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Institute of Education
University of London



Doctorate in Professional Educational, Child and Adolescent Psychology

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The Institute of Education is a postgraduate College of the federal University of London. Since its foundation in 1902, the Institute has earned a distinguished reputation, nationally and internationally, for the quality of teaching and research. It has obtained the highest rankings in each of the three national research assessment exercises. The Institute of Education, University of London provides a range of postgraduate programmes leading to MA, MSc, MPhil, PhD, EdD and DEdPsy degrees. The Institute of Education is situated in the heart of Bloomsbury, with first-rate amenities, including an excellent library, assessment resource collection, computing facilities and bookshop. London University's Senate House Library and Student Union are situated close by and the area is serviced by a wealth of transport links.

The Department of Psychology and Human Development provides most of the teaching for the programme. The department has a number of academic psychologists who have previously trained as Educational Psychologists (EPs), as well as a strong team of professional Educational Psychologists. The location of the programme means that Trainee Educational Psychologists (TEPs) have the benefit of belonging to a strong psychology department within the largest and most distinguished education institution in the country.

Introduction

The DEdPsy in Professional Educational, Child and Adolescent Psychology (DECAP) programme was launched in September 2006. It builds on the Institute of Education's established and well respected reputation in professional educational psychology training. Previous British Psychological Society accreditation reports have noted that the programme benefits from 'inspirational teaching and high quality supervision provided by the teaching team of academic and professional psychologists who are at the cutting edge of educational and psychological research'. The DEdPsy (DECAP) uses contemporary applications of psychology to provide an innovative, creative and coherent professional training in educational psychology. The programme has been developed to provide the academic, theoretical, practical and interpersonal knowledge, skills and expertise to facilitate high levels of professional competence in

applied educational psychology, with the aim of producing the highest quality new entrants to the profession. The programme extends over three years and has been accredited by the British Psychological Society. Successful completion of all components of the programme will enable graduates to practice as chartered Educational Psychologists.

Programme Philosophy and Orientation

The programme philosophy and ethos is derived from Bronfenbrenner's eco-systemic model, which acknowledges the role of the interacting systems within which educational psychology is applied. This conceptualisation allows for the systematic review of the contexts and systems that influence children and young people's behaviour, learning and development. The model acknowledges the symbiotic influence of the political system and legislation, upon the

organisations within which EPs and their role partners operate. The programme embraces a social constructivist approach and is based on interactionist psychological perspectives. Thus in working with others, emphasis is given to analysing needs and problems in context, in order to develop shared understandings and to identify appropriate action; clients and learners are viewed as active participants and partners. The programme aims to develop applied Educational Psychologists who will be able to operate equally effectively at different levels within the eco-system through their work with children, their families, teachers and other professionals, schools and other organisations, and in response to Local Authority/ Children's Services initiatives and national priorities.

The programme encourages reflection, critical analysis, and active inquiry to support the synthesis of theory and practice and the development of professional integrity. Regular individual and group tutorials encourage and facilitate reflection on professional work. Trainees use a scientific method approach combined with a 'reflective practitioner' stance to develop working hypotheses that are then used to inform assessment and intervention.

We value the opportunities provided by our location to develop practitioners sensitive to the needs of different client groups and in particular to experience the diversity of the urban and multi-cultural communities of London. Each year Trainees will focus on the issues and experiences of diversity in at least one piece of work.

Programme Aims

It is acknowledged that Trainee Educational Psychologists bring with them a wide range of different relevant experiences and the programme aims to build on these to enhance personal and professional learning. The programme aims to cover all aspects of the work of Educational Psychologists and draws on a range of theoretical perspectives that inform psychological practice. In particular the programme aims to develop:

- Skills in analysis and synthesis of psychological knowledge.
- Knowledge and understanding of key psychological

theories, models and paradigms of relevance to applied educational psychology.

- The ability to make informed decisions about applying conceptual and theoretical psychological frameworks in professional practice.
- The ability to apply an interactionist perspective, when considering issues of relevance to applied educational psychology.
- To understand and work effectively in the social, political and legal context in which educational psychology is applied, with particular reference to the influences of legislative frameworks on practice and service delivery.
- Commitment to promoting equality of opportunity and inclusion through awareness of the potentially damaging effects of stereotyping and prejudice at individual, group and organisational levels.
- To apply a range of professional and interpersonal skills to promote effective communication with a range of clients and role partners.
- To reflect critically on personal practice recognising internal and external factors influencing judgements, behaviour and decision-making.
- To understand the role of the Educational Psychologist in multidisciplinary work contexts through an appreciation of different professional theoretical perspectives, social, political and other factors that contribute to different positions and perspectives.
- Skills to work autonomously and as part of a team.
- To be able to develop, plan and carry out research activities. To evaluate outcomes of research and disseminate information from the research.
- Manage time and tasks effectively. To be able to communicate effectively for a range of different purposes.

Pedagogy

A combination of formal teaching and learning, and practical placement activities, facilitates the synthesis of theory into practice. The programme draws upon a wide range of teaching and learning methods including:

- problem based learning where complex and multi-faceted professional scenarios are tackled in small groups of learners facilitated by academic Tutors who are



professional Educational Psychologists. This is referred to as Contextualised Psychological Analysis (CPA),

- applied psychological skills lab sessions, where Trainees have the opportunity to practise and develop professional skills prior to working directly with clients, and
- lectures, seminars, role-play, group work, workshops, video work and individual tutorials.

Collaborative inquiry is at the heart of the learning process; as the exchange of views that occurs is seen as an important means for developing hypotheses and embedding theory in practice. The active participation of Trainees supports the assimilation of new information in an analytical and critical way.

Contextualised Psychological Analysis

The CPA approach aims to promote the professional qualities and transferable skills necessary in applied educational psychology at doctoral level: CPAs are based on adapted case scenarios from professional EP work.

Trainees take professional responsibility for developing an understanding and formulating an appropriate response to complex and challenging professional scenarios, facilitated by the Tutor using a staged approach to problem analysis:

- 1) discuss and define the problem,
- 2) access, evaluate and utilise information,
- 3) synthesise, report and evaluate.

These activities have both a self-directed learning and small group focus, to help develop both collaborative and independent professional skills. This approach enables Trainees to demonstrate some of the key qualities that indicate a level of functioning, suitable for semi-

autonomous professional practice and competence at doctoral level, namely the ability to:

- Systematically acquire, understand and utilize a significant body of psychological and educational knowledge, which contributes to the vanguard of professional educational psychology practice;
- Draw on psychological, educational and professional knowledge and experiences, to develop informed professional judgments derived from the evidence available regarding complex situations;
- To be able to communicate hypotheses and conclusions succinctly and efficiently, to professional role partners and parents;
- Demonstrate professional competence in interpersonal interactions and the application of theoretical and practice skills in educational psychology.

Skills Lab

The purpose of the skills lab sessions is to support Trainees in the development of professional practice skills in a safe and facilitative environment. This will include familiarisation with assessment tools, facilitating a consultation meeting, learning to use applied psychological approaches, such as Cognitive Behavioural Therapy (CBT), or strategies for managing a difficult meeting, before applying these skills with clients in the field.

Structure

The Programme extends over three calendar years, from September to August. During the first year, TEPs are

currently funded and spend a substantial amount of their time engaged in learning activities at the university. In addition, they undertake a variety of placements that have been designed to help support the integration of theory and practice and to enable them to become familiar with the contexts in which educational psychology is applied. One day each week is dedicated to the essential learning processes of reading, personal study and reflection, as well as the preparation of programme work. At the end of the first year TEPs will seek employment as Assistant Educational Psychologists with a Local Authority/Children's Service. The employer will fund the remaining two years of training and provide the context for further placement activities. In year two, approximately 40% of the year will be spent at university. The pedagogy for learning will involve the use of increasingly complex problem based learning seminars that aim to support the integration of theoretical models in practical settings. TEPs will be supported by designated Fieldwork Consultants from the EPS where they work, and by Tutors from the Institute of Education, in developing psychological formulations and accompanying interventions in relation to their field activities. There will be service level agreements with employers that facilitate the TEPs engagement in a range of activities that have been planned to support their professional learning and development for the remaining 60% of the year. In year three, the time spent applying psychology within the context of a Local Authority/ Children's Service increases to 80% with the remaining 20% of time spent at university engaged in research supervision, problem based learning seminars and professional

supervision. Once again a service level agreement will be used to ensure that TEPs have access to the range of activities, supervision and private study time needed to enable them to meet both the requirements of the programme and the employment context.

Academic Teaching and Learning

The programme is comprised of four modules outlined below. The first three modules are taught through six themes that provide coherence and integration of professional knowledge, skills and expertise. The themes progress from foundation level to intermediate and then advanced level applied psychology over the three years.

The Profession of Educational Psychology in Context

This module aims to develop an understanding of the range of contexts in which the profession is applied. TEPs draw upon applied theoretical models that help to make sense of working within these situations. The use of interactionist and systemic approaches to making sense of the development and learning of children in their contexts is explored. A comprehensive appreciation of the theory underpinning the consultation model of service delivery is examined.

The Effective Practitioner

This module develops the skills needed to practise effectively as an Educational Psychologist. It is based on eight principles that are considered to influence the professional role and work of the Educational Psychologist: acknowledgment of diversity and equality of opportunity, accountability and responsibility, ethical judgment as it relates to professional practice, adherence to legal frameworks and professional codes of conduct, effective communication, self-awareness and professional reflection, effective work management and ongoing professional development.

Applying Psychology: Creative Assessment, Interventions and Solutions in Practice

This module aims to support the development of effective psychological interventions to raise educational standards and achievement, to promote inclusion and reduce social exclusion. The application of a wide range of psychological theories, including child and adolescent development and specialist





knowledge bases, to support the formulation of hypotheses and interventions, in order to meet the needs of individuals, groups, organisations and communities is encouraged.

Research Methods Design and Application

Parts 1 and 2

This module aims to support the development, over the three years of the programme, of advanced research skills. Trainees will develop knowledge and understanding of the nature of enquiry in the social sciences, different forms of psychological research, the nature of data and different views of reality and knowledge. It will cover a range of methodologies and help TEPs develop the skills needed to formulate research questions, design an appropriate project and use relevant research tools to gather data, analyse and interpret findings. There will be workshop activities that support the analysis of both qualitative and quantitative data using ICT, e.g. SPSS and NVivo. The module also includes sessions on the process of reporting and disseminating findings.

Thesis

The culmination of the research module will be the production of a thesis of 30-40,000 words that represents

an original and substantial individual contribution to relevant theoretical knowledge bases in psychology and education. The thesis will be supervised by an academic research supervisor from the Institute of Education.

Placement Learning

Placement learning experiences include the full range of professional activity including: research and project work, developing and providing in-service training to colleagues, parents and other professionals, systemic and organisational level work with families, professionals and community contexts, case focused work with children, their families and teachers, and the ability to work effectively in multi-professional contexts.

Applying Research Skills

Over the three years of the programme, Trainees develop the knowledge and skills to engage in research activities commissioned by placement providers. These research activities are designed to support the

synthesis of research knowledge and skills into 'real world' application. It is intended that this process will support raising the profile of research in applied educational psychology; lead to formal dissemination locally or nationally; contribute to the knowledge base of the profession and make a genuine contribution to addressing, understanding or evaluating legitimate priorities within local authority placement contexts.

Over the first two years of the programme Trainees will engage in two small scale (4,000 words) research activities. In the third year of the programme a good deal of Trainees' time will be dedicated to their thesis. Each Trainee's thesis will be supervised by an Academic and a Senior Educational Psychologist from the Institute of Education.

Assessment

The process of assessment has been designed to reflect the range and focus of activities to be undertaken during the programme, and the academic and professional skills being developed. The programme seeks to develop in Trainees, the skills of self-assessment and professional reflection, through the log of professional development. Termly evaluations provide the opportunity for Trainees and their Tutors, to evaluate their learning, future needs, and to consider their progression to the next stage of the course.

In each of Years 1 and 2, TEPs will produce the following work:

- Two 5,000-word assignments related to the modules.
- Two 4,000-word small-scale research activities conducted on placement.
- Annual Logs of Professional Activity including the above, and two 4,000-word assignments based on themes related to the modules.
- Tutor's structured observations of the Trainee on placement engaged in professional activities, will provide formative assessment of developing skills.

In Year 3 assessed work will reflect:

- An original and substantial individual contribution to the professional knowledge base, in the form of a thesis of

30 – 40,000 words.

- Annual Records of Professional Activity. Contribution to problem based learning seminars, including a presentation summarised in a 2,000 word written account.
- Tutor's structured observations of the Trainee on placement engaged in professional activities, and in individual tutorials, will provide formative assessment of developing skills.

Programme Tutors

Programme Director:

Vivian Hill BSc (Econ), PGCE, MSc, AFBPsS, CPsychol

Professional and Academic Tutors:

Claire Bolitho BA, PGCE, MSc

Cordelia Brown BSc, PGCE, MSc, AFBPsS, CPsychol

Shaan Farouk BSc, PGCE, MSc, CPsychol

Maureen Hennessy BA, PGCE, MEd Psych, CPsychol

Nicola Laffan BSc, PGCE, MSc

Karen Majors BA, PGCE, MSc, CPsychol

Judith Mortell BSc, PGCE, MSc, CPsychol

Greta Sykes BEd, MSc, PhD, CPsychol

Helen Upton BSc, PGCE, MSc, CPsychol

Other Members of the Programme Team:

Ed Baines BSc, PhD

Professor Julie Dockrell, BSc, PhD, CPsychol

Dawn Male BSc, MSc, PhD, CPsychol

Professor Jackie Masterson, BSc, PhD

Professor Morag Stuart, PhD, CPsychol

Professor Andrew Tolmie BSc, PhD, CPsychol

Applications

Home students can find details about how to apply on the Children's Workforce Development Council website: www.cwdcouncil.org.uk/educationalpsychology/
Email: edpsychs@cwdcouncil.org.uk

Applications are welcome in the Autumn term preceding the proposed year of entry; the closing date will be advised on the CWDC website.

Selection

Short-listed candidates are invited for an information and selection day during the Spring term. This includes a presentation about the programme, a group discussion activity, a written exercise and individual interviews. The selection panels include representatives from the London Principal Educational Psychologist group and the programme team. The Institute of Education is committed to the principle that services for children and their carers should, as far as possible, reflect the communities in which they are delivered. We actively encourage applications from all minority groups. Potential applicants may contact the department (preferably in writing) at any stage to find out more about educational psychology training.

Admission Criteria

Essential:

1. Degree in Psychology or an equivalent conferring Graduate Basis for Registration with the British Psychological Society (First degree Class I or II)
2. Graduate Basis for Registration granted by the British Psychological Society.
3. You must also be able to demonstrate that you have gained relevant experience of working with children within educational, childcare or community settings.
4. Disclosure at 'enhanced level' of a criminal record satisfactory for direct work with children from the Criminal Records Bureau.
5. Excellent work record including interpersonal skills evidenced through employment / academic reference.



Desirable:

- Evidence of keeping up-to-date with and using psychology in context.
- Knowledge and understanding of the role of the Educational Psychologist and their work and, where possible, experience of work shadowing an EP.
- Good oral and written communication skills.
- Understanding of current issues within educational psychology, inclusion and special educational needs.
- Ability to reflect on own practice and experience.
- Evidence of reading and thinking about applying psychology in education.
- Knowledge and awareness of equal opportunities issues in education.

Programme Fees

Details of fees for the following year are normally available in the Spring. The fees are higher than those for other programmes, as this is a professional training programme, which involves both practical and academic work. Furthermore, this programme is taught both by staff based at the Institute of Education and Professional and Academic Tutors who are Senior Educational Psychologists, seconded part-time, from London psychological services.

For details of fees please contact:

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