



Educational Support and Inclusion

School of Education

The University of Manchester

Professional Doctorate in Educational Psychology

DEdPsy

Further Information

2010

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WELCOME

We are very pleased to send you further information about the Doctorate in Educational Psychology programme.

The part-time professional doctorate in educational psychology (DEdPsy) is a postgraduate research degree. It offers an opportunity for fully qualified educational psychologists to develop advanced skills and knowledge in the theory and practice of educational psychology and to pursue original lines of research. The course combines new and innovative developments in educational psychology with training in contemporary approaches to applied research. Students undertake three research-based assignments and a substantial research project in areas of direct relevance to the work of educational psychologists. Throughout the course, university work is closely linked to professional practice in the field.

The course at Manchester was established in 1998 and now has between 40 and 50 students enrolled at any one time. By February 2009, 26 educational psychologists had completed all elements of the course and graduated successfully. The previous external examiner's report described the course as a 'very high quality research programme'.

DEdPsy students benefit from being part of a successful and well-established academic community. They have an opportunity to:

- Pursue individual interests and develop expertise in areas directly related to educational psychology practice
- Update knowledge and skills in research methodology
- Carry out supervised research projects which focus on questions of direct relevance to local authorities and employers
- Attend workshops covering new and innovative approaches to the work of educational psychologists

SUCCESSFULLY COMPLETED THESES

Using autobiographical materials with teaching professionals to develop support for children with autistic spectrum disorder

Cognitive preference and spelling difficulties

Working with families of young children with autistic spectrum disorder: Evolving systems and evaluating practice

Fire setting behaviour in school aged children

The perceptions of young people who experience emotional, behavioural and social difficulties

Exploring the views of three boys who have been excluded from school

The impact of group work with mothers and their young children who have experienced domestic violence and abuse

Perceptions of Key Stage 2-3 transfer with an emphasis upon pupils with special educational needs

An exploratory evaluation of the implementation of Direct Phonics in six primary schools

The views and perceptions of young people excluded from school

Views of school held by pupils with special educational needs

Implementing change through teacher education: The Heywood language project

- Receive regular individual tutorial support
- Benefit from a collegiate atmosphere working with, and learning from, a group of experienced educational psychologists
- Join in School of Education activities with other professional doctorate students

Students are encouraged to disseminate their work to a wider audience. Tutorial guidance is given to help them present their work at conferences and to publish their findings in professional journals. Several papers have now been published by course members based on their research at Manchester. Fees and accommodation costs may be paid to registered students who present papers at conferences. Many students have presented papers at the annual International School Psychology Association (ISPA) Conference, the Division of Educational and Child Psychology Conference, the Association for Educational Psychologists Conference and the Student Research Conference within the School of Education.

The DEdPsy contrasts with a traditional PhD programme in that it offers broadly based training in theory and research that relates to the development of professional practice. Both programmes require students to attain the same standard of scholarship and to carry out substantial and high quality empirical work that is original and makes a contribution to knowledge in the field. The DEdPsy is not intended to serve as an alternative to a traditional PhD programme and we continue to welcome applications from educational psychologists wishing to take the PhD route.

We hope that you will consider applying for this course and joining us as part of our research community at Manchester. With every good wish for your future success.

Dr Garry Squires and Professor Peter Farrell

Programme Directors

Successfully Completed Theses

Motivational interviewing and boys' views and perceptions of reading at Key Stage 3

Impact of a solution focussed training course on staff in a primary school

The prevalence and profile of boys with depression who attend schools for pupils with emotional and behavioural difficulties

The psychological characteristics and educational performance of 'Looked After Children'

Year 11 pupils' perceptions of school related stress

Exploring views about racism in a secondary school

A Q-methodological study of subjective experiences within multi-professional early years teams

The concept of attachment theory within the context of nurture groups: An exploratory study.

Enhancing motivation to read: A solution focussed approach.

The strengths and needs of Looked After Children at Key Stage 2 in one Local Authority

The views of Directors of Children's Services and head teachers in relation to the education of children below their expected National Curriculum year group.

The Manchester Motor Skills programme: A theory driven evaluation.

Representation of children's views in written communications by educational psychologists

PROGRAMME MANAGEMENT

Responsibility for the management of the course lies with the Post Graduate Research Committee which meets six times a year. The committee will be responsible for advising on the management and overall quality of the programme.

The programme will also be overseen by the Professional Doctorate Courses Exam Board which meets once a year. This Board is chaired by a senior member of staff and consists of:

- the doctorate programme directors
- other staff who teach the programmes
- nominated course members
- the external examiners to the courses

EXTERNAL EXAMINER

The external examiner for the DEdPsy programme is Dr Mark Fox, University of Essex. The External Examiner is sent a selection of the Research Papers throughout the year and a meeting with the External Examiner takes place at least once a year to consider the progress made by individual course members, and to recommend resubmission of work when necessary.

External examiners for the thesis are selected on a case-by-case basis to ensure a relationship between research interests and expertise of both student and examiner.

COURSE ADVISORY COMMITTEE

The Course Advisory Committee for the DEdChildPsy and DEdPsy oversees course developments. It consists of local authority educational psychologists, the course tutors, student representatives and members of staff from the School of Education and other relevant university departments. The Committee meets annually, although its members can be consulted at any time during the year. Its function is to advise on all aspects of the course.

THE EDUCATIONAL SUPPORT AND INCLUSION AND TEACHING GROUP

The DEdPsy Programme is based within the Educational Support and Inclusion Teaching Group (ESI). The group offers several programmes in educational psychology, counselling and in special and inclusive education. It manages a number of externally funded research projects. Throughout the year the group runs research seminars that are attended by staff and students.

The DEdPsy programme is supported by members of the ESI Teaching Group. This includes: Mel Ainscow, Alan Dyson, Kevin Woods, William West, Andy Howes, Clare Lennie, Terry Hanley, Iain Carson, Neil Humphrey and Gill Parkinson.

STAFF CONTACTS

ADMINISTRATIVE STAFF

Administrative Support for the programme is provided by Shelley Darlington. Shelley maintains regular contact via email with the students and is the point of contact should there be cancellations or any other last minute arrangements that need to be made. Shelley is also responsible for preparing course materials and handouts. Email address: shelley.darlington@manchester.ac.uk Telephone number: 0161 275 3460.

ACADEMIC STAFF

PROGRAMME DIRECTOR



Professor Peter Farrell, BA, CertEd, MEd, PhD, FBPsS, CPsychol

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From 1977-1997 Peter Farrell was Tutor to the MSc training course for educational psychologists. He has published widely in the areas of assessment and intervention for pupils with learning and behavioural difficulties, on the impact of inclusive education and on the role and training of educational psychologists. He has served on the Division of Educational and Child Psychology Training Committee (DECP) and was a previous member of a European Task Force on training and Practice in School Psychology and a past President of the International School Psychology Association. He is currently Co-director of the Educational Support and Inclusion Research and Teaching Group

DEPUTY DIRECTOR



Dr Garry Squires, BEd, BSc, MSc, DEdPsy, Dip Psych, AFBPsS, CPsychol, CSci, EuroPsy

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Garry Squires is a practising educational psychologist working for Staffordshire CSA and Deputy Chair of the Staffordshire CAMHS Research, Audit and Development group. He completed his doctorate on this course, with a thesis exploring cognitive preferences in children with spelling difficulties. He has published articles and books on therapeutic interventions for behavioural difficulties and on inclusive practice in dyslexia. An ongoing project is looking at the experiences of trainee educational psychologists starting to engage in cognitive behavioural therapy in school settings and the outcomes for their clients. His interest in cognitive behavioural psychology has led to him developing and leading a one week CBT course for the European Training Centre for school psychologists across Europe.

Garry is former external examiner for the Doctorate in Educational and Child Psychology at the University of Sheffield; and currently, external examiner for the Professional Doctorate in Educational Psychology and

external examiner for theses for the Doctorate in Educational and Child Psychology at University College London and external examiner for theses on the Masters degree in Educational Psychology at the University of Malta. He was part of the Psychological Society of Ireland accreditation team for the initial EP training course at University College, Dublin. Along with Dr Neil Humphrey, he is leading the DCSF evaluation project looking at the impact of the *Achievement for All* pilot across 10 local authorities.

ABOUT THE PROGRAMME

COURSE OUTLINE

The main teaching sessions usually take place on one Friday per month from 10.00 am to 4.00 pm. There are four complementary components to the programme:

Research Training Seminars	Individual supervision and tutorials	Research projects	Workshops and dissemination
<p>Teaching of research methodology and data analysis</p> <p>Student presentations of their work</p> <p>Invited speakers</p>	<p>Tutorials</p> <p>Written feedback</p> <p>e-mail and telephone support</p>	<p>Research Paper 1 – Literature Review</p> <p>Research Paper 2</p> <p>Research Paper 3</p> <p>Thesis</p>	<p>Full day workshops</p> <p>Opportunity to attend conferences and present own work</p> <p>Support to publish work</p>

The DEdPsy course also makes use of a Virtual Learning Environment called Blackboard to provide students with access to course materials from home or work.

Research Training Seminars

The main part of the research methods curriculum is covered during the first two years of the course. Students in Years 1 and 2 of the programme attend sessions at which specific features of the published extracts will be discussed in more depth. Specific topics are also taught through a combination of lecture, group, practical and

reflective exercises. The content of these sessions will be outlined in September. Students from other year groups are welcome to attend.

Students in Years 3 and 4 of the programme attend sessions to help them plan and carry out work for the thesis. Additional guidance is given to help candidates prepare for the Doctorate Panel.

Students are provided with access to study materials covering different aspects of research in psychology, education and the social sciences. A lot of this material can be accessed over the internet from the DEdPsy programme's Blackboard pages. There is particular emphasis on issues related to quantitative and qualitative methodology and their applicability in educational psychology practice. Extracts from published materials and research articles provide the basis for discussion that focuses on areas relevant to the participants' own research. Participants are also expected to refer directly to the course books recommended with the materials, to make use of the wide range of journals to which the university subscribes and to access on-line material provided by the course tutors.

We also hold additional one day workshops on practical aspects of research methodology identified by tutors and students as areas needing more direct input. Only those students who have expressed a particular interest in attending such a workshop would be expected to attend.

Students are also encouraged to attend other training courses run within the university to develop the skills required for completing the doctorate. A self-completion audit of study skills is available on line by following the link on the Blackboard site to 'Study Skills' Courses identified through the audit are free to registered students.

The contents of the seminars include student presentations on assignments and theses together with group discussions on research methodology and presentations from the course tutors and invited speakers.

Individual Supervision and Tutorials

At the start of the course students will be allocated a personal tutor. The tutors will be responsible for guiding the students through their course and for supervising all the assignments. All tutors will be available to offer help and guidance on particular issues that arise during the course. Staff with particular interests or expertise may take responsibility for supervising the thesis.

Dates for three tutorials are provided at the start of the academic year. Further tutorials will be arranged on an individual basis between the student and supervisor. In addition to face-to-face meetings, supervision can also be conducted by e-mail.

Workshops

Each workshop explores current practice, theory and research on a particular theme. The precise nature and content of the workshops reflect new developments and initiatives in the field together with the needs and wishes of the cohort of students on the course. Workshop leaders are drawn from professionals and academics from within and outside the University who are experts in their field.

ASSESSMENT OVERVIEW

The overall aim of the DEdPsy course is to provide educational psychologists with an opportunity to develop advanced skills and knowledge in the theory and practice of educational psychology and to pursue original lines of research. It is therefore important for all assessed components to be consistent with this overall aim.

Assessment criteria for the Research Papers and the thesis will be similar to those for a PhD in the School of Education. It is, therefore, essential that the work done should be original and should clearly demonstrate the link between theory, research and practice. The Research Papers and the thesis should be of a quality suitable for publication in a peer reviewed academic journal.

Students are required to complete 3 shorter research papers and a thesis which are treated as formal examinations.

Successful graduation is dependent on **all** components of the course being passed. Only one re-submission per Research Paper is permitted.

The assignments are expected to meet the following general requirements:

1. They should contain elements of research, theory and practice and demonstrate that these aspects have been integrated together.
2. They should report on work that has emerged out of the student's practice as an EP and therefore be of direct relevance to the development of professional skills and knowledge to the EPS and Local Authority in which the student works.
3. They should be of a standard suitable for publication in a refereed journal.

We recognise that students start the course with a wide range of previous experience in research methodology, analysis and reporting. As they complete the three Research Papers, we expect that students will develop skills and knowledge that prepares them to undertake the thesis successfully. The feedback given by supervisors is designed to be formative and to help the student develop their skills further.

As with all doctorate level programmes, students are expected to show evidence of satisfactory progress at the end of each year and demonstrate an ability to proceed with the course. Progression from one year to the next depends upon students meeting this expectation.

Research Papers (RP)

Three research papers linking theory, research and professional practice as an educational psychologist (8000-10,000 words each). The exact title, subject area and scope of the shorter RPs will be agreed between the student and their tutor. This means that students can develop expertise in an area of their own interest or to help with an LA role. The research papers may also be informed by the workshops or courses that take place each year.

All research papers should demonstrate that participants have reflected on what they have learned from their work, on the mistakes that they may have made, on their successes and on how they will build on their work in the future.

The presentation of academic work is a skill that should form part of the doctorate experience and training. Most educational psychologists present training to adult groups as part of their day-to-day job. Presenting research is slightly different and gives an opportunity to reflect on what has been done with a friendly, but critical audience. Students may be invited to lead a presentation on their work to their colleagues sometime during each year at a date to be agreed

RESEARCH PAPER 1 (8,000-10,000 WORDS).

Proposal due to tutor by
30th November Year 1

Research Paper
deadline 30th April

Students in the first year of the doctorate programme have a number of personal development tasks to complete. Returning to formal academic study and working at doctorate level requires:

- Technological skills to use information technology to search library databases and to use software effectively to seek out relevant publications and articles.
- Read critically and analytically
- Start to understand how research methodologies are employed to gather meaningful, reliable and valid data
- Synthesise new professional understandings from the material that is read
- Write an extended piece of work logically and coherently in an academic format
- Manage time effectively to juggle professional life, home life and academic life successfully to meet target deadlines

The first research paper is an 8000-10000 word literature review on a topic of the students choosing. This is an opportunity to develop in-depth knowledge in a specific area of interest. The literature review may form the basis for practical investigation in future assignments or the thesis.

RESEARCH PAPERS 2 AND 3 (8,000-10,000 WORDS EACH)

Research Paper 2 Proposal due to tutor by 30th June Year 1

Research Paper 2 Deadline 30th January Year 2

Research Paper 3 Proposal due to tutor by 31st March Year 2

Research Paper 3 Deadline 30th January Year 3

Research Papers 2 and 3 develop students' research skills and the main personal development tasks build on those from the first research paper to prepare the student for an extended project for the thesis. Students are strongly recommended to use the third research paper as a pilot study for the main thesis. Samples of previously completed research papers can be found on Blackboard.

These two Research Papers require

- project management involving other people
- recruitment of participants
- methodological design
- data collection
- data analysis
- consideration of ethics

THE THESIS (40,000 - 50,000 WORDS)

The thesis is submitted at the end of Year 4 at the earliest. During the third year of the programme students start to prepare a thesis research proposal. Students are required to present their research outline to the DEdPsy Research Panel that normally meets several times each academic year. The research outline should be submitted one month prior to the date of the meeting to enable Panel members to read it in advance. Examples of research proposals together with successfully completed theses are available on Blackboard.

Students will need to decide to submit to the panel that best fits in with their needs and in consultation with their supervisor. To help with this decision the following points need to be considered:

- Data collection should not start before a research proposal has been agreed by the DEdPsy Research Panel. This is to ensure that students do not waste time collecting data for a project that is unlikely to make a unique contribution to knowledge or to reach the standard required for the award of the Doctorate degree. The panel may decide that a proposal only needs minor refinements. Once these changes have been made the student may then start to collect data with agreement from their supervisor.
- In the event of a proposal being referred back to the student for substantial revision, the student will need to resubmit to the next DEdPsy Research Panel.
- The thesis is a substantial piece of work and data collection is anticipated to take 12 months.
- The research must be completed by the end of Year 6. A short period for writing up is allowed after this time.

ORAL EXAMINATION – VIVA VOCE

Following the submission of the completed thesis for examination, all students attend an oral examination.

Examiners are appointed within the candidate's School and approved by the School Postgraduate Committee. Usually there will be one internal examiner and one external examiner (candidates who are also members of staff will have two external examiners and one internal examiner). An external examiner is selected on the basis of their expertise in areas related to the thesis. A candidate's supervisor will not under any circumstance be permitted to act as the internal examiner.

The examiners function is to make a recommendation to the Committee about the award of a research degree. Through the oral, the examiners satisfy themselves that the thesis is the candidate's own work, and clarify any ambiguities in the thesis. It also allows the candidate to relate the thesis to a broader field of study, and to demonstrate a knowledge and appreciation of adjoining fields which is up to the standard expected for the award of the degree.

Oral examinations must be held on University premises and will be attended by all the examiners. The candidate will be informed of the arrangements in writing no less than ten working days in advance.

A successful Doctoral thesis must show evidence of originality and independent critical judgment and constitute an addition to knowledge (such as can reasonably be achieved within the period of registration).

APPENDIX 1 INITIAL READING LIST

This is an initial reading list to give students a general guide to research methodology. Further useful sources will be given during lectures and workshops on specific topics.

Bryman, A., & Cramer, D. (2005). *Quantitative Data Analysis with SPSS 12 and 13. A guide for social scientists*. London: Routledge.

Cohen, L., Manion, L. and Morrison, K. (2000) (5th Edition) *Research Methods in Education*. Chapter 3: Research design issues: Planning research (pp 73 – 91). London: Routledge Falmer

Coolican, H. (1994) *Research Methods and Statistics in Psychology*. London: Hodder and Stoughton Educational.

Dancey, C.P. and Reidy, J. (2004) *Statistics without Maths for Psychology*. London: Prentice-Hall

Huberman, A.M. and Miles, M.B. (2002) *The Qualitative Researcher's Companion* London: Sage Publications Ltd.

Kinney, P. R., & Gray, C. D. (2004). *SPSS 12 Made Simple*. Hove: Psychology Press.

Miles, M.B. and Huberman, A.M. (1994) *An Expanded Sourcebook: Qualitative Data Analysis (2nd Edition)*. London: Sage Publications Ltd.

Pallant, J. (2005) (2nd Edition) *SPSS Survival Manual*. Buckingham: Open University Press

Robson, C. (2002) (2nd Edition) *Real World Research*. Chapter 7: Design for particular purposes. Oxford: Blackwell

Salkind, N.J. (2004) (2nd Edition) *Statistics for People Who (Think They) Hate Statistics*. London: Sage

Silverman, D. (2000) *Doing Qualitative Research: A Practical Handbook*. Chapter 1: What is qualitative research? London: Sage

Smith, J.A. (2004) *Qualitative Psychology: A practical guide to research methods*. London: Sage Publications Ltd.

Sternberg, R.J. (2000) *Guide to Publishing in Psychology Journals*. London: Cambridge University Press.

Straus, A and Corbin, J. (1998) *Basics of Qualitative Research: Techniques and procedures for developing grounded theory (2nd Edition)*. London: Sage Publications Ltd.

Tabachnick, B. G., & Fidell, L. S. (2006). *Using multivariate statistics (5th Edition)*. New York: Pearson Education.

Wilkinson, D. and Birmingham, P. (2003) *Using Research Instruments: A Guide for Researchers*. London: Routledge Falmer.

Yin, R.K. (2003) *Case Study Research: Design and Methods (3rd Edition)* London: Sage Publications Ltd