UNIVERSITY OF EAST LONDON
PROGRAMME SPECIFICATION

Programme Aim and Title	D.Ed.Ch.Psy Professional Doctorate in Educational and Child Psychology
Intermediate Awards Available	Postgraduate Diploma in Professional Studies in Educational and Child Psychology
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Psychology
Professional Body Accreditation	Regulatory Body – Health and Care Professions Council (HCPC) Professional Body – British Psychological Society (BPS)
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Programme	N/A
Date Specification Last Updated	May 2018

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- Qualify as a practitioner Educational Psychologist with the HCPC
- Become a creative applied psychological practitioner
- Apply psychology to make a positive difference to children, families, carers and schools
- Apply best educational psychology practice, based on research evidence and professional experience
- Become a self-reflective practitioner and continue to develop personally and professionally through your career

What you will learn:

A candidate who is awarded a Professional Doctorate will be expected to have achieved the following learning outcomes:

Created and interpreted new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, which extends the forefront of the discipline and merits publication;

Systematically acquired an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

The general ability to conceptualise, design and implement a project for the generation of new knowledge, application or understanding at the forefront of the discipline and to adjust the project design in the light of unforeseen problems;

A detailed understanding of applicable techniques for research and advanced academic enquiry;

Ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

Ability to continue to undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;

The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Knowledge

- To develop a critical comprehensive understanding of a substantial number of developmental theories and their application in education and child development
- To develop a detailed knowledge and understanding of the substantial theoretical and conceptual bases upon which assessment, consultation, intervention and therapeutic skills have been developed
- To understand the nature of research processes, the different purposes of research and contexts and theories of knowledge production

Thinking skills

- To be able to critically analyse, synthesise and evaluate the evidence base, in terms of research and practice, for applied professional practice in educational psychology
- To systematically make informed critical judgements on factors affecting child development taking into account intra and interpersonal issues within social and cultural frameworks
- To make professional judgments about the appropriateness of therapeutic interventions taking into account the evidence base and the ethical, social, political and cultural issues surrounding such interventions

Subject-Based Practical skills

- To consult effectively with parents and professionals to develop formulations using the outcome of assessment drawing on theory, research and explanatory models to promote child development

- To research and develop and apply effective interventions to promote psychological wellbeing, social emotional and behavioural development and to raise educational standards
- To be able to effectively assess and intervene in complex systems and organisations in order to affect individuals' development

Skills for life and work (general skills)

- To develop advanced process and communication skills to work effectively with individuals and groups
- To be able to work authoritatively in complex and unpredictable situations in order to provide effective consultancy across systems to affect change
- To analyse, synthesise and communicate complex and contradictory information in a way that is meaningful to recipients – including children

Learning and Teaching

Knowledge is developed through
- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities
- Lectures, seminars and workshops led by the tutor team and outside specialists
- Independent and directed reading

Thinking skills are developed through
- Reflective activities with feedback
- Online discussions and activities
- Problem based learning in small groups
- Individual and group tutorials
- Completion of essays and placement files

Practical skills are developed through
- IT activities with feedback
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through
- The demands of the study medium
- Planning activities with feedback
- Project work
- A research thesis

Assessment

Students are assessed in 3 main areas: professional skills, academic ability and research skills. These skills are integrated throughout the programme and are evident in all pieces of assessed work. We use a range of assessment methods, including, essays, reports and presentations (individual and group), all of which meet a range of different learning styles and best meet the learning outcomes.

Knowledge is assessed by

- Negotiated Learning written assignment
- Research Proposal
- Research Thesis
- Placement Files

Thinking skills are assessed by

Negotiated Learning written assignment
- Research Proposal
- Research Thesis
- Placement Files

Practical skills are assessed by

- Research Thesis
- Placement Files
- Problem based learning activities

Skills for life and work (general skills) are assessed by

- Negotiated Learning written assignment
- Research Thesis
- Placement Files

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

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Work or Study Placements

Practice placements constitute a crucial and integral part of the training for Educational Psychologists in all three years. Trainees will be on placements throughout their training, working with a range of client groups and, increasingly, will develop skills and knowledge across the three years to enable them to work effectively and ethically with complex cases. This also maps to the developmental academic curriculum.

The year-long placement modules enable and support trainees' development on bursaries by progressively building their experience of service delivery and working effectively as a practitioner in different contexts with a range of client groups and issues. The learning outcomes (subject based practical skills) for the professional practice modules map onto the professional practice competencies required by our professional bodies (BPS and HCPC). Each trainee is assessed extensively using the Placement Assessment Report and Portfolio at the end of each year's placement by their placement supervisor, there is also an end of year progress review conducted by the trainees' Academic and Professional tutor.

PY8112 Professional Practice Placement in Educational and Child Psychology 1 **Credits:** 90	Year 1 70 days on Local Authority of equivalent Placement Placement activities as outlined in module specifications
PY8114 Professional Practice Placement in Educational and Child Psychology 2 **Credits:** 90	Year 2 130 days on Local Authority or equivalent placement. Placement activities as outlined in module specifications Placement requirements outlined in the Practice Placement Partnership Framework
PY8116 Professional Practice Placement in Educational and Child Psychology 3 Year 3 **Credits:** 90	130 days on Local Authority or equivalent placement. Placement activities as outlined in module specifications Placement requirements outlined in the Practice Placement Partnership Framework

The following key documents provide support for managing and monitoring practice placements and are available on Moodle.

UEL PLACEMENT POLICY
PRACTICE PLACEMENT PARTNERSHIP FRAMEWORK
PRACTICE PLACEMENT PLAN
PROFESSIONAL RECORD OF PROFICIENCES
PLACEMENT ASSESSMENT REPORT

Practice supervisors are supported through supervisor training sessions at UEL delivered by the Programme Team.

Research/project work

Once students have registered as research students, following approval of their research proposals, they are supported by a research supervision team in line with part 9 of the manual of general regulations. Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the university Research Degrees Subcommittee of the suitability of the candidate to undertake research, of the programme of research, of the supervision arrangements and of the research environment. These approvals require appropriate academic judgement to be brought to bear on the viability of each research proposal.

The examination of the research component of the Professional Doctorate has two stages: firstly the submission and preliminary assessment of the research; and secondly its defence by oral examination.

In Year 2 Module PY8113 Trainees complete a research proposal. This module makes explicit links between research design and applied practice. Trainees then agree their research project and seek ethical approval from UEL. Data collection, analysis and write up of the research takes place across Years 2 and 3.

Candidates for a Professional Doctorate must successfully complete all assessed elements of their programme before award of the degree can be made.

The Graduate School is responsible for providing a focus to the support of our postgraduate research students and for our institution's research and scholarly activity.

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Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 6 levels:

3	Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
4	Equivalent in standard to the first year of a full-time undergraduate degree programme.
5	Equivalent in standard to the second year of a full-time undergraduate degree programme.
6	Equivalent in standard to the third year of a full-time undergraduate degree programme.
7	Equivalent in standard to a Masters degree.
8	Equivalent in standard to a Doctoral degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Year	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
8	1	PY8111 TBC	Educational Psychology Theory & Practice 1	90	Core	N
8	1	PY8112 TBC	Professional Practice Placement in Educational and Child Psychology 1	90	Core	N
8	2	PY8113 TBC	Educational Psychology	60	Core	

						N
			Theory & Practice 2			
8	2	PY8114 TBC	Professional Practice Placement in Educational and Child Psychology 2	90	Core	N
8	3	PY8115 TBC	Educational Psychology Theory & Practice 3	30	Core	N
8	3	PY8116 TBC	Professional Practice Placement in Educational and Child Psychology 3	90	Core	N
8	Year 2 and 3	TBC	Research Thesis	90	Core	N

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit rating for this programme is 540 credits. This is a national standard for Professional Doctorates. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Programme Specific Regulations

Application for the programme is through the Association of Educational Psychologists (AEP) not UEL.

Trainees are required to take and pass all modules in each year before undertaking the modules in the next year of the programme. To obtain the degree of Doctorate in Educational and Child Psychology all aspects of the assessment in all three years, including the research examination must be successfully completed.

There is the possibility of an exit award for trainees unable to complete the Programme Postgraduate Diploma in Professional Studies in Educational and Child Psychology. This would not qualify them to work as a Registered Educational Psychologist.

Typical Duration

The expected duration of this programme is three years full-time.

The time limit for completion of a programme is eight years after first enrolment on the programme.

Further Information

More information about this programme is available from:
- The UEL website (www.uel.ac.uk)
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- The programme handbook
- Module study guides
- School web pages
- The Graduate School

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

As with travel to UEL, trainees fund their travel to placements. In year 1 these are to partner local authorities where we endeavour to allocate based on proximity. However, in year 2 and 3 trainees are on bursary placements and there is a ring fenced amount from bursaries spread amongst the trainees based on an algorithm linked to distance between their home and the local authority to help even out the cost.

Alternative Locations of Delivery

N/A