Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) DEdPsy

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Department of Psychology and Human Development
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http://www.ucl.ac.uk/ioe/courses/graduate-research/educational-psychology-professional-educational-child-adolescent-psychology-dedpsy

Degree Summary
The degree of Doctor in Professional Educational, Child and Adolescent Psychology (DEdPsy) of the UCL Institute of Education is a three year professional doctorate that leads to qualification as an applied Educational Psychologist (EP).

The programme is aimed at psychology graduates with experience of working with children and young people from birth to age 25. The programme facilitates an understanding of the role of Educational Psychologists as applied psychologists working with children and young people, their families and allied professionals. It introduces Trainee EPs to the most recent developments in educational psychology and professional practice and promotes high level research skills.

The title and role of Educational Psychologist is protected under UK law, only individuals that have undertaken and successfully completed an approved training programme can use the title and practice as an Educational Psychologist. The UCL Institute of Education DEdPsy programme has been approved by the Health and Care Professions Council (HCPC), the UK regulatory body for practitioner psychologists and is accredited by the British Psychological Society (BPS).

Graduates of the programme are eligible to register as a practitioner psychologist with the HCPC. For more information, please see the HCPC website at: www.hcpc-uk.org. Graduates may also apply for chartered status of the British Psychological Society (BPS) the professional society representing psychologists in the United Kingdom. For more information, please see the BPS website at: www.bps.org.uk
The UCL Institute of Education
The UCL Institute of Education provides a unique context in which to train as an EP because Trainees are located in the world’s number one centre of excellence for research in education and psychology. It has obtained the highest rankings in each of the national research assessment exercises. It was also ranked number one in quality standard rankings of more than 2000 universities in both 2014 and 2015.

The UCL Institute of Education is situated in the heart of Bloomsbury, with first rate amenities, including an excellent library, assessment resource collections and computing facilities. London University’s Senate House Library and Student Union are situated close by and the area is serviced by a Wealth of transport links. The UCL Institute of Education was ranked number one for student satisfaction in a survey carried out by WHICH.

The Department of Psychology and Human Development
The DEdPsy programme is based within the Department of Psychology and Human Development. A strong professional educational psychology team forms part of the department, Trainees are taught by professional and academic psychologists with specialist interests which include psychological consultation, assessment and intervention, inclusion, special needs policy and provision, specialist psychology e.g. Autism, child and adolescent social, emotional and mental health, the psychological aspects of teaching and learning and organisational change. As a member of the Department of Psychology and Human Development, Trainees are encouraged to participate in the research seminar programme and research life of the Department. Several of our Trainee EPs have been able to work alongside academic staff on major national funded research projects.

Programme Introduction
The DEdPsy was launched in September 2006. It builds on the UCL Institute of Education’s long established and well respected reputation in professional educational psychology training.

In the most recent British Psychological Society accreditation the programme was commended for its innovative and creative practice particularly in response to psychological theory and educational research. Teaching from academic psychologists was described as inspirational with high quality supervision of research.

‘Inspirational teaching and high quality supervision provided by the teaching team of academic and professional psychologists who are at the cutting edge of educational and psychological research.’ BPS Accreditation Report

The programme builds on and develops the theoretical knowledge and understanding of psychology gained during Trainees’ first degree, whilst encouraging the adoption of both the ‘scientist practitioner’ and ‘reflective practitioner’ features of an applied psychologist. We aim to encourage reflection, critical analysis, active enquiry and the development of a high level of integrity and professionalism.
We particularly value the opportunities provided by our location in central London to develop practitioners’ sensitive to the needs of different client groups. In training at the UCL Institute of Education Trainees’ benefit from experiencing the diversity of the urban and multi-cultural communities of London.

‘The programme is engaging, interesting, motivating. The content is relevant to our own experience which makes it relevant to both my life and to work and makes it memorable.’ Trainee Feedback

Programme Philosophy and Orientation
In order to provide a coherent professional learning experience, the programme design has been based on Bronfenbrenner’s Eco-systemic model. This helps Trainees to conceptualise the interacting systems within which Educational Psychology is practised and applied. This conceptualisation allows for the systematic review of the contexts and systems that influence children and young people’s development, learning and behaviour. The model acknowledges the symbiotic influence of the political system and legislation, upon the organisations within which EPs and their role partners operate.

Bronfenbrenner’s Eco-systemic Model

The programme embraces a wide range of different psychological perspectives, including the social constructivist approach, and is based on an interactionist
psychological perspective. Collaborative inquiry is a strong feature of the programme, thus in working with others, emphasis is given to analysing needs and problems in context, in order to develop shared understandings and identify appropriate action. We aim to develop applied EPs of the highest quality, who will be able to operate effectively to promote change, at different levels of intervention. These levels include: children; families and teachers; groups of children; schools as organisations; and Local Authorities/Children’s Services. We also prepare EPs for the need to respond to national and local priorities.

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

**Programme Aims**

It is acknowledged that Trainee’s bring with them a wide range of different relevant experiences; we aim to build on these to enhance both personal and professional learning. The programme has been carefully developed to provide the academic, theoretical, practical and interpersonal knowledge, skills and expertise to facilitate professional competence in applied educational psychology.

The programme aims:

1. To provide a coherent and integrated initial professional training in educational psychology. The programme will provide graduates with the skills to apply educational psychology within socially and culturally diverse communities and in partnership with key role partners, including children and young people, their parents and carers, and education, health, mental health and social services professionals.

2. To enable Trainees to develop the professional knowledge, understandings, skills and awareness to systematically review information and evidence to formulate effective psychological assessments and interventions in response to client needs at the following levels: individuals and their families; groups; classrooms; schools; communities; and local authorities.

3. To develop the knowledge, skills, ethical awareness and practical expertise to conduct research that contributes to and extends the professional knowledge base. The programme aims to use research to contribute to the evidence base of effective applied educational psychology, and to contribute to high-quality research activity within Local Authority contexts.

The process of learning on the programme aims to support the synthesis of psychological theory into practice skills through a co-ordinated and developmental process that includes academic learning activities and field-based practice opportunities.
Programme Structure

The minimum period of registration for the completion of the programme is three years of full-time study. There is one entry date for the programme in September and the programme must be completed within four calendar years. The demands of the DEdPsy are comparable to those of a PhD; however, there is a difference in the structure of the DEdPsy. It comprises three main elements:

- taught modules;
- professional placement practice;
- research-based thesis.

During the first year, Trainees spend a substantial amount of their time engaged in learning activities at the university. In addition, they undertake a variety of placements that have been designed to help support the integration of theory and practice and to enable them to become familiar with the contexts in which educational psychology is applied. One day each week is dedicated to the essential learning processes of reading, personal study and reflection, as well as the preparation of programme work.

In years 2 and 3 Trainees will undertake placements as Trainee Educational Psychologists (TEPs) within a Local Authority / Children’s Service. Most Trainees will be eligible to participate in the placement and bursary scheme. This is a scheme where applicants express a preference for up to 5 placements and a panel then matches Trainees to placements. The Placements are initially for Year 2 but frequently extend into Year 3. Some self-funding trainees, including those from overseas will not be eligible to apply for the placement and bursary scheme and we will secure a voluntary placement in these cases.

In years two and three, Trainees will spend 130 days on work placement, which is approximately the equivalent of 3 days a week term time, in the Local Authority/ Children’s Service. The rest of the year will be spent at university or on university directed study and research. Trainees will be supported by designated Fieldwork Consultants from the EPS where they work, and by Tutors from the Institute of Education, in developing psychological formulations and accompanying interventions in relation to their field activities.

There is a nationally agreed Placement Partnership Agreement with the Local Authority/Children’s Services that facilitates the Trainees engagement in a range of activities that have been planned to support their professional learning and development. This agreement is used ensure that Trainees have access to the range of activities, supervision and private study time needed to enable them to meet both the requirements of the programme and the placement context.

‘The programme is well organised around themes that enable me to weave concepts and ideas together.’ Trainee Feedback
Programme Modules

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

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

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

Applying Psychology: Creative Assessment, Interventions and Solutions in Practice: This module aims to support the development of effective psychological interventions to raise educational standards and achievement, to promote inclusion and reduce social exclusion. The application of a wide range of psychological theories, including child and adolescent development and specialist knowledge bases, will be drawn upon to support the formulation of hypotheses and interventions to meet the needs of individuals, groups, organisations and communities.

Research Methods Design and Application Parts 1 and 2: These modules aim to support the development of advanced research skills throughout the duration of the programme. Trainees will develop knowledge and understanding of: the nature of enquiry in the social sciences; different forms of psychological research; the nature of data and different views of reality and knowledge. It will cover a range of qualitative and quantitative methodologies and help Trainees develop the skills needed to formulate research questions, design an appropriate project and use relevant research tools to gather data, analyse and interpret findings. There will be workshop activities that support the analysis of both qualitative and quantitative data using ICT, e.g. SPSS and NVivo. The module also includes sessions on the process of reporting and disseminating findings.

Thesis: The culmination of the research module will be the production of a thesis of 35,000 words that represents an original and substantial individual contribution to relevant theoretical knowledge bases in psychology and education. An Academic and a professional Educational Psychologist, from the Institute of Education will jointly supervise the thesis.

Each programme module embraces the learning outcomes defined by The British Psychological Society’s criteria for the accreditation of three-year training programmes for EPs and the HCPC’s standards for education and training and
standards of proficiency. The balance between formal teaching and learning and practical placement experiences facilitates the integration of theoretical and applied aspects of the curriculum. The different approaches to the assessment of Trainee competency adopted by the programme also acknowledge the range of knowledge, skills and expertise that is being developed during training.

Programme Organisation
In view of the nature of a professional training programme it is recognised that a spiral curriculum helps to develop and extend evolving professional practice skills. We define the levels of competence that Trainees are expected to achieve over each training year as follows:

Year 1: Foundation skills
Year 2: Mastery
Year 3: Advanced application of professional skills.

In the first year Trainees are introduced to key theoretical and practical knowledge, skills and expertise and in the second and third years the programme will support Trainee progression to an advanced, critical level of activity and analysis. This is achieved through an integrative approach to pedagogy that integrates a wide range of teaching and learning methods including: problem-based learning activities; applied psychological skills lab sessions; lectures; seminars; role-play; group work; video enhanced reflection on practice; placement shadowing; co-working; and supervision.

Pedagogy
The programme draws upon a wide range of teaching and learning methods including:

- Problem based learning where complex and multi-faceted professional scenarios are tackled in small groups of learners facilitated by academic Tutors who are professional Educational Psychologists. This is referred to as Contextualised Psychological Analysis (CPA),
- Applied psychological skills lab sessions, where Trainees have the opportunity to practise and develop professional skills prior to working directly with clients, and
- Lectures, seminars, role-play, group work, workshops, video enhanced reflection on practice (VERP) and individual tutorials.

Collaborative inquiry is at the heart of the learning process; as the exchange of views that occurs is seen as an important means for developing hypotheses and embedding theory in practice. Trainees are expected to participate in all aspects of learning. The active participation of Trainees supports the process of assimilating new information and we aim to help Trainees develop their ideas and skills in an analytical and critical way.

‘An interactive and positive experience. I feel confident that my ideas will be valued’ Trainee Feedback
Contextualised Psychological Analysis: The CPA approach aims to promote the professional qualities and transferable skills necessary in applied educational psychology at doctoral level: CPAs are based on adapted case scenarios from professional EP work. Trainees take responsibility for developing an understanding and formulating an appropriate response to complex and challenging professional scenarios, facilitated by the Tutor using a staged approach to problem analysis including:

1) discussing and defining the problem,
2) accessing, evaluating and utilising information,
3) synthesising, reporting and evaluating knowledge.

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

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

Skills Lab: The purpose of the skills lab sessions is to support Trainees in the development of professional practice skills in a safe and facilitative environment. This will include familiarisation with assessment tools, how to facilitate consultation, a consultation using video enhanced reflection on learning (VERP) as a self-modelling tool and learning to use applied psychological approaches, such as Cognitive Behavioural Therapy (CBT) and Therapeutic Play before applying these skills in the field.

‘It has been really helpful to my learning to draw upon the knowledge and experiences of others. I really gained a lot from the CPA sessions in terms of coming up with hypotheses as a group and examining possible interventions in a safe supported context.’ Trainee Feedback

‘The skills labs have been really great. The theoretical background was well explained, before being given a case example and the opportunity to try things out that helped me apply theory to practice. The sessions were done in a very safe structured way.’ Trainee Feedback
Placement Learning: In each year of the programme Trainees engage in supervised placement activities. Placement learning experiences include the full range of core professional activity including: case-focused work with children, their families and teachers; research and project work; developing and providing in-service training to colleagues, parents and other professionals; and systemic and organisational level work with families, professionals and in educational contexts. The ability to work effectively in multi-professional contexts will be developed through placement activities. Over the three years Trainees produce a portfolio of their professional development and placement activity, in order to demonstrate the application of the theoretical content of the programme in professional practice and their progression from foundation skills, through mastery, to advanced-level application.

The combination of formal teaching and learning with practical placement activities facilitates our aim to provide a coherent and integrated professional learning process. Furthermore, balancing the range of assessed work to reflect both theoretical and practical knowledge, skills and expertise supports Trainee progression in applying educational psychology throughout the training programme. Trainees receive regular professional supervision and tutorials to support placement learning, and to ensure the synthesis of theory into practice.

Applying Research Skills
Over the three years of the programme, Trainees develop the knowledge and skills to engage in research activities commissioned by placement providers. These research activities are designed to support the synthesis of research knowledge and skills into ‘real world’ application. It is intended that this process will support raising the profile of research in applied educational psychology; lead to formal dissemination locally or nationally; contribute to the knowledge base of the profession and make a genuine contribution to addressing, understanding or evaluating legitimate priorities within local authority placement contexts.

Trainees on the DEdPsy have been able to contribute to national research led by Professor Peter Blatchford investigating the impact of statements of special educational needs. [http://www.nuffieldfoundation.org/special-educational-needs-secondary-education-sense](http://www.nuffieldfoundation.org/special-educational-needs-secondary-education-sense). They have also worked on research funded by the Office of the Children’s Commissioner, alongside Professor Elizabeth Pellicano and

"Placement has been very enjoyable, it has given me a clearer understanding of the role of the EP and opportunities to put theory into practice." Trainee Feedback

"I like the ‘safe haven’ vibe at the IOE and on placement, where there is no pressure or discriminating attitudes or behaviours, that may hinder my creativity and learning as a TEP. I feel safe and supported to learn." Trainee Feedback

Trainee Feedback
Vivian Hill, investigating the rights of children attending residential special schools. [http://crae.ioe.ac.uk/post/104844796448/my-life-at-school](http://crae.ioe.ac.uk/post/104844796448/my-life-at-school)

Other research has included: investigations into interventions to support children’s mental health; the influence of gang culture; investigations into the diagnosis and management of ADHD; explorations of the experiences and outcomes of Looked After Children; support for young offenders; the influences of ITC and social media; literacy and language development interventions; children’s friendships; sensory impairments; SEN and inclusion issues and much more.

**Overview of Assessed Work**

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<tr>
<th>Modules</th>
<th>Assessed work</th>
<th>Year</th>
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<tbody>
<tr>
<td>1. The Profession of Educational Psychology in Context</td>
<td>An assignment of 5,000 words</td>
<td>Y1</td>
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<tr>
<td>2. The Effective Practitioner</td>
<td>An assignment of 5,000 words Successful structured observations of EP practice on placement by University Tutor in Years 1, 2 and 3</td>
<td>Y2</td>
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<tr>
<td>3. Research Methods, Design and Application 1</td>
<td>Research report (8,000 words), plus research briefing (1,000 words). Total 9,000 words</td>
<td>Y1</td>
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<tr>
<td>4. Research Methods, Design and Application 2</td>
<td>Extended thesis proposal of 6,000 words</td>
<td>Y2</td>
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<tr>
<td>5. Applying Psychology: Creative Assessment, Interventions and Solutions in Practice</td>
<td>Professional Development Portfolio of no more than 25,000 words.</td>
<td>Y1–3</td>
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<tr>
<td>6. Thesis</td>
<td>35,000 words</td>
<td>Y3</td>
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**Total amount of assessed work 85,000 words**
### Programme Tutors

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<tr>
<th>Position</th>
<th>Name</th>
<th>Qualifications</th>
<th>EPS</th>
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<tbody>
<tr>
<td><strong>Programme Director</strong></td>
<td>Vivian Hill</td>
<td>BSc (Econ), PGCE, MSc, MSc, AFBPsS, CPsychol</td>
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<tr>
<td><strong>Assistant Programme Director</strong></td>
<td>Karen Majors</td>
<td>BA, PGCE, MSc, CPsychol, EdD.</td>
<td>Barking &amp; Dagenham EPS</td>
</tr>
<tr>
<td><strong>Professional &amp; Academic Tutors</strong></td>
<td>Ioanna Bakopoulou</td>
<td>BSc, MSc, PhD</td>
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<tr>
<td></td>
<td>Shaun Clifford</td>
<td>BSc, PGCE, MSc</td>
<td>Hertfordshire EPS</td>
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<td></td>
<td>Mark Coates</td>
<td>DEdPsy</td>
<td>Richmond EPS</td>
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<tr>
<td></td>
<td>Laura Grahamslaw</td>
<td>DECPsy</td>
<td>Surrey EPS</td>
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<tr>
<td></td>
<td>Frances Lee</td>
<td>BSc, PGCE, MSc, C.Psychol, DEdPsych</td>
<td>Independent Consultant</td>
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<tr>
<td></td>
<td>Chantelle Maikin</td>
<td>DEdPsy</td>
<td>Surrey EPS</td>
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<tr>
<td></td>
<td>Melernie Meheux</td>
<td>DEdPsy</td>
<td>Islington EPS</td>
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<tr>
<td></td>
<td>Nicola Mollet</td>
<td>BSc, PGCE, MSc, CPsychol</td>
<td>Surrey EPS</td>
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<tr>
<td></td>
<td>Shona MacGregor</td>
<td>MA, PGCE, MA, MSc</td>
<td>Lambeth EPS</td>
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<tr>
<td></td>
<td>Karen Schumacher</td>
<td>BA, PGCE, MSc</td>
<td>Wandsworth SCPS</td>
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<td></td>
<td>Neerose Ubha</td>
<td>DEdPsy</td>
<td>Enfield EPS</td>
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<tr>
<td></td>
<td>Helen Upton</td>
<td>BSc, PGCE, MSc, CPsychol</td>
<td>Wandsworth SCPS</td>
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**Programme Research Coordinator:**
Ed Baines BSc, PhD

**Other Members of the Programme Team:**
Professor Peter Blatchford
Professor Julie Dockrell
Dr Dawn Male
Professor Jackie Masterson
Professor Liz Pellicano
Professor Andrew Tolmie
Professor Karl Wall
Applications

How to apply: The programme offers both funded and self-funded places. Further information on eligibility for programme places, the application process and current fees can be found on our Programme Information page.

Applications for Funded places are made via the Association of Educational Psychologists (AEP). Information can be found at the following link: http://www.aep.org.uk/training/

Admission Criteria

Essential:

1. Degree in Psychology or an equivalent conferring Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (First degree Class I or II)
2. Graduate Basis for Chartered Membership (GBC) granted by the British Psychological Society.
3. You must also be able to demonstrate that you have gained relevant experience of working with children within educational, childcare or community settings.
4. Disclosure at ‘enhanced level’ of a criminal record satisfactory for direct work with children from the Disclosure and Barring Service (DBS).
5. Excellent work record including interpersonal skills evidenced through employment / academic reference.
6. High standards of both written and spoken English, which must reflect scores of at least 7 in the International English Language Testing System.
7. In line with the University’s Fitness to Practice Policy, successful applicants will be required to sign the Fitness to Practice Declaration and disclose any significant issues pertaining to their health and subsequent ability to complete the programme.

Desirable

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

Selection

Short-listed candidates are invited for an information and selection day during the Spring term. This includes a presentation about the programme, a group discussion activity, a written exercise and individual interviews. The selection panels include representatives from the SEEL Consortium Principal Educational Psychologist group, the programme team and service users. The Institute of Education is
committed to the principle that services for children and their carers should, as far as possible, reflect the communities in which they are delivered. We actively encourage applications from all minority groups.

November 2016

This information is for guidance only. It should not be construed as advice nor relied upon and does not form part of any contract. For more information on UCL’s degree programmes please see the UCL Graduate Prospectus at http://www.ucl.ac.uk/prospective-students/graduate