



The
University
Of
Sheffield.

**Degree of Doctor of Educational
and Child Psychology
(DEdCPsy)**

PROSPECTUS

SHEFFIELD UNIVERSITY SCHOOL OF EDUCATION

PROFESSIONAL TRAINING FOR EDUCATIONAL PSYCHOLOGISTS

DEGREE OF DOCTOR OF EDUCATIONAL AND CHILD PSYCHOLOGY (DEdCPsy)

PROSPECTUS

This is a three-year full time course *subject to approval* by the Health Professions Council (HPC), accredited by the British Psychological Society (BPS), and recognised by the Department for Education and the Children's Workforce Development Council (CWDC) as a course of professional training in Educational Psychology. The CWDC involvement in Educational Psychology training courses will be taken over by the Teaching Agency in April 2012. On successful completion of the approved course students are eligible to apply to register as a Practitioner Psychologist with the HPC and to apply for Chartered Psychologist status with the BPS.

THE SCHOOL OF EDUCATION

The School of Education at Sheffield is a centre of excellence for both teaching and research in Education. The School has over 150 Doctoral students on a variety of taught Doctorates and PhD programmes, as well as a large P.G.C.E (Secondary) teacher training course and a variety of Masters courses. There are presently over 70 doctoral students in the School enrolled on Educational Psychology courses, either on the DEdCPsy, initial professional training course or the EdD (Ed Psych) and DEdPsy doctorate training courses for qualified Educational Psychologists. Both courses contribute to the Educational Psychology Research Group, which is part of the School of Education's Centre for the Study of Children, Families and Learning Communities. A large number of research seminars are organised for staff and students. Student publications arising from research activities are valued in the Department.

AIMS OF THE COURSE

Educational Psychology is an ever-changing profession and the course aims for qualifying Educational Psychologists to possess all the skills and knowledge to provide psychological services of the very highest quality. The large number of changes which have taken place in Education, Health and Social Services in recent years have placed heavy demands on the time and expertise of Educational Psychologists (EPs) whilst the effects of recent legislation have increased still further the expectations that schools and parents have of their service. The 2006 DfES Review of the Role of Educational Psychology indicated directions for the future development of Educational Psychology Services highlighting the contribution of Educational Psychologists to Children's Services. More recently the DfE have published the document: *Developing sustainable arrangements for the initial training of Educational Psychologists*, November 2011, placing the training of Educational Psychologists on a more secure footing within the next government spending review period (until 2015) but also recommending further consideration of alternative training models for the future.

- ❖ It is intended that the structure of the course reflects this changing role of the Educational Psychologist, so that Trainees will understand and be able to critically analyse issues at both individual, group and organisational levels from a wide variety of theoretical backgrounds. This broadly based critical approach prepares Trainees to become adaptable and able to relate easily to future changes in role and tasks.
- ❖ Educational Psychologists are often faced with highly complex problems as the people and organisations they work with experience pressures from many sources. It is intended that the course will enable course members to apply psychological knowledge and work in partnership

with others to achieve a consensual definition of problem situations and together implement successful intervention strategies.

- ❖ Much of the EPs' activity involves systems work, consultation, training and disseminating ideas, materials and methods to support educators and primary carers in a rapidly changing environment. The course aims to enhance the social and communication skills of course members and to help them show flexibility and support for others in their work with individuals and schools.
- ❖ The course encourages trainees to become critical and reflective research-practitioners, to be able to evaluate their own practice and the effectiveness of other processes in Children's Services.

OBJECTIVES OF THE COURSE

1. To enable course members to develop personal and communication skills (both oral and written), which underlie the work of the Educational Psychologist. These include:

- interviewing skills
- consultation skills
- skills in communicating across institutional, ethnic and professional boundaries
- skills in managing groups for training, therapeutic work and co-ordination of understanding purposes
- written communication skills to a wide range of audiences.

2. To enable course members to understand the full range of theoretical approaches and procedures involved in collecting information for assessment purposes and to use them in the context of Children's Services.

3. To understand and work within the full range of contexts of professional practice and within the statutory frameworks and regulatory guidelines relevant to the welfare of children and Children's Services. This includes the professionally generated guidelines produced by professional bodies as well as those from statutory bodies and includes guidelines relevant to the provision of services to young people with all types of special needs and vulnerabilities.

4. To be familiar with those areas of psychology relevant to the growth and function of individuals, families and organisations as far they provide theoretical frameworks for understanding and managing behaviour and learning in children and young people.

5. To enable course members to develop understanding and skills in intervention in social and emotional situations and to design and manage individual and group programmes to help children and young people and those who live and work with them.

6. To work with vulnerable children in ways supported by a clear framework of inclusive values and equal opportunities for all children and young people.

7. To enable course members to acquire knowledge of the origins of common learning and behaviour difficulties and approaches to their assessment and intervention.

8. To enable course members to develop critical approaches to theory and practice, research and publication skills, having regard to HPC, BPS and University ethical guidelines. Also, to enable course members to develop knowledge of how to analyse programmes and policies at a local level and disseminate the results.

The above aims and objectives 'broadly' encapsulate the HPC Standards of Proficiency (SOPs) for Practitioner Psychologists and BPS Required Learning Outcomes stated within the *Accreditation through partnership handbook: Guidance for Educational Psychology programmes in England, Northern Ireland and Wales* (BPS, September 2010) against which Trainees' academic progression on the course including their placement competencies is determined. The HPC Standards of Proficiency and the BPS

Accreditation through Partnership documents are available on line at www.hpc-uk.org and www.bps.org.uk for interested applicants who may wish to view the many specific Standards of Proficiency and Required Learning Outcomes required of Trainee Educational Psychologists. The course staff team aim to ensure that the HPC Standards of Education and Training (SETs) and the BPS Programme Standards are met to enable students to demonstrate and achieve the required professional standards set out by the HPC and BPS.

LENGTH OF COURSE, ENROLMENT AND ENTRY QUALIFICATIONS

1. The course extends over three calendar years from 1 September to 31 August during which time course members are known as Trainee Educational Psychologists. In year 1 course members are usually expected to engage in three days of University work per week and two days on placement in the field. In year 2 course members are expected to engage in the equivalent of two days of University work per week and three days in employing EP Services or in Services where they may be on bursary placements. Organisation of University days will be mainly fortnightly Mondays and some block weeks in year 2. In year 3 this will change to the equivalent of one or two days of University work per week where approximately eight of these are University taught sessions and three or four days in EP Services depending on whether students are employed or on bursaries. With the exception of most of our present year 3 cohort who are employed our Trainees are now tending to gain bursary placements in years 2 and 3 which reflects the national picture. The DfE have recently recommended a move towards a national bursary system. Placements during years 2 and 3 may well be within the Yorkshire and Humberside region, however, a small number of our Trainees are employed or on bursary placements outside of the region. Trainees presently apply for employed posts or bursaries during year 1 supported in this process by University Tutors. Periods of independent study time are protected across all three years of training to enable Trainees to complete the academic demands of the course.
2. We hold an annual course open day each autumn, which has both formal and informal activities and an opportunity to talk to staff and Trainees about the course. We encourage all prospective applicants to attend, including those who may not be ready to apply for training but are hoping to do so in the future. Enrolment at present is normally ten students on funded places but this may vary according to circumstances.
3. Candidates for admission must be able to demonstrate the following:
 - (i) Graduate Basis for Chartered membership (GBC). This will be a good honours degree in psychology, or equivalent, recognised by the British Psychological Society as giving GBC.
 - (ii) Relevant knowledge and experience of working with children within educational, childcare or community settings. Applicants will need to demonstrate that they have developed skills from their experience that are relevant to working as an Educational Psychologist and show how they have been able to apply their knowledge of psychology gained through first degrees. An absolute minimum of one years experience of working with children is required at the time of applying, but applicants should be aware that those who are successful in being shortlisted have usually secured several years experience.

Other than the above requirements we do not give accreditation to applicants for prior learning at the point of selection and course entry, however, it is possible for Trainees to negotiate some changes to their school practice placement in Year 1 depending on their prior experience in educational settings.

Sheffield University is committed to safeguarding and promoting the welfare of children and young people and expects its staff and students to share this commitment. Successful candidates will work directly with children and young people and as such they must obtain an Enhanced Disclosure from the Criminal Records Bureau (CRB) prior to their training commencing. This is applied for when a candidate accepts an offer on the course and information regarding obtaining a CRB will be sent to successful candidates at this point. It is **essential** that the Enhanced Disclosure is in place before any Trainees starts the practical element of the programme, which occurs during week 2 following course registration and

orientation week. As such new trainees will not be able to register on the programme if their CRB has not been cleared. The University's 'Criminal Records Bureau Disclosure Policy Statement' is available at: <http://www.shef.ac.uk/crbpolicystatement/>. If there are any issues arising these will be considered very carefully by the Professional Director in consultation with placement providers and with reference to the *HPC Standards of Conduct, Performance and Ethics*.

In order to ensure that applicants who are offered a place are in good mental and physical health so that they are fit to practise, successful applicants are required to complete a Health Declaration prior to course entry that is processed by the University Occupational Health Department. If applicants have any current or ongoing health concerns they will be required to see the Occupational Health Doctor who will determine the applicant's health needs. The Occupational Health Department provide a report to the Course Directors on the health status of **all** successful applicants that specifies whether or not they are fit to commence training and to also ensure that in cases of any medical need and/or physical disability appropriate steps are taken by the course team to make any reasonable adjustments so that the person can access their training. Where any health concerns are made apparent prior to training the Course Directors would also refer to the *HPC Guidance on Health and Character* to determine the applicant's fitness to practise. If it was considered by the University Occupational Health Doctor and the Course Directors that a successful applicant was not fit to practise and commence training, the successful applicant would not be able to register on the course, however they would have the right to request entry to the course for the following two September entry points. To gain admission the successful applicant would have to provide written medical evidence of their good health from a doctor who has treated them most recently and also the University Occupational Health Doctor who would also carry out a health assessment. In cases of significant health difficulties a successful applicant would have to provide medical evidence that they had had a full year of good health prior to commencing their training.

SELECTION CRITERIA

Selection processes are competitive each year to fill the required number of places with the aim of recruiting graduates who can learn most effectively to deliver Educational Psychology Services of the highest quality. A good command of English language is essential to being able to study at Doctoral level and to meet the communication skills required to practise as an Educational Psychologist and as such oral and written communication skills are assessed as part of the selection criteria. We have not been in a position to take international students (non UK residents) onto the DEdCPsy in recent years but that may not always be the case and any interested students from abroad may wish to inquire by contacting the Professional Director via DEdCPsy@sheffield.ac.uk. International students applying for courses at Doctoral level in the School of Education would need to demonstrate a minimum International English Language Testing Service (IELTS) score of 6.5 or Test of English as a Foreign Language (TOEFL) Internet-based test, score of 91.

Factors considered at the short listing stage are:

1. Range and quality of academic background
2. Range, quality and relevance of work and voluntary experience
3. Extent of professional productivity in recent years
4. Extent of leadership demonstrated in professional and personal projects
5. Possession of special knowledge of any contexts relevant to the profession
6. Quality of written communication

Factors considered at the interviewing stage are:

1. Evidence of the ability to apply psychological or educational theory to current practice
2. Knowledge of modern developments in applied education and psychology
3. Ability to analyse a problem/issue from a variety of perspectives
4. Understanding the tensions and dilemmas arising from working in an advisory capacity
5. Evidence of emotional flexibility in professional situations
6. Evidence of the capacity to communicate across cultural boundaries and awareness of equal opportunity issues
7. Evidence of skills in self-reflection
8. Evidence of socially skilled performance in group situations in professional life

9. Effective communication skills as demonstrated in the interview
10. Quality of written communication

Interviews are usually held in February or March each year and involve one-day events. We generally invite about five short listed candidates per day at the interviewing stage. The format of the day involves informal group discussion about the course with two members of staff, opportunities for shared lunch with staff, members of the panel and Trainees if they are available on the day. Individual interviews take place in the afternoon with the interview panel, which comprises of two members of the staff team and two Principal or Senior Educational Psychologists from partnership/neighbouring Local Authorities. In addition candidates complete a short written task on the day of interview. The structure of the interview day is intended to provide candidates and members of the course team information that will allow for an informed choice about which candidates are given offers of a place and whether or not candidates wish to take up the offer. At least one Principal Educational Psychologist attends the final selection meeting along with all members of the staff team.

Applicants need to be aware that an offer of a place on the course is not a guarantee that they will be able to join the HPC Register of Practitioner Psychologists at the end of the programme. This will depend on the Trainee's ability to successfully complete all aspects of the approved course as determined by the University in collaboration with External Examiners.

EQUAL OPPORTUNITIES, INCLUDING APPLICANTS FROM BLACK AND MINORITY ETHNIC GROUPS

The profession is especially keen to encourage applications from black and minority ethnic candidates who are presently underrepresented in Educational Psychology Services. Consequently, we actively encourage suitably qualified applicants with such a background. The University has an Equality and Diversity statement that can be viewed as follows: http://www.shef.ac.uk/hr/equality/links/eo_statement, which was last revised in October 2010. All members of the course team adhere to this policy statement in relation to our admissions procedures. Applicants who are shortlisted for interview are asked to complete an Equal Opportunities form so that we can monitor the ethnic origin, gender and disability needs of applicants. This form also captures information regarding criminal convictions.

GENERAL ORIENTATION OF THE COURSE - THE INTENDED EDUCATIONAL EXPERIENCE

The course staff aim to provide an educational experience rooted in the requirements of professional activity. The team consider the best way to solve problems presented in professional practice is to read critically in the theory and the professional accounts of dealing with the type of problem, to observe other experienced psychologists addressing the problems and follow their thought processes through the problem analysis by means of discussion, and then to analyse similar presenting problems and attempt the interventions applicable. This represents a thorough integration of theory and practice and also demonstrates the centrality of the Fieldwork Supervisors in the learning process. The main feedback for experienced psychologists on their work is usually their own reflective questions about activity and quality of their practice; therefore the course assumes self-evaluation in various forms as an essential element in the training. Examples would be the critical appraisal of the assessment and intervention undertaken in casework management to be included in the practical work records, reflective tutorial and supervision records and the critical appraisal of seminars when given by a Trainee to the group.

The tutors believe that learning is best achieved in a supportive group atmosphere, where Trainees take emotional risks from time to time, where tutors are available to support new developments for the Trainee, and where, if actions work out less than satisfactorily the essential reaction is to learn from the experience. Many of these principles are expressed in the theory of the Adult Learning Model detailed below. However, Trainees are not obliged to engage in training methods of which they might feel uncomfortable and sign a declaration to that effect in orientation week, in Year 1.

The Adult Learning Model

On the Doctor of Educational and Child Psychology course the tutors are ideologically committed to operating a model of adult education which differs significantly from child education in several respects. Knowledge of all kinds is actively constructed by the learner, operating in a social context where modelling, scaffolding and feedback to support that learning is common. Many times from the beginning of year 1 onwards Trainees are given, and tend to accept, the opportunity to contribute to shaping the curriculum and the methodology for covering it. There will be regular course meetings and individual tutorials where feedback is solicited and contributions welcomed.

Taking the age and varied background of the group members into consideration means that we have a useful resource at our disposal. Not only have the participants undergone many highly relevant experiences before entry to the course but they are in an excellent position to judge what they need and require from the course. Trainees enter the course shedding a large measure of old responsibilities while acquiring new ones.

The variation in talents within the group may well be considerable. We do not expect all participants to arrive in September with an identical profile of previous training. From these beginnings, the course is intended to produce a group of broadly trained psychologists with individual strengths and the potential for further development. A central element in the theory of how adults learn is the need to transfer theoretical knowledge into practical skills and in a real sense the aim of the theoretical knowledge should lead to greater professional competences.

The work that we do is designed to train us to assess and intervene in what can be highly complicated human problems. We will need to wrestle with getting the right balance between theoretical explorations and developing practical interventions in specific situations, as well as becoming familiar with making careful judgements about how much change is possible for individuals and groups over the medium term and how best to support such change.

Course Tutorials

Tutorials are considered to be one of the most important components of the course overall. Each course member is paired with one of the University based tutors at the beginning of the academic year in each year of the course. Pastoral tutorials usually take place in the tutor's office or out in the field. Time is reserved for booking tutorials. It is up to the course member to negotiate appointments and they should occur at least every two weeks during the first and second term on the course and more frequently if necessary. A minimum of three pastoral tutorials with the university tutor take place in year 2 and one in year 3 in addition to regular, at least weekly supervision sessions that take place in the field with fieldwork supervisors. During year 2 Trainees are also assigned a research tutor who supervises the Trainee's main research project leading to the writing of the thesis. Research tutorials usually take place every four to six weeks once the thesis is underway from the middle of year 2 onwards.

Tutorials usually serve multiple purposes and it is primarily the responsibility of the course member to negotiate arrangements for the tutorials so that specific individual needs are met. In order to provide a few guidelines here is a brief list of some of the types of activities that have proven useful in the past:

1. Practical written work from field placements is submitted and subsequently returned with appropriate feedback. Timing is important so that the written material to be discussed is still fresh in mind. This is particularly crucial with process recording and with written work resulting from early pieces of work.
2. Fieldwork placements in year 1 are negotiated before they are finalised. Expectations are generated and options are considered.
3. The tutorial can be used for consultations regarding the overall course requirements and the distribution of work done throughout the course to meet those requirements.

4. The session can provide a forum for discussion about self-assessments, evaluations made by fieldwork supervisors and the course member's evaluations of the placements.
5. Time can be appropriately used to discuss applications for posts, references and interviewing procedures.
6. Tutorials can provide the setting to integrate otherwise independent components of the overall course. They can be used to seek clarity of purpose in establishing individual personal objectives and to avoid any unnecessary waste of time or duplication of effort.
7. Tutorials should provide for continuity in that the tutor will have the benefit of reading practical work over a long time. When feedback is used appropriately, written work standards should improve and the course member is encouraged to attempt new methods of reporting so as to gain wider experience.
8. Pastoral tutorials will be used for early discussions about research proposals.
9. Time is often usefully spent simply offering reassurances and ensuring that course members fully appreciate the range of options available during training. It should be considered as personal time that is on offer to everyone to use according to individual needs.
10. When course members are engaged in research, the tutorial is used as a forum for detailed consideration of the research work by the research tutor (who may be different to the pastoral tutor). The current timetable for progression of the thesis expects course members to have a number of tutorials during the period of writing the dissertation, as advance organisers and commentaries on the work as it progresses.
11. The tutorials also encourage self-evaluation in the course members on both academic knowledge and interests and practical work knowledge and skills.

COURSE CONTENT

The course attempts to integrate different curriculum areas and theory with practice. This is arranged by specifying the criteria for assessment of written work to include elements on theory and of practice for all assignments and planning the detailed content of subcourses so that they are supported by the content of other subcourses delivered alongside or immediately before them. The full curriculum over the three years is presently constructed to enable trainees to meet the HPC Standards of Proficiency and the BPS Required Learning Outcomes for the training of Educational Psychologists. The BPS acts as the principal learned society for all psychologists and all course members are encouraged to apply for student membership and avail themselves of the multitude of academic and professional publications produced by the BPS, in particular the Journal *Educational and Child Psychology*. In addition, Trainee Educational Psychologists may wish to consider becoming student members of the Association of Educational Psychologists and gaining access to AEP publications such as the Journal *Educational Psychology in Practice*. Many aspects of the 'taught' curriculum will draw upon key papers from the above journals.

Course Structure and Placements

Work undertaken each year will involve subcourses in these areas: academic, research (which will be both academic and practical) and fieldwork practice. In addition to undertaking a range of learning activities at the University, most of the time for the practice subcourse takes place in Local Authority Educational Psychology Services. At least 300 days is spent across the three years in fieldwork settings under supervision. Course members have opportunities in year 1 to develop collaborative research skills through project-based activities. These skills help prepare trainees in the design, data collection and analysis of a substantial empirical research project in year 2, which is written up and examined as the thesis in year 3.

Practice Subcourses (Placements)

Presently in year 1 all of the practical subcourses involve fieldwork placements in Local Authority educational settings and Educational Psychology Services (EPS) in the Yorkshire and Humberside, Midlands and the North West of England areas and are arranged in negotiation with course tutors taking into account the geographical location of trainees and tutors. The course and the course staff have developed strong links with services in these areas over many years. Where possible, we try to organise EPS placement opportunities in year 1 so that they are reasonably near to where trainees live. The

DEdCPsy partnership authorities under our training contract, drawn up with the CWDC presently are those that fall within the Yorkshire and Humberside region and it may be in the future that the majority of those entering training will gain employment in the Yorkshire and Humberside region in years 2 and 3. Many of the Educational Psychologists who presently act as fieldwork supervisors to our Trainees themselves trained at Sheffield and as such they are familiar with the general requirements of the supervision of placements. These Educational Psychologists and those from other regions are expected to have completed supervision training courses initiated by Sheffield University course tutors and some are completing their doctorates at Sheffield University on the EdD(EdPsych) and DEdPsy courses.

Representatives from local EPSs also form part of the course Stakeholders Committee, convened by the Professional Course Director, and in general take an active interest in the activities of the training course. Formal liaison with services is maintained by means of Professional Course Director invited representation at some Principal Educational Psychologists' (PEP) meetings, informal liaison by the Professional Director with the chair of the regional PEP group over training matters and detailed consultation on training is organised through training events for Fieldwork Supervisors in years 1 and 2 hosted by the University tutor team. All members of the course team engage in face-to-face meetings and other contacts with fieldwork supervisors supporting our trainees in the field.

Placement and applied research in the field will reflect the generic role of the Educational Psychologist. The placements in Educational Psychology Services each year, while reflecting course members' development of the generic professional role, will vary in number and length. In year 1 course members should expect to spend time in two different EPS placements; these will together orientate the course members to the work of the Educational Psychologist through observation of practice, and also give experience in casework consultation, assessment and intervention core activities. In both placements opportunities will be sought to enable course members to practice, develop and critically reflect on research skills through project work. A detailed early years and school placement will occur during the first part of year 1, which will include the opportunity for course members to practice their developing skills in the use of assessment methods. This placement also aims to orient Trainees to the different contexts and expectations across all education phases from the Early Years and Foundation Stage to Key Stage 4.

Supervision of course members in year 1 will be shared between University tutors and fieldwork supervisors in accordance with established agreements with local Educational Psychology Services. Whilst on these placements the course members will spend some time in other agencies associated with the work of the Educational Psychologists such as Independent Early Years Providers, CAMHS teams, Social Services, as well as types of schools and other educational settings unfamiliar to the course members. For EPS fieldwork in years 2 and 3, course members will be supervised in the field by members of the Educational Psychology Service with whom they are employed, or in Services where they are placed under bursary agreements. University tutors ensure regular liaison with fieldwork supervisors commencing with initial planning meetings to set the targets for the placement with the course tutors and the course members themselves and closing at the end of each placement or year of employment with a discussion of how course competencies have been achieved.

The practical placements give experiences to help course members develop the competencies and understandings necessary to function as an Educational Psychologist across the whole range of work situations that a probationary Educational Psychologist might encounter. The complexity of the work develops over the three year period, as well as the range of the institutions in which course members work. The specific targets for learning experiences in the practical placements are detailed in the course documentation and the individualised planning meetings between tutors and course members describe paths for each student in the light of the overall plans for each placement. Whilst the complexity of the work is intended to increase over the three years, it is impossible to ensure that situations which appear relatively simple do not develop into much more complex problems, so the course member needs to stay aware of the progress of the work and remain in good contact with their fieldwork supervisor and with their University pastoral tutor.

Academic and research subcourses

In years 1 and 2 time is spent on academic subcourses and research subcourses. There will be opportunities to meet with Educational Psychologists and share in the Educational Psychology research community with individuals working towards the DEdPsy research degree course, commencing at the end of year 1. In year 3 University taught sessions significantly decrease and there are about eight University-based taught sessions occurring at intervals across the year to support research and writing activity and Trainees' responses to working with more complex casework. Periods for block study are also likely in all years. University time will also be allocated for tutorial support and the opportunity to provide peer support and engage in group consultation. During the academic subcourses and the theoretical research methods subcourses each year, course members are required to attend lectures and seminars at the University and to complete reading assignments and written work for assessment.

For the practical research subcourse course members will be introduced to core research practices in year 1 and will be required to complete a literature review and make use of some research methods in engaging in project work. In year 2 course members will complete a pilot project involving the collection and interpretation of data and during years 2 and 3 will concentrate on following the programme of research which leads to the final research thesis. The thesis is likely to be negotiated around a topic related to the research strategy of one of the placement or employing Educational Psychology Services. However, theses driven by the personal interest of the course members may also be possible by negotiation. The final research portfolio will be made up of: a formal thesis of approximately 30,000 words, other supporting documents recording literature reviews and accounts of the processes of methodological data collection and analysis. Course members will be introduced to the concept of critical perspectives and will be expected to demonstrate the ability to write up research demonstrating an awareness of the limitations of theory, research and professional practice in the areas under study.

Assessment of course members' work

Assessment of the work is divided into three sections - assessment of the academic subcourses, of the practical placement subcourses and of the research methods subcourses. As indicated above, the standard of assessment is that relevant to doctoral work, which expects a higher level of analysis and critique than for undergraduate and masters degrees. It also expects integration of theory and practice - i.e. considering issues of implementation and management of techniques and procedures resulting from analysis of academic issues, and considering issues of validity, reliability and theoretical underpinning for work arising from practical placements. The general arrangements for assessment are those common to other courses in the School of Education following the Quality Assurance Agency (QAA) *Code of practice for the assurance of academic quality and standards in higher education*.

Work for assessment of the academic subcourses and the theoretical research methods subcourses is typically the equivalent of a four to five thousand word essay per subcourse, although some subcourses ask for a portfolio of work which is equivalent to the full essay. Later research subcourses during years 2 and 3 are assessed through the assessment of the final research thesis, and whilst there are targets for the learning outcomes of each subcourse and for the written work to be completed during and after each research unit, these are not assessed at the time of completion of the work, but after the final thesis is submitted. A viva voce (oral examination) will be undertaken in June of year 3 during which the final thesis will be examined.

The work undertaken during practical placement subcourses is assessed from written work produced for the EPS placement/employment agency and critical commentaries on them, and the fieldwork supervisors' assessment of practical competence against criteria related to the competencies necessary to perform the role of an Educational Psychologist. These are consistent with the competencies described by the BPS Required Learning Outcomes and the HPC Standards of Proficiency.

Questions of referral or failure of the course

All written work, including the practical work portfolio, is assessed by internal staff, and then a sample is moderated by the course External Examiner, who will be a chartered Educational Psychologist with an academic appointment. A sample of work is also moderated by the course team. Any work judged weak or borderline by the internal examiners is specifically drawn to the attention of the External Examiner for moderation. All such work judged as a fail or borderline pass is double marked by the staff team prior to a decision being made. These procedures are again consistent with those adopted by the School of Education under the QAA Code of practice. The views of the fieldwork supervisors on practical work and overall competence of the course member are included in the assessment profile considered by the Board of Examiners. The final decision about progression from year to year and successful completion of all course requirements rests with the University.

As this is a three-year degree course involving considerable commitment of time and energy by the course member and the public purse, it is highly desirable to avoid failure of the course at the end of the three years. To help meet this aim, progression from year 1 to year 2 and then to year 3 is dependent on a positive recommendation by the Board of Examiners at the end of each year. A course member who does not achieve a positive recommendation to progress to the full qualification on the basis of the full range of assessed work (academic, research, and practical work) may be awarded a MA in Education and Child Psychology, which will not be regarded as a qualification allowing the course member to apply to register with the HPC and practise as an qualified practitioner Educational Psychologist.

The Board of Examiners

The Board of Examiners consists of the course External Examiner and all the course staff. The Board of Examiners meeting is chaired by an independent member of the Department of Educational Studies with a member of the administrative staff in attendance. The course has an External Examiner appointed by the Vice Chancellor of the University. The course External Examiner has no connections with the course and serves for three years. The External Examiner is familiar with the practice of professional psychology, with the areas of knowledge represented in the academic work of the course and with the examination systems of the University. Additional External Examiners (who are usually not part of the Board of Examiners) are appointed to examine theses in year 3. These External Examiners are Educational Psychologists who are associated with initial training courses at other English Universities.

Implementation of the Adult Learning Model during the course

To date, members of the course have come from a variety of differing backgrounds each year, and so bring a useful range of teaching and other educational experiences to the course. Through a variety of ways, the course organisation attempts to allow people to use their prior experiences in their course assignments, both in the theoretical and the practical work. It also expects that they will demonstrate initiative, independent learning and critique, and balanced judgements as they work their way through the various options on the course and tutorial support is provided to achieve these ends.

In the theoretical work many of the constituent courses involve student seminars at various stages, of varying lengths, giving the student group a certain amount of control of the curriculum and emphases therein. Assessment involves submission of a variety of types of work: essays, case studies, papers, collaborative reports, practical work portfolios and the delivery of seminars.

In the practical work, the overall aim is for a general competence in most areas with some specialised knowledge in one area. The practical placements in year 1 are chosen with an eye to the type of practical experience needed by the particular course member concerned to meet their placement competencies and also to their geographical accessibility. The practical work is usually based completely on real-life situations to make the training as realistic as possible. As the course develops course members will experience increasing confidence and competence in the role and construct a model of the role of the Educational Psychologist with which they are comfortable.

The thesis is more limited in length than some doctoral theses but the aim is to maintain doctoral standards in a shorter dissertation directed towards issues of relevance to the profession. The primary aim is to allow for the investigation of local, often confused situations, with empirical work included. The primary expectation is that students have analysed the situation and the data they have been able to gather in a careful, thorough manner inside the limits of the space available, and are aware of the many sources of error in information and in possible interpretations of the situations concerned. The empirical work must be rigorous and critical but may be also be descriptive, comparative, or experimental, or may involve systematic investigation of a very few instances of the situation being considered.

Various strands of interest and research have grown over the years amongst course members, often related to staff research interests. These include at present:

- descriptive evaluation of special needs provision
- identification and prevention of bullying in schools
- sources of stress for children in schools
- the effectiveness of interventions for literacy difficulties
- descriptive evaluations of services to families from ethnic minorities with a child with special needs
- evaluation of aspects of the inclusion of disabled children
- parent perceptions of the special needs of their children
- eliciting the views of children and young people 'at the margins' through narrative approaches
- autism
- child protection
- the emotional well-being of young people
- approaches to promoting the inclusion of children with challenging behaviour

In drawing up the course curriculum, staff are aware of the wide range of equal opportunity issues which occur in educational settings. This includes both a general concern for such issues as they occur in most standard' situations and a small number of sessions specifically addressing major topics which consider the influence of ethnic and community contexts, gender, religion, age, disability and sexual orientation.

The course has extensive formative evaluation procedures, enabling continuous modification of detail and any of the past course members would welcome enquiries from prospective course members on aspects of the course.

The course uses a process integrated curriculum model alongside the adult learning model, and tutorials are a crucial and frequent part of the course, to give appropriate feedback and indicate choice points for course members. In general, the amount of structure in the curriculum is high early in the course, and gradually reduces over the three years towards the end of the course, as following the completion of training course members should be capable of operating independently in EPSs.

Self evaluation

Due to the adoption by the course of the Adult Learning Model, self-evaluation of practice and of academic work is seen as an important support for learning. The course promotes reflective analysis of all work by the author, and peer consultation both on an individual and a group basis. Consultations between course members (without tutors being present) both individual and group, are built into the timetables for all subcourses, and these self evaluation procedures are seen as important skill areas to develop for eventual effective fulfilment of the role of an Educational Psychologist. Continuous Professional Development (CPD) is an important element of the professionalism of Educational Psychologists and self-evaluation is, therefore, an important element to develop in guiding such CPD. In a similar way, group consultation is a useful process for enabling psychological services as a whole to analyse particular local issues and to plan service developments effectively. The use of reflective records and reports throughout the course, linked to placement experiences, tutorials and supervision, also forms an important aspect of self-evaluation.

Use of ICT on the course

Almost all Services now expect Educational Psychologists to be computer literate and whilst on placement course members will be expected to use word processing, email and Internet access and this will also be a requirement to fully access academic components of the course. Course documents reading assignments and handouts will be available via My On Line Learning Environment (MOLE 2) a Virtual Learning Environment accessible as soon as Trainees are registered on the course. Course members are, therefore, expected to have some fluency in the use of ICT for word processing, email and Internet access and academic library searches when they join the course. During the course they will be expected to learn to use MOLE as a way of accessing all electronic resources. The main teaching room contains a computer networked to the University network for use by all course members, and there is also a suite of networked computers for the use of students in the Department of Educational Studies.

Training is available for more advanced software packages in various forms through the University Computer Information Centre (CICS). Training in software packages is also available through the Department of Statistics. The administrators of the various ICT suites have up to date information on which particular software packages are supported by the network in the University, including the training facilities to use them.

Due to of the constant use of ICT between course members and as a learning resource, course members are expected to have Broadband access to the Internet and email from their homes. If course members anticipate purchasing additional hardware or software on joining or whilst on the course, it is essential to check with the ICT administrators the necessary technical specifications to access the University network from home-based computers and to negotiate the University firewalls. The University network is very alert to virus attack and all networked computers are automatically protected by network managers. Home computers also need to be protected to equivalent standards, as they form a major source of virus infection to the network. University email addresses and passwords are allocated on course registration. The ICT system is constantly changing and it is important for course members to keep up to date with developments.

Course Management

The course is managed by the Academic and Professional Course Directors and the course Team. This group meets regularly, and often includes a course representative. The course members for each year group also have regular course meetings with pairs of staff who have overall responsibility for their year, to discuss issues arising from the day-to-day progress of the course. Each year the course members are asked to complete a course evaluation questionnaire in accordance with Faculty guidelines on student feedback. Finally, the course tutor team meets in the first term of the academic year to consider the implementation of changes thought necessary after consideration by all the stakeholders including the views of the External Examiner. This results in the production of a DEdCPsy Course Action Plan that is disseminated to all Trainees, members of the Stakeholder's Committee, the External Examiner and the Head of the School of Education.

Complaints and Appeals

The University has a clear complaints system, a description of which is included in the documentation about the course given out during the first week of the course. It is administered by the Dean of Social Sciences, who investigates the context of the complaint with information from the School and from the complainant.

Appeals on academic matters are dealt with in a similar way. However, as the judgements of the Board of Examiners on standards of assessed work is seen as non-negotiable, the appeals can only be based on unreasonable anomalies in the teaching, supervision, or administration of the teaching and assessment system which can be shown to have significantly disadvantaged the candidate compared to other candidates. The University and the Department also have a policy on harassment, on any basis, which is explained at the outset of the course.

Detailed Entry Requirements

The basic entry requirement for admission to the course is a good honours degree in psychology, recognised by the BPS as acceptable for the Graduate Basis for Chartered membership (GBC), together with relevant experience of working with children within educational, childcare or community settings. A range of work settings is appropriate for such work, but in general the nearer the work settings are to the settings where Educational Psychologists work, the more relevant to work as an Educational Psychologist will the pre-course work experience be. Such settings may include work as an Assistant Educational Psychologist or as a Teaching Assistant or Speech and Language Therapist, further educationally based work or teaching including work in early years settings, work with children in Children's Service Departments or voluntary agencies or occasionally child centred research work.

Candidates also need to be in good health with access to motorised transport for the duration of the practical placements. Candidates whose first language is not English need to meet general University standards of knowledge of the English language and also to have completed a course of higher education with English as the medium of instruction. These applicants are also expected to have lived in the UK for at least one year to develop their skills in colloquial English, for communication with clients during practical placements.

Our course was successfully accredited by the BPS in 2009 and we were commended in four aspects:

- 1) our adult model of training and the emphasis within our course ethos relating to social justice
- 2) for being a well managed and organised course, especially in relation to course materials
- 3) for the quality of academic rigour we pursue within the curriculum that facilitates progress
- 4) for the good relationships that exist between tutors and local EP services

STAFFING

Main teaching and tutorial staff:

Pat Bennett, BSc, BA, PGCE, MSc, EdD, CPsychol
Tom Billington, MEd, PGCE, MSc, PhD, CPsychol, AFBPsS, FBPSS.
Lorraine Campbell, BSc, PGCE, MSc, PhD
Martin Hughes, BA, PGCE, MSc, CPsychol, AFBPsS
Laurie Petch, BA (Oxon), PGCE, MA, MSc, CPsychol
Kathryn Pomerantz, BA, PGCE, MSc, Dip.LACIC, EdD, CPsychol, AFBPsS
Anthony Williams, BSc, PGCE, MA, MSc, EdD, C.Psychol
Michael Pomerantz, BA, MA, PhD, CPsychol, AFBPsS

Dr Kathryn Pomerantz is the Academic Course Director and Martin Hughes is the Acting Professional Course Director of the Doctor of Educational and Child Psychology course. Tom Billington is Course Director of the Research Doctorates for practising Educational Psychologists and Professor of Educational and Child Psychology.

The actual staffing levels of all courses are reasonably standard by virtue of the British Psychological Society's evaluation system. Pat Bennett, Lorraine Campbell, Anthony Williams and Laurie Petch are Educational Psychologists working in Blackpool, Birmingham, Wakefield and Derbyshire. Kathryn Pomerantz and Martin Hughes work as Senior Educational Psychologists in Derbyshire and Sheffield respectively. Mike Pomerantz is a retired Senior Educational Psychologist with many years experience as a trainer of Educational Psychologists who is temporarily working with the staff team. The main team are all involved in a wide range of types of work in their Educational Psychology Services. Tom Billington provides independent Expert Witness testimony to the courts in relation to children and child protection issues (Child and Family as well as High Court). Most tutors are Chartered Psychologists and course members will consequently be able to gain conditional registration as Chartered Psychologists while on the course.

In addition the course has contributors from other departments such as the Department of Human Communication Sciences and Department of Clinical Psychology who contribute to the teaching of the academic subcourse. Other members of the School of Education also contribute to the course on their relevant research interests.

Invited speakers from local Educational Psychology Services with specialist knowledge in a particular topic often deliver sessions to Trainees in years 1, 2 and 3.

COURSE FEES and BURSARIES

All University course fees for Trainees who secure funded places are presently paid directly to the University by the Children's Workforce Development Council (CWDC) and are inclusive of charges made by the University for registration, tuition, examination and graduation except robe hire. Those for full-time students also include the subscription to the Students' Union. The fees do not cover accommodation or re-examination charges or extension fees where more time is requested to cover thesis completion.

The course can usually allocate 10 funded places under the national funding scheme run by the CWDC although the number of allocated funded places for September 2012 entry is presently unknown. Trainees who secure funded places will be provide with a CWDC bursary for year 1 of training only. Competition is very heavy for these places. For more information see:

<http://www.cwdcouncil.org.uk/educational-psychology/>

LOCATION OF THE COURSE

Most of the University teaching will take place at the School of Education, 388 Glossop Road, near the Student's Union. Sheffield University's School of Education is a large Department in its own building, which achieved very high ratings in the recent Teaching Quality Assessment and Research Assessment Exercise. It hosts a number of masters and taught doctorate courses, as well as a large PhD programme.

ACCOMMODATION

Enquiries about possible accommodation should be directed to the Accommodation and Campus Services, The University of Sheffield, The Edge, Endcliffe Crescent, Sheffield, S10 3EB. Please give full details of the type of accommodation you require. Accommodation can normally only be arranged for single persons. See www.shef.ac.uk/accommodation/

In practice, many Trainees who live within a radius of about 40 miles will continue living at home. This can, however, involve significant travelling. As a consequence, some arrange to spend one or two nights per week in Sheffield.

Candidates from further afield may need to make arrangements for moving to or lodging in Sheffield.

If you do see yourself doing this, **DO FIND ACCOMMODATION BEFORE 1st SEPTEMBER**. It becomes very competitive after this, although in national terms the costs of accommodation in the private sector are fairly cheap.

Due to likely last minute changes the Accommodation Office does not process applications for accommodation until the student has confirmed that he or she will be coming to Sheffield University. It is, therefore, very important that you return the confirmation card to them **as soon as you have made this decision**.

DATES OF TERMS

Candidates are advised that the years are very full; teaching is not limited to University terms. Holiday arrangements should be made with this in mind. In practice, the course follows leave arrangements comparable with those for practising Educational Psychologists (about 25 days). There will be free time of about one week at Christmas and Easter, and the rest of the leave can be taken in August.

ANSWERS TO QUERIES

The following notes are intended to answer some of the more common queries on the interpretation of points mentioned above.

1. ACADEMIC QUALIFICATIONS

The Honours degree in Psychology from a British University is intended to be of a level acceptable to the British Psychological Society for the Graduate Basis for Chartered membership (GBC). If prospective applicants have other degrees they feel should be acceptable, including those gained in other countries, then the best way of checking would be to ask the Society in Leicester if that degree is acceptable to the BPS. The address is BPS, Membership Secretary, 48 Princess Road East, Leicester, LE1 7DR.

Above this basic level, factors relevant to the selection process of the Sheffield course include the amount of human psychology involved and within this the amount of social psychology, child development, and learning related to educational issues and also the class of degree. It is usually

hoped that the experience of the first degree has resulted in an awareness of the relevance of psychology to educational practice.

2. FINANCIAL SUPPORT FOR CANDIDATES

Candidates are advised to make enquires of all the courses applied to for up-to-date and specific details. Funding for trainees starting their training from September 2012 will cover fees for all three years and a bursary for the first year. Course members will need to seek employment in Years 2 and 3 or placement via a bursary agreement as a Trainee Educational Psychologist, usually in a Local Authority EPS. Trainees remain full time University students throughout their training. These arrangements are subject to review by the DfE and Local Government and Local Authorities. For more information, please check the CWDC web page:

<http://www.cwdcouncil.org.uk/educational-psychology/>

For September 2011 entry the applications process will be via an online system direct to the CWDC commencing early September 2010. Access is via the CWDC website above.

Deadlines for applications will be set at a date specified by the CWDC

PLEASE NOTE: FURTHER INFORMATION IS REQUIRED FOR APPLICATIONS TO SHEFFIELD. YOUR APPLICATION WILL ONLY BE PROCESSED IF IT CONTAINS THE ADDITIONAL INFORMATION

NB In addition to providing this information on your application form we would like you to email your response to the essay question below to course secretary Felicity Gilligan DEdCPsy@sheffield.ac.uk by the deadline date for applications.

Please make sure that your additional statement includes your name, address and date of birth and that these are clearly marked on each page

Over the years of running the course at Sheffield we have successfully selected students who go on to become socially skilled practitioners. However, this is a research degree and it is also of vital importance that our students are able to communicate in writing to a very high standard. For this reason we would encourage you to demonstrate pride and competence in your responses. Thus, applicants are invited to submit responses to the following question (between 1000-1500 words) **in addition** to their application. This written response is essential for applications to Sheffield University and will be used at the short-listing stage:

What do you understand by social justice? Give examples of ways in which children and young people can be disadvantaged by the education system. Include references to government legislation and policy as appropriate.