

# Educational and Child Psychology

**This programme is no longer recruiting. Please refer to the updated specification of the same name.**

<b>Final award</b>	D.Ed.Ch.Psy.
<b>Intermediate awards available</b>	None
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	British Psychological Society
<b>Relevant QAA Benchmark statements</b>	N/A
<b>Date specification last up-dated</b>	July 2010

## Profile

### The summary - programme advertising leaflet

#### Programme content

The programme aims to equip students to work as educational psychologists in LEA Educational Psychology Services and other settings. It is a British Psychological Society recognised qualification to practise as an educational psychologist. At the end of the programme successful graduates can apply for Chartered Educational Psychologist status conferred by the British Psychological Society. The programme aims to prepare students to become committed and creative educational psychologists, applying psychology in educational and other settings, to make a positive difference for children.

Students will study child development, methods of assessment and intervention, special educational needs, inclusion, professional practice issues, research methodology and develop their personal and professional problem-solving skills. Students will explore issues relating to individual children, groups, families, schools and work with other professionals. In addition to developing skills of individual child assessment and intervention, students will develop skills of working with families, teachers, carrying out training and presentation, and organisational change.

The key themes throughout the programme are:

- The Profession of Educational Psychology
- Psychology of the Individual Child
- The Child in the Family and Social Context
- The Psychology of Groups and Organisational Change
- Psychology and Education
- Consultation and Assessment
- Intervention and Therapeutic Skills
- Interpersonal Effectiveness
- Research, Enquiry and Critical Evaluation
- Personal Learning Module

## **Professional Doctorate in Educational and Child Psychology at UEL**

The programme emphasises

- applying psychology to make a difference to children and young people
- problem-solving and consultation frameworks
- child development
- listening to children's views
- the role of parents
- inclusion
- equal opportunities
- self-reflection as applied psychologists
- forward thinking: keeping to the forefront of developments in the field
- a commitment to adopting an international perspective in respect of educational psychology

through

- problem-based learning
- high quality teaching
- regular and responsive tutoring
- carefully planned progression
- the development of professional/ practical skills based upon a sound theoretical base
- a staff team working towards the development of the profession through involvement in government policy, working parties, publications and interest groups

### **Entry requirements**

At least two members of academic staff will review each application before a decision is made.

Applicants with either prior-certified learning or prior-experiential learning that closely matches the specified learning outcomes of the taught part of the programme may be able to claim exemption via agreed university procedures. No exemption can be claimed against the research part of the programme or in situations where a professional body excludes it.

Applicants will need to have:

- An honours degree in Psychology (normally first or second class) or its equivalent such that it meets the criteria for the BPS Graduate Basis for Chartered Membership (formerly known as GBR - Graduate Basis of Registration)
- Competencies in oral and written English which satisfy university entrance requirements, and are sufficient for the applicant to operate effectively in their communications with clients and role partners when applying educational psychology
- Experience working with children and young people within educational, childcare or community settings
- Effective interpersonal and communication skills relevant to the practice of applied child and educational psychology
- A strong and realistic commitment to train to become an educational psychologist

- A willingness to learn new and challenging ideas, to be self-reflective, and to have an interest in the processes of teaching and learning

1. Eligibility for the Graduate Basis for Chartered Membership (GBC).

2. Applicants must be able to demonstrate that they have gained relevant experience of working with children within educational, childcare or community settings. Examples of the kinds of settings in which relevant experience is likely to be gained include work as: a teacher, a graduate assistant in an Educational Psychology Service, a Learning Support Assistant, an Educational Social Worker, a Learning Mentor, a Speech and Language Therapist, a Care Worker, a worker in early years settings. Voluntary experience of various kinds may assist applicants in demonstrating a breadth of relevant experience. Whatever kind of work has been done, we will be primarily interested in what applicants have learnt from their experiences that is relevant to work as an educational psychologist, and how they have been able to apply the knowledge of psychology gained through first degrees.

In the case of applicants whose first language is not English, then IELTS 8.0 (or equivalent) is required with a minimum requirement of 6.5 points at each level. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes

### **Programme structure**

Professional doctorate programmes can be either ‘taught’ or ‘research’ in their emphasis (that is, when measured by student effort). Both have equal status and share the same learning outcomes. You should check with the relevant school to find out where the emphasis is for this particular programme.

The programme lasts for 3 years full time. Each year starts in September and runs until August of the following year. There are two stages of the programme. Stage One comprises the first year. Stage Two comprises the second and third years.

The programme comprises university-based learning and teaching, self-directed learning, research and placement in Educational Psychology Services and other employment settings, where trainees will work under supervision.

**Stage 1** – (Year 1) – trainees will attend sessions at the university, and approximately 100 days in structured placements in a variety of settings organised by the programme.

**Stage 2** – In Years 2 and 3, trainees will be invited to seek an appointment as an Assistant Educational Psychologist in a service, and attend the university for one or two days per week. During this stage, trainees will undertake personal learning, research, complete their placement learning practice and placement files under the supervision and guidance of their university tutor, and in partnership with field work colleagues.

Students will be solely responsible for seeking appointment or bursaries at Stage 2. Whilst the university will assist applicants, it cannot accept any responsibility whatsoever for the success or otherwise of the application.

This arrangement is subject to change in line with new longer term agreements with regional educational psychology services, currently under negotiation.

### Overview of Programme

Stage 1	Year 1	Full time at UEL with 100 days placement	5 days per week UEL inc. placements
Stage 2	Year 2	60% Assistant Educational Psychologist time allocated to placement and applied research in an LEA. 40% UEL based work, web-based learning and independent study	3 days per week in an Educational Psychological Service (EPS) 2 days UEL/web/ independent study
	Year 3	80% Assistant EP time allocated to placement and applied research in an LEA. 20% UEL based work, web-based learning and independent study	4 days per week in an EPS 1 day per week UEL/web based learning/independent learning

### Learning environment

The learning outcomes are achieved through:-

- lectures
- seminars
- practice- based workshops
- master classes
- practice on placement
- visits on placement
- web-based learning
- individual tutorials
- group tutorials
- external visits
- video taped work
- research activities
- problem-based learning in groups
- job preparation
- talks and workshops by external specialist speakers
- joint sessions with trainees from other London courses
- access to high quality ICT equipment

Minimum tutorial time provided:

Year 1 : 8 x 30min individual + 6 x 1.15 group

Year 2 : 5 x 40min individual + 3 x 2.00 group

Year 3 : 4 x 40min individual + 1 x 2.00 group

### Assessment

There are three assessment strands that are assessed every year:-

1. Academic – assessed through essays, reports and papers.
2. Professional Practice – assessed through supervisor ratings, a placement file and reports
3. Research – assessed through:
  - a problem-based assignment
  - written group research report or placement project
  - an organisational change project
  - a research thesis (35,000 words)

All three components; academic, professional practice and research must be passed to achieve the final award of the doctoral degree.

### **Relevance to work/profession**

The programme is the recognised qualification to practice as an educational psychologist in the U.K. and is the basis of chartered status.

On some placements, students will have an experienced Educational Psychologist who will act as their supervisor.

### **Research/project work**

The programme adopts a ‘negotiated learning contract and problem-based learning model’ of study. Students negotiate the title of their essays (under a broad heading), and they negotiate their research projects. There are opportunities to develop one’s own ideas, topics and areas for growth. The programme ethos is to encourage such development, within the context of ensuring that the curriculum is covered comprehensively and that professional practice and research skills are achieved.

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.

Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the university PGR Review Sub-Committee 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.

Candidates for a Professional Doctorate must, prior to the submission of the research derived assessment, successfully complete all assessed elements from the taught part of the programme.

Once the research stage of the programme is reached progression will be formally reviewed annually by a Panel comprised of staff with appropriate academic and professional expertise

who are independent of the candidate's supervisory team. The School's Research Degrees Sub-Committee and the PGR Review Sub-Committee monitor the reports from these Panels.

### **Added value**

- individual trainee development and support
- close placement supervision
- range of placement experiences in year one
- highly professionally experienced tutor team
- high quality tutor support
- tutor support is at the heart of the programme
- small group problem-based learning
- opportunity to learn therapeutic intervention skills
- opportunities to learn organisational change consultancy skills
- individually negotiated learning contracts and choices of assignments within agreed parameters
- in a School of Psychology which trains chartered, clinical, occupational, counselling and careers psychologists, with a large child development research group. Trainees can thus utilise extensive specialist staff expertise

### **Your future career**

Graduates can work as a qualified educational psychologist in educational psychology services or other settings. They can progress to senior management and directorships in Local Authorities, Children's Trust, and relevant clinical settings. They can also take up specialist positions in such projects dealing with (for example) Looked After Children, Autism, Mental Health.

### **How we support you**

- each student has an individual tutor
- there are small tutor groups/sessions
- regular and planned individual visits on placement by tutors
- research methods training
- specialist tutoring for research design
- web based learning
- carefully structured and staged programme
- individual feedback on all assessed work
- linked specialist librarian to the programme
- focus on problem-based learning and learning based upon real life practice
- continued emphasis on evidence based practice, linking theory and research to applied psychological practice

In addition to telephone and email contact, students can expect a minimum of 8 hours individual face to face tutorials, and 6 group sessions in year one, 3½ hours individual and 6 hours group tutorials in year 2; and 3 hours individual and 2 hours group tutorials, minimally.

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 strategy.

Professional Doctorate students will have at least two and not normally more than three supervisors, who together demonstrate an appropriate range of academic and professional experience. One supervisor shall be the Director of Studies with responsibility to supervise the candidate on a regular and frequent basis.

### **Bonus factors**

- an emphasis on the unique characteristics and experience of each trainee, and their personal and professional development
- placements to be arranged to meet individual circumstances, subject to availability and appropriate learning opportunities being available.
- the programme has key close links with employers, who contribute to the development of the programme and lead sessions
- individual tutor support is central to your carefully graded progress through the programme
- professional training of educational psychology has a long and excellent tradition at the University of East London
- the previous programme, which this replaces, was accredited by the BPS who reported that it was in line with best practice

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- To qualify to practise as an effective educational and child psychologist
- To become a creative applied psychological practitioner
- To apply psychology to make a positive difference to children and families
- To apply best educational psychology practice, grounded in the most up-to-date research and thinking
- To become a self-reflective practitioner and develop personally and professionally as psychologists

#### **What will you learn?**

##### **Knowledge and Understanding**

- Systematic and in-depth knowledge of child development, educational issues, family and social factors, relevant legislation and essential psychological practice issues
- Knowledge of all relevant professional issues, interpersonal skills as applied to educational psychological practice, including legal and ethical issues, knowledge of schools and LEA contexts, and work with other professionals
- Assessment and intervention, techniques and methodologies, therapeutic skills, syndromes and their neurological basis, problem-solving models and casework
- Organisational change and group processes

- Secure understanding of techniques applicable to research, enquiry and critical evaluation

### **Cognitive and Intellectual skills**

- To assess and review evidence, critically
- To evaluate critically current research and publications
- To evaluate methodologies and develop critiques of them
- To analyse and synthesise data, make sound judgements and make decisions based upon evidence
- To apply knowledge and understanding with originality in problem-solving situations
- To take the lead in planning and implementing professional tasks, conferences, meetings and group projects

### **Practical Skills**

- Assessment of individual children and content
- Intervention and assessment procedures
- Interpersonal skills
- Professional skills
- Communication skills
- Presentation skills
- Consultancy skills
- Therapeutic intervention skills
- Group work skills
- Skills working with parents, families
- Skills enabling collaborative team work with allied professionals.

### **Key Transferable Skills**

- Problem-Solving skills – both working independently and with others
- Communication skills – ability to communicate complex or contentious information clearly and effectively to specialists/non-specialists, to manage different views of others, and to act as an effective consultant
- Interpersonal skills
- Professional judgement based skills
- Negotiation skills
- Interviewing skills
- Career development skills
- Self-reflection and evaluation, enabling ongoing improvement
- Group working: to lead/work effectively within a group, clarifying tasks, negotiating and handling conflict confidently and effectively
- Learning resources – able to use the full range of learning resources
- Management of Information
- Ability to work as an independent and self critical learner, to provide and support the learning of others and to manage own continuing professional development
- To apply these skills in complex and specialised contexts that may be at the forefront of knowledge, with clear understanding of principles which underpin best practice
- Autonomy of skills – acting professionally, responsibly, ethically and using initiatives in complex situations

- Technical expertise – to be able to perform with precision, smoothness and effectiveness, and to be able to adapt skills and design new skills or procedures to meet new situations

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;

More specifically, the programme will ensure required learning outcomes as specified by the British Psychological Society, Division of Educational and Child Psychology Training Committee.

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 pure and/or 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.

## **Structure**

### **The programme structure**

#### **Introduction**

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 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

### **Credit rating**

Professional Doctorate programmes are not credit rated although the taught elements within them may be.

### **Typical duration**

The normal minimum and maximum periods of registration for a Professional Doctorate in Educational and Child Psychology are as follows:

<b>Minimum</b>	<b>Maximum</b>
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Full-time 18 months	60 months
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Registration will take place within 18 calendar months of enrolment.

### **How the teaching year is divided**

The teaching year is divided into two semesters.

The teaching year begins in September and ends in August.

### **What you will study when**

In year one students will study all the 10 themes below, through structured teaching and learning, and attend placements. In years 2 and 3 they will attend study days related to the 10 themes, conduct their research, and complete their placement activities, supplied by field work tutors.

The programme team places significant emphasis on self-reflection and personal self-development. Consequently, the programme will emphasise (a) self-reflection, (b) tutorial support, and (c) problem based learning as underlying processes running throughout the programme.

There are 10 taught themes throughout the programme, as follows:-

1. Philosophy, Epistemology and the Profession of Educational Psychology

2. Psychology of the Individual Child
3. The Child in the Family and Social Context
4. Psychology of Groups and Organisational Change
5. Psychology in Education
6. Consultation and Assessment
7. Intervention and Therapeutic Skills
8. Interpersonal Effectiveness
9. Research, Enquiry and Critical Evaluation
10. Personal Learning

### **Requirements for gaining an award**

There are no examinations on this programme. The Doctorate is awarded at the completion of the third year but progression is dependent upon the successful completion of each year's study.

In order to achieve the doctoral award, students need to pass all of their assessed written assignments, their research projects, placement activities and professional practice. Students are also required to pass a research proposal, achieve ethical approval for their research study, and submit and successfully defend their research thesis in an oral examination (a vive voce).

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

Knowledge is developed through

- lectures
- seminars
- tutorials (individual and group)
- placement visits and placement activities
- modelling and shadowing experienced educational psychologists
- problem-based learning
- group work

Cognitive and Intellectual skills are developed through

- tutorials
- carefully planned tutorial feedback, feedback on written work
- group activities: discussion, seminars

- research methodology and casework practice
- problem-based learning and group work

Practical skills are developed through

- master classes
- observed practice and individual feedback
- video taped learning
- tutorials
- supervision on placement
- placement visits by tutors

Key/Transferable skills are developed through

- supervised and structured personal experiences
- negotiated learning contracts
- personal professional development and career planning
- presentations

### **Assessment**

Knowledge is assessed by

- written assignments, e.g. essays, casework account, research projects
- placement files

Cognitive and Intellectual skills are assessed by

- written assignments, e.g. essays
- casework files
- research projects
- seminars

Practical skills are assessed by

- reports completed by placement supervisors
- tutor assessed observation
- Placement Files
- Observations by Field Work Supervisors

Key/Transferable skills are assessed by

- written assessments
- placement Files
- observations in placements
- the Problem-based learning assignments
- seminar work
- tutorials
- presentations

# Quality

## How we assure the quality of this programme

### Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- evaluation of the whole programme, at the end
- evaluation of specific themes, seminars and activities on an ongoing basis
- feedback from tutorials
- student representation on programme committees (meeting 2 times per year)
- student representative links to tutors
- feedback at tutorials
- regular programme meetings with tutors and students

Students are notified of the action taken through:

- distribution of the evaluation report
- circulation of minutes of the programme committee
- discussion at regular programme meetings
- email communications

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- reports from employers who are represented on the programme committee
- consultation with the programme committee on all aspects and developments in respect of the programme
- career placement updates
- BPS Accreditation reports, based also upon the views of past students, placement supervisors and employers (Principal Educational Psychologists)
- feedback at supervisors meetings and training days

## **Further Information**

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site [www.uel.ac.uk](http://www.uel.ac.uk)
- Programme handbook (includes regulations relevant to this programme)
- UEL Manual of General Regulations [www.uel.ac.uk/qa](http://www.uel.ac.uk/qa) (except Part 3, modular regulations)
- UEL Quality Manual [www.uel.ac.uk/qa](http://www.uel.ac.uk/qa)
- Regulations for the Academic Framework [www.uel.ac.uk/academicframework](http://www.uel.ac.uk/academicframework)
- The Graduate School <http://www.uel.ac.uk/gradschool/index.htm>
- UEL School of Psychology [www.uel.ac.uk/psychology](http://www.uel.ac.uk/psychology)
- The Association of Educational Psychologists [www.aep.org.uk](http://www.aep.org.uk)
- Children's Workforce Development Council website [www.cwdcouncil.org.uk/educational-psychology](http://www.cwdcouncil.org.uk/educational-psychology)
- British Psychological Society [www.bps.org.uk](http://www.bps.org.uk)