acceptance from the conference organisers and a supporting statement from your university supervisor will be required.

Applications to this fund are dealt with by the Doctoral Academy Funding Team, rather than the dedicated programme team. Any expense claims relating to conference funding should be emailed directly to the DA Funding Team:

Full guidance and contact details for this funding stream are included in the [PGR Research, Training and Conference Support](#) on SharePoint.

2.7.3: Research Training Support Fund

Applications are open to anyone wishing to embark on a workshop, summer school, or training event that is of particular relevance to their research project. TEPs should not make any payments relating to the training prior to approval of the funding from the PGR Director, as approval is not guaranteed. A supporting statement from your university supervisor will be required.

Applications to this fund are dealt with by the Doctoral Academy Funding Team, rather than the dedicated programme team. Full guidance and contact details for this funding stream are included in the [PGR Research, Training and Conference Support.](#)

SECTION 3: PARTICIPATION PROTOCOL

At the beginning of the programme, you will be given a copy of the programme participation protocol (see below), which offers guidance on participating in sessions and consent for participation in teaching.

3.1.1: Possible stresses linked to teaching

For the most part, trainee educational psychologists (TEPs) tell us that their teaching programme (including fieldwork activities) is stimulating and interesting. However, because of its aims and focus, training in educational and child psychology can present personal challenges. At some point TEPs may feel uncomfortable or upset by material to which they are exposed. The 'triggers' for this might occur when:

- A TEP recognises some aspect of themselves in the training material;
- Teaching makes them more uncomfortably aware of issues which they had previously managed well;
- Some of the issues being discussed echo current dilemmas or life-events (such as bereavement or relationship difficulties);
- Some of the content of teaching is at variance with the TEP's personal, cultural, or religious beliefs or values.

Teaching on the Doctorate in Educational and Child Psychology (D.Ed.Ch.Psychol.) is not restricted to passive listening; it also involves active participation in exercises. For example, people may find it exposing to disclose personal feelings, or to discuss personal viewpoints, which may occur in experiential sessions, or in sessions where the focus is on feelings about professional work and career development.

3.1.2: Participation protocol

The following table details principles and practice in relation to TEP participation in University and practice placement activities.

Principle	Practice
1. Participation	• Right to, and expectation of, positive participation • Responsibility to look after oneself and to know your own limits • Right to authorised non-participation where stresses involved would exceed personal capacity • Share information at a level which feels comfortable and reasonable.
2. Ethics	• Confidentiality • Be mindful of the ethical responsibilities of information provider/ receiver
3. Tutor/ visiting speaker input	• Presenters to check activities with TEPs prior to delivery and give a clear idea of what the task might entail (what TEPs are 'getting in to') • Reminder of participation protocol • Build time for debrief into the session
4. Debrief	• Availability of presenter after session (in person; telephone; email) • Availability of supervisors (in person; telephone; email) • Time available within session • Signpost other services (see Support for students, below)
5. Fieldwork	• Awareness of personal issues which might impact on ability to undertake casework (e.g., identification with issues, such as Critical Incident Response Team work following a bereavement). • Checking if 'debriefing' is available as part of supervision. If not, seeking other opportunities (e.g., via another EP, supervisor, etc)

3.1.3: Support for students

The Health & Care Professions Council (HCPC) includes fitness to practise and the importance of maintaining emotional health and wellbeing in its ethical guidance and standards of proficiency (HCPC, 2015, 2016). Although there is an expectation that TEPs will be appropriately robust in relation to the issues which training presents, we also expect TEPs to be able to reflect on their feelings and to recognise when seeking support from others is the most appropriate action. The programme handbook contains information about sources of support (see section 6, pages 16-19)

3.1.4: Consent to participation in clinical teaching

It is a requirement of the HCPC that when TEPs participate in teaching they have given informed consent to this. For this consent to be meaningful it is important to set out the expectations of the D.Ed.Ch.Psychol. programme and the rights of TEPs.

3.1.5: Programme expectations in relation to teaching
The D.Ed.Ch.Psychol. programme expects that TEPs will actively participate in all aspects of the academic programme, including:

- Seminars
- Experiential exercises which take place as part of seminars
- Group activities (such as experiential groups)
- Problem based learning
- Role-play as part of the above activities (including taking the role of both therapist and client)
- Practising techniques
- Counselling activities

Where a TEP finds participation difficult for reasons of personal distress they are entitled to withdraw, but the programme expects them to do this in an appropriately professional manner. If their level of personal distress results (for example) in prolonged withdrawal from specific areas of teaching, it is expected that the TEP take appropriate action. This would normally include discussion with their supervisor, who may arrange for them to be exempted from some teaching activities, and who will also discuss the most suitable strategies for managing the situation.

In practical terms, TEPs who find themselves distressed during a lecture or a workshop are entitled to leave, returning if they feel able to, and at a suitable point discussing their absence with the seminar presenter or a university supervisor. Students who feel that a workshop task is too personally demanding are entitled not to participate, but should do so in an appropriately negotiated manner, if possible, discussing this with the seminar presenter and/or a university supervisor.

3.1.6: Disclosure of personal information
During teaching there should be no pressure on TEPs to disclose personal information which they feel uncomfortable revealing, especially personal information which they do not see as relevant to the task of training. However, the nature of the programme means that discussion of personal feelings in relation to professional development is often appropriate and necessary, and there is an expectation that TEPs will be open to discussion of these feelings if these are relevant to their personal and professional development.

3.1.7: Confidentiality
TEPs who discuss any experience of stress arising from teaching, research, or placement (or indeed any personal issue) with a member of staff are entitled an assurance of confidentiality. This means that information that they disclose will not usually be discussed with third parties without their consent and/or knowledge. As in other professional contexts, a guarantee of confidentiality cannot be absolute, as might be the case if there were serious concerns about the welfare of the TEP. Any such breaches would be rare and would usually be discussed with the TEP.

The HCPC publishes guidance relating to confidentiality which expands the principles set out here (HCPC, 2012).

3.1.8: Consenting to participate

Appended to this handbook is a [Participation Protocol form.](#) Signing it means that you acknowledge and accept the expectations set out above. Because these make it clear that there may be circumstances where you might wish to withdraw from teaching, it should be clear that while you are consenting to participate in teaching this consent is not absolute and includes the right to withdraw on grounds of unmanageable personal stress.

References

- HCPC (2018). *Confidentiality: A guide for registrants*. London: HCPC;
- HCPC (2015). *Standards of proficiency: Practitioner psychologists*, London: HCPC;
- HCPC (2016). *Standards of conduct, performance and ethics*. London: HCPC.

SECTION 4: PROGRAMME COURSE UNITS

There are six units of study on the D.Ed.Ch.Psychol. programme:

- **Unit 1   Programme [PROG]**
- **Unit 2   Research in educational and child psychology [RECP]**
- **Unit 3   The social, organisational, and ecological context [SOEP]**
- **Unit 4   Child and adolescent development [DEV]**
- **Unit 5   Mental health, wellbeing and therapeutic practice [MHWBTP]**
- **Unit 6   Professional skills [PROF]**

HCPC Standards of Proficiency (SoPs) are detailed in relation to each seminar session. Mapping of SoPs to BPS Standards for eligibility for BPS Chartered Membership is included in Appendix 4.1.

Learning on the programme aims to link the development of relevant knowledge, skills and understanding to their application and integration to professional practice (Miller, 1990; Kirkpatrick, 1996). Therefore, sessions at the university focus upon trainee participation through discussion and skills practice, set in the context of professional experience and educational psychology practice. Many sessions require pre-reading as a support to trainees' participation.

- Kirkpatrick, D. L. (1996). *Evaluating training programmes: the four levels*. San Francisco, CA: BerrettKoehler Publishers;
- Miller, (1990). The assessment of clinical skills/ competence/ performance, *Academic Medicine, 65*(9), 63-67.

Full course unit outlines are stored on SharePoint for your reference: DECP Course Outlines 2025-26

SECTION 5: ASSESSMENT REQUIREMENTS

Assessment and progression on the programme are guided by the Doctorate in Educational and Child Psychology (D.Ed.Ch.Psychol.) Student Assessment and Student Progression Policy (Appendix 5.1). This policy is available on SharePoint and can be accessed via the University portal.

It is each student's responsibility to ensure that they understand the policy in full.

Assessment on the programme is in four parts:
- Part 1: Three research-based assignments of 10,000 words each.
- Part 2: A Professional Practice Portfolio (PPP) of about 20,000 words.
- Part 3: Three accepted practice placement supervisor reports and three university supervisor observations of practice placement.
- Part 4: A reflective practice assignment (RPA).
- Part 5: An Educational Test User (ETU) portfolio.
- Part 6: A written thesis comprising three research papers (T1, T2 & T3); satisfactory oral defence of the thesis.

Assessment within Parts 1, 2, 3, 4 and 5 is against specific Standards of Proficiency (SoPs) from those which are set out by the Health and Care Professions Council (HCPC) as the standards required for registered practitioner psychologists entitled to use the title 'educational psychologist' (see Standards of Proficiency (SoPs) Assessment Mapping document - Appendix 5.2).

Assessment of Part 5 (ETU portfolio) is also marked according to specific competencies of test use, as set out by the British Psychological Society (BPS). Some ETU elements will count towards or complement other parts of assessment on the programme (e.g., Assignment 2 is required both for Part 1 and Part 5. Successful submission of the ETU portfolio confers eligibility for the BPS Register of Qualifications in Test Use (RQTU); see Appendix 5.12a.

Presentation of all assessed work, including referencing, should adhere to the American Psychological Association (APA) (2020). *Publication Manual of the American Psychological Association (7th edition).* Washington DC: American Psychological Association.

The schedule of assessment for the programme is shown in Table 5.1 below, and specific assessment requirements for each year group can be found in the individual Assessment Handbooks, which are housed on the DEdChPsychology SharePoint site in the Programme Documentation folder titled 'Assessment Handbooks'.

Italicised components are informally assessed and not to be formally submitted for marking.

Table 5.1 - ASSESSMENT MILESTONES FOR THE PROGRAMME

YEAR 1	SUBMISSION DATE	FEEDBACK DATE
Major theories of intelligence essay for ETU*	02 Dec 2025	06 Jan 2026
A1P (research project proposal) by email to university supervisor and proposed thesis project supervisor	12 Jan 2026	26 Jan 2026
ETU Test 1*	09 Feb 2026	09 Mar 2026
ETU Test 2*	16 Mar 2026	27 Apr 2026
Professional Practice Portfolio – Stage 1 (PPP1) Casework Analysis 1 (CWA1)	20 Mar 2026 20 Mar 2026	08 May 2026** 08 May 2026
Draft Thesis Proposal by email to proposed project supervisor	08 May 2026	22 May 2026
ETU Test Feedback Role Play*	12 May 2026	
University Supervisor Observation Report 1	22 May 2026	
Practice Placement Supervisor Report 1	29 May 2026	
Thesis Proposal	04 Jun 2026	15, 18, 19 Jun 2026
Assignment 1	15 Jun 2026	24 Jul 2026
Annual Review (incl. thesis proposal presentation)	15, 18, 19 Jun 2026	
YEAR 2	SUBMISSION DATE	FEEDBACK DATE
University Supervisor Observation Report 2 and ETU Test Administration Observation Report	16 Feb 2026	
Professional Practice Portfolio – Stage 2 (PPP2)	13 Mar 2026	17 Apr 2026**
Annual Review	11, 14, 15 May 2026	
Practice Placement Supervisor Report 2	27 May 2026	
Assignment 2*	29 Jun 2026	24 Aug 2026
Assignment 3	31 Jul 2026	26 Oct 2026
Reflective Practice Assignment	30 Sept 2026	30 Nov 2026
YEAR 3	SUBMISSION DATE	FEEDBACK DATE
Full draft T1 to supervisor	26 Sept 2025***	27 Oct 2025
Educational Test User (ETU) Portfolio, including Written Reports task	21 Nov 2025	09 Jan 2026
Assignment 3	17 Dec 2025	13 Mar 2026
Annual Review	02, 05, 06 Feb 2026	
Draft T2 to supervisor	06 Feb 2025***	27 Feb 2026
Professional Practice Portfolio – Stage 3 (PPP3)	06 Feb 2026	17 Apr 2025
Thesis Abstract	06 Feb 2026	
University Supervisor Observation Report 3	23 Feb 2026	
Draft T3 to supervisor	06 Mar 2026	30 Mar 2026
Thesis submission	01 May 2026	
Reflective Practice Assignment	15 May 2026	10 Jul 2026
Practice Placement Supervisor Report 3	27 May 2026	

Mock VIVAs	04-05 Jun 2026
****Board of Examiners' meeting	23 Jun 2025
VIVAs *****	29-30 Jun, 02-03 Jul 2026 TBC
Graduation	Dec 2026 date TBC

* Additional information and/or materials for these ETU tasks will be shared by a tutor during the academic year.

** PPP1 and PPP2 informal feedback may usefully reference HCPC Standards of Proficiency and should be summarised within the eProg record.

*** Thesis examiners will only be sought once full drafts of T1 and T2 have been submitted to the supervisor. Programme director will request confirmation of this from supervisors on 6th February 2026.

****Student assessment outcomes for the year are confirmed at the annual meeting of the Board of Examiners attended by the programme external examiners, Dr Joyce Senior (Year 1), University College Dublin, HCPC registered practitioner educational psychologist, and Dr Rob Green (Years 2 and 3), University of Bristol, HCPC registered practitioner educational psychologist. Students in Years 1 and 2 of the programme meet with external examiners as a group when the external examiners visit the programme in June. The purpose of this group meeting is to allow the external examiners to confirm the appropriate standards being achieved by students on the programme, to learn more about how the programme effectively meets the learning needs of the TEPs, and to consider useful areas for programme development. By the time of meeting the TEPs, the external examiners will have already seen a large sample of the TEPs' current work. The purpose of the TEPs' group meeting with the external examiner is not to examine the academic standards or fitness to practise of any individual student.

*****The viva dates are subject to confirmation by our external examiner institutions. These dates will be set during the autumn term and confirmed with Y3 colleagues.

SECTION 6: SUBMISSION OF ASSESSED WORK

- All assignments are submitted electronically via the trainee's eProg Personal Documents Store.
- Marking is not anonymous.
- All original submissions and resubmissions must be entirely complete in all required sections. Resubmissions and re-presentation of assessment pieces do not require inclusion of appendices unless these sections were specifically indicated for correction.
- All submissions and re-submissions, except the thesis, must use minimum font size 12 with 1.5 line spacing and have line numbered pages, restarting at line 1 on each page, so that examiners and TEPs can refer to sections of text quickly.
- At the front of each piece of work and for each section of the PPP you must restate that you have anonymised all name details, including placement providers, schools, workers, parents/ carers, and children. Submissions that are not fully anonymised will be returned to the trainee and the feedback date will be extended in line with the late submission timescale.
- Use of AI in PGR studies: The University of Manchester has a key library resource that focuses on AI and research integrity that you will all find useful to consult:
  https://www.education.library.manchester.ac.uk/mle/academic-integrity/#/lessons/sKF9jqPXxLIj_kjNJqwjLwtEeDtFiNaJ
  Please ensure that you are aware of what is permissible use of AI in your area of research. You may utilise AI to support personal organisation, assist with planning your work, stimulate your thinking, locate relevant literature, revise text to improve clarify and coherence, translate text, understand complex ideas and think critically. **You may not use AI to write for you**. Please see Appendices 5.3A, 5.3B, and 5.3C in the Programme Assessment Appendices folder for specific course requirements.
- Re-presentation or resubmission of assessed work: Because each assessed piece of work targets several SoPs, it is not unusual for there to be a requirement to either: re-present the work with some minor corrections made (Aii grade); or resubmit the work (B grade). Only one resubmission is allowed for each assessed piece of work, so please check your re-drafted piece carefully with your university supervisor before making the resubmission. A resubmitted piece may receive a minor corrections indication (Aii grade).
- With each re-submitted/ re-presented piece must be a separate document entitled Resubmission/ Re-presentation Cover Note which details how each previously undemonstrated SoP has been re-addressed within the revised work, ***including a reference to the relevant page and line numbers within the re-submitted/ re-presented piece***. If the Resubmission/ Re-presentation Cover Note does not conform to this format the resubmission/ re-presentation will not be accepted; the examiner will return the work to the student, and the feedback date will be extended in line with the late submission timescale. It is often helpful, if possible, that changes to the original script are marked with 'tracked changes' in the resubmitted script.

There is no need to submit a complete 'clean copy' of the assignment once the resubmitted or re-presented work has been signed off as meeting all the relevant SoPs (Ai grade).

- The Resubmission/ Re-presentation Cover Note should be drafted by adapting/ tracking changes on to your electronic copy of the examiners' report on your original submission. Feedback upon any resubmission/ re-presentation will be provided within four weeks of receipt.
- Late submission of assessed work: extensions up to one month, three months or six months can be requested using the Professional Doctorate Assignment Extension Request Form. This request must be submitted **prior** to the original submission deadline date.

   Please make sure you complete all the questions in this survey before making the final submission. Once submitted, your request will be considered by your Supervisor and Programme Director, and confirmation of the approval of the extension request will be sent by a programme administrator.

   *Please note: you do not need to seek Supervisor approval prior to submitting the form; the programme admin team will request this on your behalf.

- Resubmitted, represented or late submitted work which is submitted electronically/ uploaded via the eProg 'personal documents store' must be followed by the TEP's email notification of the uploading to HUMS.DECP@manchester.ac.uk
- Feedback on assessed work is provided by the internal examiners (university supervisors) according to the 'assessment milestones' table in section 5 of this handbook. If the submission date is missed, feedback will be provided at the examiners' earliest possible convenience, and no more than 12 weeks after submission.
- Script notation convention. Examiners will not list all spelling/ punctuation/ grammatical/ typographic errors. The manuscript may be highlighted for exemplification: yellow for errors of spelling, punctuation and grammar; blue for errors of verbal expression; green for referencing errors.

SECTION 7: UNIVERSITY SUPERVISION

Each TEP has been assigned a university supervisor who is responsible for:
- monitoring the TEP's practical, professional, research and academic progress;
- visiting the TEP and supervisor on placement/ practice employment;
- support and advice to the TEP.

Useful 'standing items' for each supervision meeting include:
1. General check-in (How are you? How is placement going?)
2. Set an agenda for the meeting, taking contributions from both the trainee and the supervisor. Think about upcoming assessment submission deadlines and any upload requirements for annual review; if you have received commentary feedback on a work draft consider if any points of clarification or discussion have been indicated.
3. Working through the agenda
4. Checking date(s) of next supervision meeting(s)
5. Checking date and focus of next placement meeting
6. Updating eProg record using 'Additional Meeting Form'
7. Date of next supervision meeting

Please note that all aspects of supervisory support (e.g., context placement supervision, general university supervision, research commissioning support) across all year groups are specifically time-allocated within each supervisor's allocation.

Whilst a supervisor's .fte allocation to the programme may affect availability for support across the week (e.g., specific to some working days), the level of support is managed such that there no difference in the level of support available to each TEP within a year group. Note that the time allocated to each supervisory task is inclusive of all non-direct work such as reading and preparing feedback on academic work, liaising with practice placement supervisors, and visiting TEP colleagues on placement for set-up meetings and tutor observations. (Whilst we do not expect TEPs and supervisors to precisely account for all aspects of their work on an ongoing basis, do let the programme director know if you would like more detail about the time allocations to various elements of university supervision.)

Outside of the university supervisor system, TEPs are free to contact/ have discussions with any of the programme team, e.g., to discuss a professional practice or research issue related to a particular supervisor's interests or expertise.

TABLE 7.1: University supervisor allocations for 2025-2026

	Supervisor(s)	TEPs
Y1	Emma Atkiss	Caleb, Samantha
	Melissa Carey	Sally
	Hannah Cartmell	Angela, Abida
	Rebecca Dunne	Gemma, Anna

	Ness Evans	Razina, Ella
	Rai Fayette	Sophina, Lauren
	Alison Gurney	Leah
	Emma Harding	Katy, Zoe N, Melissa
	Leanne Jackson-Taft	Kelly, Selina
	Catherine Kelly	Jessica, Lucy W
	Adam Rumble	Rebecca
	Beverley Tyrrell	Bethany, Lucy B
	Joe Wilson	Louise, Zoe P
Y2	Cathy Atkinson	Ciara, Shelley, Sophie
	Caroline Bond	Jordan, Kate, Rebecca, Tara
	Hannah Cartmell	Andrew, Joseph, Laura
	Rai Fayette	Samuel, Karley
	Alison Gurney	Jennifer
	Emma Harding	Sarah
	Leanne Jackson-Taft	Lauren
	Catherine Kelly	Emily, Georgia A, Georgia L, Jess
	George Thomas	Craig
	Kevin Woods	Ellie, Fiona, Larissa, Neomi
Y3	Emma Atkiss	Hayley
	Cathy Atkinson	Rebecca B, Hannah W, Pippa
	Caroline Bond	Alys, Amelia, Rebecca, Rafia
	Hannah Cartmell	Lydia
	Rai Fayette	Catherine, Emily, Kezia, Lauren
	Emma Harding	Laura
	Catherine Kelly	Anna, Andrea, Helen, Pete
	Adam Rumble	Dan
	George Thomas	Sandra
	Joe Wilson	Lisa
	Kevin Woods	Alex, Amy, Hannah F, Jodie

Supervision sessions should be recorded electronically by TEPs and supervisors using the eProg system.

Please note that every supervision meeting, whether face-to-face, telephone, or Skype, must have a brief recorded summary made by the TEP using the **Additional Meeting Form** found at the top of each TEP's eProg progression webpage.

It is University policy that each doctoral student will have a 'co-supervisor' to provide additional support and advice as needed (e.g., systematic literature review planning decisions and summary table consultation; reading drafts of T1 and T2; providing a 3rd opinion on any academic

or practice issue). Co-supervisor allocations can be found on your eProg record and are notified/ confirmed by the programme director in September of each academic year. The university supervisor and TEP have a joint responsibility to inform and involve the co-supervisor as required. At some times, it may be useful to arrange a three-way meeting involving the TEP, the university supervisor and the co-supervisor, e.g., to check progression of research plans or to provide a second reading of a draft of work. Please note that previous examples of student work are not available through supervisors; if a previous example of work is required trainees are asked to source this through the cross-year group buddy system.

Formal progress monitoring is carried out six times during the programme using the Mid-year and Annual Review Forms within the eProg form.

7.2: YEAR 1 Supervision

Year 1 TEPs meet with their university supervisor early in the first semester and thereafter regular supervision sessions are scheduled throughout the year. During the first semester, TEPs may be having more contact with their context tutor than with their main academic supervisor. However, additional supervision sessions with the university supervisor can be arranged, if necessary, although supervisors have other commitments and may not always be available when TEPs would like to see them. Supervisors can be contacted via email through the colleague contact details given below. Supervisors aim to respond to emails within four working days of receipt and will let you know when they are on annual leave.

Towards the end of semester 1 (December), thesis topic allocations are made and each Year 1 TEP will thereafter consult regularly with their intended thesis project supervisor to develop the Thesis Proposal. However, the main university supervisor remains the same and is responsible for support and consultation relating to placement, A1P, CWA1, PPP1, A1, and all other matters. Where A1 is identified as a pilot or preliminary project to the thesis, the Thesis Proposal consultant tutor may be used for second/ further opinions and will be very interested to know the findings of the A1, but responsibility for supervision of the A1 work remains with the allocated university supervisor.

7.3: YEARS 2 AND 3 Supervision

In Years 2 and 3, supervisors and TEPs take joint responsibility for scheduling sufficient and regular supervision meetings using a combination of time available pre- and post- teaching on university attendance days, independent study time, allocated research time, or before/ after seminar sessions at the university. Supervision meetings should be scheduled no less than once per month but may be more frequent during certain periods of the programme, e.g., when drafts of work are being read. Increasingly, supervisor-TEP pairs are making effective use of Skype/ Zoom/ Teams, or telephone, in combination with electronic submission and comment upon work drafts, to maximise time and resource efficiency.

Supervisors and TEPs should take joint responsibility for clarifying the exact timing and agenda of the next supervision meeting at the end of each supervision session. The programme directors are available to all TEPs for discussion on any aspect of the programme.

Supervisors should normally be contacted through their university email address unless requested to use an alternative (e.g., other workplace email account). Supervisors should respond to emails within four working days of receipt and will let you know when they are on annual leave.
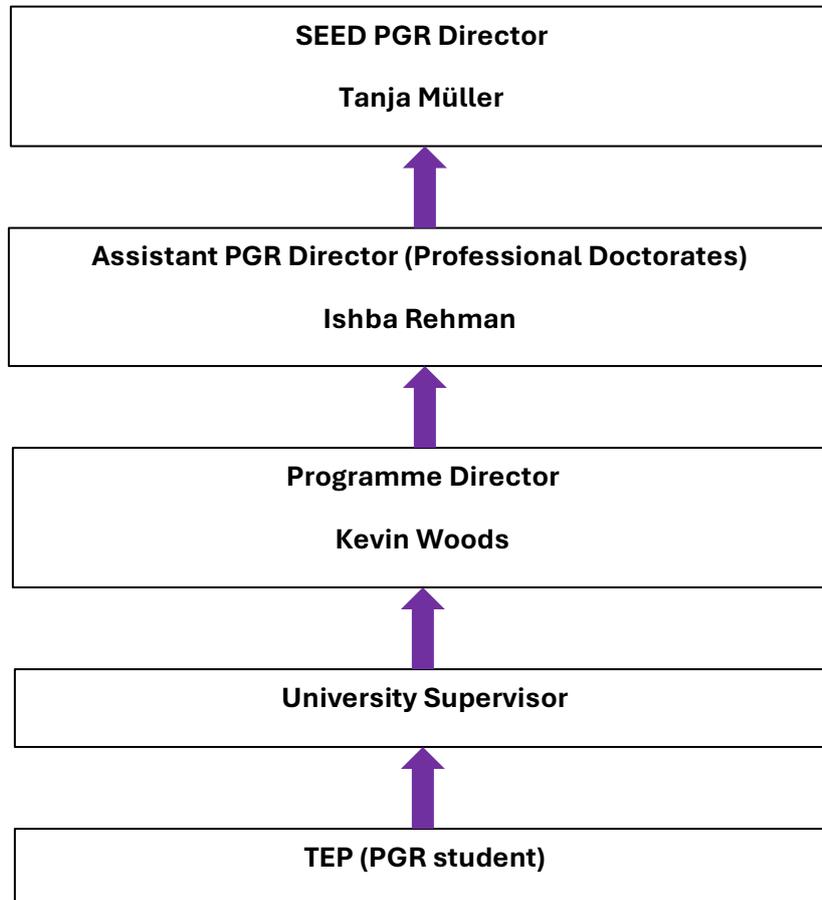
7.4: SUPERVISOR CONTACT DETAILS

Cathy Atkinson	cathy.atkinson@manchester.ac.uk
Caroline Bond	caroline.bond@manchester.ac.uk
Melissa Carey	melissa.carey@manchester.ac.uk
Hannah Cartmell	hannah.cartmell@manchester.ac.uk
Rebecca Dunne	rebecca.dunne@manchester.ac.uk
Ness Evans	vanessa.evans@manchester.ac.uk
Rai Fayette	rainart.fayette@manchester.ac.uk
Alison Gurney	alison.gurney-2@manchester.ac.uk
Leanne Jackson-Taft	leanne.jacksontaft@manchester.ac.uk
Emma Harding	emma.harding@manchester.ac.uk
Catherine Kelly	catherine.kelly@manchester.ac.uk
Clare Nuttall	clare.nuttall@manchester.ac.uk
Adam Rumble	adam.rumble@manchester.ac.uk
George Thomas	george.thomas@manchester.ac.uk
Beverley Tyrrell	beverley.tyrrell@manchester.ac.uk
Joe Wilson	Joe.wilson@manchester.ac.uk
Kevin Woods	kevin.a.woods@manchester.ac.uk

7.5: Circumventing the university supervision system:

The route by which the university supervisor system can be circumvented in an emergency or other circumstances is shown below:

```
┌─────────────────────────────────────────────────┐
│              SEED PGR Director                    │
│               Tanja Müller                        │
└─────────────────────────────────────────────────┘
                         ▲
┌─────────────────────────────────────────────────┐
│   Assistant PGR Director (Professional Doctorates)│
│               Ishba Rehman                        │
└─────────────────────────────────────────────────┘
                         ▲
┌─────────────────────────────────────────────────┐
│              Programme Director                   │
│               Kevin Woods                         │
└─────────────────────────────────────────────────┘
                         ▲
┌─────────────────────────────────────────────────┐
│              University Supervisor                │
└─────────────────────────────────────────────────┘
                         ▲
┌─────────────────────────────────────────────────┐
│              TEP (PGR student)                    │
└─────────────────────────────────────────────────┘
```

The structure for setting out expectations of both supervisors and students are provided within eProg. Students may request to change their university supervisor. The Programme Director is primarily responsible for deciding and arranging university supervisor responsibilities, though this may be ultimately determined by the PGR director.